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Inclusion Strategy

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1. Purpose: Our Vision for Inclusion

At Fenland Schools Federation, inclusion means that every child is known, valued, supported and enabled to thrive within their local community school.

We believe that barriers to learning should never determine a child's opportunities, outcomes or sense of belonging. Every child has the right to participate fully in school life regardless of need, disability, background, circumstance or starting point.

Serving two small village schools, we recognise the unique strengths that come from strong relationships, detailed knowledge of children and families, and close partnership working. We are committed to creating environments where children feel safe, understood and successful.

We believe that:

- Inclusion is everyone's responsibility.
- High-quality teaching is the first and most important support for every learner.
- Support should be based on identified need, not diagnosis.
- Early intervention prevents barriers from becoming entrenched.
- Families are partners in their child's education.
- Diversity strengthens our school communities.
- Every child should experience success, belonging and aspiration.

This strategy outlines how we will use our resources, expertise and provision to improve outcomes for all pupils and particularly those experiencing barriers to learning.

Statement of Intent

At Fenland Schools Federation, this strategy sets out how we will translate our vision for inclusion into everyday practice.

We will focus on strengthening inclusive teaching, improving early identification of need, promoting attendance and belonging, and developing effective partnerships with families and external agencies. We will use evidence from pupil outcomes, attendance, behaviour, family feedback and SEND reviews to evaluate the impact of our work and inform future priorities.

This strategy builds on provision already in place, including Literacy Gold and external play therapy. It recognises the challenges created by limited intervention capacity, the absence of general class teaching assistants, restricted breakout space and lengthy waiting times for neurodiversity assessment and specialist services.

The federation will use the seven DfE principles of inclusion to guide decision-making and ensure that support is based on identified need rather than diagnosis. Our priority is to provide timely, effective support that enables all pupils to participate, belong and achieve.

This strategy directly supports the federation's School Development Priorities relating to high-quality teaching, attendance, behaviour, SEND provision, leadership capacity and outcomes for vulnerable pupils. Inclusion is not a separate agenda but a thread running through all aspects of school improvement.

How support is classified

Universal offer

Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practices that enable all children, including those who face barriers to learning and participation, to achieve and thrive. The federation's universal offer is informed by the Cambridgeshire Ordinarily Available Provision Toolkit and forms the foundation of support for all pupils experiencing barriers to learning.

Targeted support

For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive.

Specialist support

Some pupils may require provision that is additional to and different from that ordinarily available within mainstream school. Where required, the federation will work with external agencies and the local authority to secure appropriate specialist support.

2. Federation Context

Townley Primary School & Nursery

- NOR: 74 pupils
- 25 pupils identified as SEN Support
- 16 pupils with EHCPs
- 5 pupils currently awaiting EHCP decisions
- 4 pupils looked after or previously looked after
- 31 pupils eligible for Pupil Premium

Townley hosts the Federation's Enhanced Resource Base (ERB), with commissioned places from the Local Authority, providing specialist support for eight pupils with significant social, emotional and mental health needs. Pupils need an EHCP to be eligible for a place at the ERB.

Friday Bridge Primary School

- NOR: 76 pupils
- 32 pupils identified as SEN Support
- 3 pupils with EHCPs
- 10 pupils currently undergoing EHCP assessment processes
- 2 pupils looked after or previously looked after
- 36 pupils eligible for Pupil Premium

Friday Bridge serves a high proportion of pupils who require additional support to access learning successfully.

3. Federation Overview

Across the federation:

- Approximately 65% of pupils across the Federation are identified with SEND.
- Significant numbers of pupils experience additional vulnerability through poverty, attendance difficulties, social disadvantage or involvement of external agencies.
- Both schools support increasing numbers of children presenting with social, emotional and mental health needs.
- Demand for specialist services significantly exceeds local authority capacity, leading to lengthy assessment and intervention waiting times.

4. Understanding Our Cohort

Analysis of:

- SEND register data
- APDR reviews
- Attendance data
- Behaviour records
- Educational Psychology advice
- Speech and Language reports
- Parent voice
- Pupil voice
- Assessment outcomes

has identified several recurring barriers to learning.

Cognition and Learning

Many pupils require support to:

- Develop literacy skills
- Secure phonics knowledge
- Improve working memory
- Develop mathematical fluency
- Generalise learning across contexts

Communication and Interaction

Many pupils experience difficulties with:

- Understanding and processing language
- Expressive language
- Social communication
- Vocabulary development
- Listening and attention

Social, Emotional and Mental Health

Increasing numbers of pupils require support with:

- Emotional regulation
- Anxiety
- Building and maintaining relationships

- Behaviour linked to unmet needs
- Engagement in learning

Sensory and Physical Needs

Some pupils require adaptations to support:

- Sensory regulation
- Attention and concentration
- Access to learning environments
- Independence and mobility

These factors form the basis of our strategic priorities. Furthermore, there are other additional factors that impact on inclusion:

Limited capacity for adult-led intervention.

Neither school has any general class teaching assistants and both have limited funds to provide teaching-assistant-led interventions. This restricts the capacity for additional adult-led practice outside the classroom, so support needs to be carefully prioritised and make effective use of high-quality teaching, suitable resources and staff expertise.

Limited quiet and breakout space.

The small size of both schools means there are no dedicated breakout spaces where a child can work quietly or regulate away from classroom activity. This can make it harder for children who experience sensory, attention or emotional-regulation barriers to access learning and participate comfortably throughout the school day.

Long waits for neurodiversity assessment and constrained access to services.

Locally, children may wait up to six years for a neurodiversity assessment. During that time, families and school may have limited access to assessment-related advice, while children still need support based on their day-to-day needs. Local SEND services are stretched and may have to prioritise which children receive support; transport can also make external services difficult for families to access.

5. Funding Overview

For 2026-2027, the federation will invest:

Funding Source	Amount
Townley Notional SEND Budget	£75,304
Friday Bridge Notional SEND Budget	£92,363

Funding Source	Amount
Townley Inclusion Funding	£6,573
Friday Bridge Inclusion Funding	£7,587
Total Inclusion Investment across the Federation	**£181,827**

6. Strategic Priorities

These priorities have been identified through analysis of pupil need, attendance, attainment, behaviour, stakeholder voice, SEND reviews and available resources. They represent the areas most likely to improve access, participation, belonging and outcomes for children across the federation.

Strategic Priority 1

Strengthen Universal Inclusive Practice

Intended Impact

All classrooms provide high-quality adaptive teaching that enables pupils with additional needs to learn successfully alongside their peers.

Key Actions

- Develop federation-wide inclusive practice expectations.
- Embed adaptive teaching across all classes.
- Strengthen use of scaffolding and explicit instruction.
- Improve classroom environments to support attention, communication and regulation.
- Improve use of assessment to identify and respond to barriers.
- Develop staff expertise through coaching, mentoring and CPD.
- Strengthen deployment and impact of Teaching Assistants.

Success Measures

- Adaptive teaching consistently evident through monitoring.
- Teachers accurately identify barriers and implement appropriate support.
- SEND and disadvantaged pupils can explain how they are supported.
- Quality First Teaching reduces reliance on intervention withdrawal.
- Progress gaps narrow over time.
- Monitoring demonstrates that inclusive practices and adaptive teaching strategies are embedded consistently across both schools.

Strategic Priority 2

Improve Early Identification and Graduated Response

Intended Impact

Children receive the right support at the earliest point possible.

Key Actions

- Strengthen Assess-Plan-Do-Review processes.
- Improve quality assurance of APDRs.
- Ensure provision is tightly matched to need.
- Triangulate evidence from staff, families and external professionals.
- Further develop use of PIVATS and formative assessment approaches.
- Improve identification of needs in EYFS.
- Strengthen transition arrangements between classes and schools.

Success Measures

- APDRs consistently demonstrate high quality.
- Earlier identification of need.
- Faster implementation of support strategies.
- Improved provision mapping.
- Professional recommendations consistently reflected in classroom practice.

Strategic Priority 3

Improve Attendance, Wellbeing and Belonging

Intended Impact

All pupils experience a strong sense of belonging and attend school regularly.

Key Actions

- Deliver relational and trauma-informed approaches.
- Maintain therapeutic opportunities through the ERB and targeted support.
- Strengthen emotional regulation provision.
- Develop attendance support plans for vulnerable pupils.
- Increase opportunities for pupil voice.
- Promote positive behaviour through inclusive approaches.
- Develop calm and regulation spaces where appropriate.

Success Measures

- Improved attendance for vulnerable groups.
- Reduced persistent absence.
- Reduced incidents of dysregulation.
- Improved pupil wellbeing indicators.
- Increased participation in wider school life.

Strategic Priority 4

Strengthen Partnership Working with Families

Intended Impact

Parents feel informed, valued and actively involved in decisions regarding their child's education.

Key Actions

- Offer families termly APDR meetings.
- Deliver termly SEND coffee mornings across both schools.
- Improve communication regarding support and provision.
- Ensure families contribute meaningfully to APDR reviews.
- Strengthen partnership working with outside agencies.
- Provide information and training opportunities for parents.

Success Measures

- Increased parental confidence.
- Positive parent survey responses.
- Improved attendance at SEND events.
- Stronger parental engagement in review processes.
- Improved outcomes through consistent home-school collaboration.

6.1 Additional Federation Inclusion outcomes

These outcomes provide additional measures through which leaders and governors will evaluate the effectiveness and impact of the federation's inclusion strategy.

Additional Inclusion outcome 1: Early identification and support

Children’s needs are identified and reviewed promptly, including while they await external assessment.
Children receive support based on their learning, communication, wellbeing and participation needs rather than having to wait for a diagnosis.

Success criteria

Leaders maintain a current record of identified needs, agreed actions and review dates. At each termly review, leaders check whether planned actions have been implemented and record decisions to continue, adapt or stop them. Families are informed of agreed school support and relevant changes.

Additional Inclusion outcome 2: Literacy access and progress

Children make progress in literacy and are increasingly able to apply learning in class. Adaptive teaching and carefully selected use of existing Literacy Gold support access to curriculum learning despite limited adult capacity.

Success criteria

For children using Literacy Gold, staff record starting points, participation and review information, and check progress in relevant literacy skills at agreed intervals. Teachers review whether skills are transferring to classroom work. Leaders review progress and engagement at least termly and record any changes to support.

Additional Inclusion outcome 3: Participation and belonging

More children can participate in enrichment, school life and learning in ways that support belonging and wellbeing. Practical adjustments and review of existing spaces reduce avoidable barriers to participation.

Success criteria

The school records children's participation in available clubs, trips and enrichment, reviews any reported barriers, and documents adjustments agreed where possible. Child feedback is gathered at review points about belonging, participation and access to quieter working arrangements. Leaders review attendance, engagement and relevant behaviour patterns alongside this feedback.

Additional Inclusion outcome 4: wellbeing and therapeutic support

Targeted wellbeing support is purposeful and reviewed for its contribution to children's experience of school. Existing play therapy is evaluated rather than treated as a new or automatically effective intervention.

Success criteria

For children receiving play therapy, agreed intended changes are recorded before support begins or at the next review. Reviews include relevant child, family and staff feedback and consider engagement, wellbeing, participation and attendance where relevant. Leaders record whether support is continued, adapted or concluded.

Additional Inclusion outcome 5: Family partnership and communication

Families have a clearer, more consistent experience of communication and coordination. Families can understand what support school is providing and how their views inform decisions, including when external services are difficult to access.

Success criteria

For children with identified additional needs, the school records agreed communication and actions, and reviews whether follow-up has taken place. Family feedback is gathered during the year and considered in the strategy review, including any access barriers or difficulties with coordination.

Additional Inclusion outcome 6: strategic evaluation and continuous improvement

Leaders can show whether the strategy is improving inclusion and where provision needs to change. Decisions about core and IMF-funded activities are informed by evidence about children's experiences and progress.

Success criteria

At least termly, leaders review available information on attendance, attainment and progress, participation, engagement, belonging, wellbeing and behaviour for children facing barriers to learning. The review records what is working, what needs adjustment and how funding supports the relevant activity and principle of inclusion.

7. Professional Development Strategy

Inclusion Is Everybody's Responsibility

Inclusion is not the responsibility of the SENDCo alone. The Governing Body, Executive Headteacher, senior leaders, teachers, support staff and specialist practitioners all contribute to creating inclusive

environments in which children can participate, belong and achieve. Inclusive practice is therefore embedded within leadership, curriculum design, teaching, behaviour, attendance and pastoral support. As such, inclusion is dependent upon skilled and knowledgeable staff.

During 2026-2027 the federation will provide professional development focused upon:

- Therapeutic Thinking approach
- Adaptive teaching
- Cognitive load theory
- Explicit instruction
- Effective scaffolding
- SEND support within whole-class teaching
- Little Wandle implementation and fidelity to the scheme
- Speech, Language and Communication Needs
- SEMH and emotional regulation
- Autism-inclusive practice
- Teaching Assistant deployment
- EYFS inclusion
- Attendance and relational practice

The effectiveness of training will be measured through monitoring, pupil outcomes and staff confidence surveys.

8. Indicative Allocation of Inclusion Funding

The allocation of inclusion funding reflects the differing needs, contexts and provision structures within each school. While both schools share strategic priorities and benefit from federation-wide leadership, funding decisions are made in response to the specific needs of pupils within each setting and are informed by the graduated approach, pupil outcomes and emerging areas of need.

8.1 Townley Primary School & Nursery

Estimated Available Funding

Funding Source	Amount
Notional SEND Budget	£75,304
Inclusion Funding	£6,573
Total	**£81,877**

Indicative Allocation

Area	Approximate Allocation
Specialist ERB staffing, therapeutic provision and targeted SEMH support	£35,000

Additional SEND staffing, adaptive support and targeted intervention delivery	£18,000
Inclusion leadership, SENCO capacity and statutory SEND processes	£12,000
Evidence-based interventions (including Literacy Gold and precision teaching approaches)	£5,000
Staff training, coaching and development of adaptive teaching practice	£4,000
SEND resources, adaptive equipment and classroom provision	£4,000
Sensory, regulation and accessibility provision	£3,877
Total	**£81,877**

Investment Rationale

As the host school for the federation's Enhanced Resource Base (ERB), Townley supports a significant number of pupils with complex social, emotional and mental health needs, all pupils with Education, Health and Care Plans. Consequently, the largest proportion of funding is directed towards specialist staffing, relational and therapeutic approaches, emotional regulation support and the provision required to enable pupils to participate successfully within both specialist and mainstream environments.

Investment in additional staffing supports the delivery of targeted interventions, implementation of provision plans and increased adult support where required. Funding is also allocated to SENCO leadership capacity, statutory assessment processes, annual reviews and collaborative work with families and external agencies.

Further investment supports evidence-based interventions, staff development, adaptive teaching, sensory regulation resources and accessibility improvements, ensuring that inclusive practice is embedded across the whole school and that barriers to learning are identified and addressed at the earliest opportunity.

8.2 Friday Bridge Primary School

Estimated Available Funding

Funding Source	Amount
Notional SEND Budget	£92,363
Inclusion Funding	£7,587
Total	**£99,950**

Indicative Allocation

Area	Approximate Allocation

Additional SEND staffing, adaptive classroom support and targeted intervention	£60,000
Inclusion leadership, SENCO capacity and statutory SEND processes	£12,000
Evidence-based interventions and literacy support	£8,000
Additional SEND staffing, adaptive classroom support and targeted intervention	£6,000
SEND resources, adaptive technology and classroom provision	£7,000
Accessibility, sensory provision and reasonable adjustments	£6,950
Total	**£99,950**

Investment Rationale

Friday Bridge has a particularly high proportion of pupils identified with SEND, alongside a significant number of pupils receiving SEND Support. Funding is therefore primarily directed towards additional staffing capacity, enabling early intervention, targeted support and responsive provision for pupils with a wide range of needs.

Investment in leadership and SENCO capacity supports effective identification, assessment, monitoring and review processes, as well as partnership working with families and external professionals. Funding is also used to strengthen the quality of universal provision through staff training, coaching and the development of adaptive teaching practices.

Additional resources are allocated to evidence-based interventions, literacy support, adaptive technology, accessibility improvements and sensory provision. This investment aims to ensure that pupils can access learning successfully, participate fully in school life and receive appropriate support while awaiting specialist assessment or external services where required.

8.3 Federation-Wide Review Arrangements

Leaders and governors will review inclusion expenditure on a termly basis to ensure that funding remains aligned with pupil need, statutory responsibilities and strategic priorities. Expenditure will be evaluated alongside pupil outcomes, attendance, participation, progress and wider indicators of inclusion.

Where emerging needs arise, resources may be redirected during the financial year to ensure that support remains responsive and effective. Investment decisions are informed by cohort analysis and are intended to strengthen universal provision, enhance staff expertise, improve literacy and communication outcomes, promote emotional wellbeing and ensure that children have access to the support they need in order to participate, belong and achieve.

The indicative allocations outlined above are therefore subject to ongoing review and may be adjusted throughout the year in response to changing pupil need and evaluation of impact.

Alignment with the Seven Principles of Inclusion

The allocation of inclusion funding has been planned in accordance with the Department for Education's Seven Principles of Inclusion. Funding has been prioritised to strengthen leadership and governance, develop high-quality adaptive teaching, provide evidence-informed early intervention,

improve accessibility, support emotional wellbeing and build effective partnerships with families and external services. Investment decisions are directly linked to the barriers to learning and participation identified through the federation's cohort analysis and are designed to strengthen both universal and targeted provision across both schools.

9. Measuring Impact

Governors will evaluate impact through:

Pupil Outcomes

- Attainment and progress data
- Narrowing of identified gaps
- Progress towards APDR outcomes
- PIVATS outcomes where applicable

Inclusion Measures

- Attendance
- Persistent absence
- Behaviour data
- Exclusions
- Participation in clubs, trips and wider opportunities

Stakeholder Voice

- Parent feedback
- Pupil voice
- Staff feedback
- Governor monitoring visits

Quality Assurance

- Learning walks
- Lesson observations
- Book scrutiny
- Provision reviews
- APDR audits and quality assurance

10. Governance and Accountability

The Executive Headteacher and Executive Assistant Headteacher (SENDCo) will oversee implementation of this strategy.

Governors will receive termly reports outlining:

- Progress against strategic priorities
- Use of funding
- Pupil outcomes
- Attendance and behaviour trends

- Parent and pupil feedback
- Emerging priorities

The SEND Governor will conduct regular monitoring visits and report findings to the Governing Body.

The Governing Body will review the annual impact of this strategy and approve future priorities and investment decisions.

Review Date

Approved by Governors: November 2026
Monitoring Cycle: Termly
Full Review Date: September 2027