Inclusion Strategy Template

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

Inclusion Strategy – Hebburn Lakes Primary

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	September 2026 – July 2028
Date this statement was published	November 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Amanda Moody

Statement of intent

At Hebburn Lakes, we believe that the best outcomes are achieved when pupils, families, staff and the wider community work together. Through inclusive practice, high quality teaching and shared leadership, we aim to create a culture where every child belongs, learns successfully and achieves their full potential.

Our vision for inclusive practice reflects our belief that inclusion is created through collaboration and by our desire to **Work**, **Learn** **and** **Achieve Together**. Every member of our school community has a role in ensuring that our children belong, learn, succeed and reach their full potential no matter what their starting point. Inclusion is not an additional initiative; but the foundation of everything we do.

In doing so:

- **We work together** to build an inclusive culture.
- **We learn together** through high quality teaching and professional growth.
- **We achieve together** by removing barriers and enabling every child to succeed.

Executive Summary

Our school has a significant proportion of pupils with SEND, including an increasing number of pupils with Education, Health and Care Plans (EHCPs). While staff demonstrate strong expertise, commitment and care, increasing complexity of need requires a more strategic and sustainable approach to inclusion.

This strategy proposes a shift from a model in which SEND is largely coordinated through the AHT / SENDCo to a distributed leadership model where inclusion is understood as a whole-school responsibility.

The strategy is built around four pillars:

1. Inclusive Culture and Belonging
2. High-Quality Teaching for All
3. Targeted and Specialist Support
4. Distributed Leadership and Accountability

The AHT/SENDCo will retain strategic leadership for SEND while building leadership capacity across the school, enabling teachers, middle leaders, specialist staff, and senior leaders to take greater ownership of inclusive practice.

Why This Strategy Is

Needed Our school context

includes:

- A high proportion of pupils with SEND.
- A significant number of EHCPs.
- Increasing complexity of need.
- Primary needs shifting from SEMH to Communication and Interaction.
- Growing expectations around inclusion and adaptive teaching.
- A need to ensure SEND systems remain sustainable and effective.

To achieve the best outcomes for pupils, inclusion must be embedded within teaching, leadership and school improvement rather than residing within a single role. This strategy moves to a distributed leadership model, similar to that already in place for other leadership roles. Through the use of evidence-informed practice we want to ensure that every child experiences genuine belonging and success.

Strategic Ambition

By 2028 we will have established a culture in which:

- Every child experience belonging, participation and success.
- Teachers confidently meet a wide range of learning needs through adaptive teaching.
- Leaders actively monitor and improve outcomes for pupils with SEND.

- Parents/carers are active in supporting the outcomes their children achieve in school.
- The AHT/SENDCo operates primarily as a strategic leader, coach and quality assurer.
- Inclusion is recognised as a strength of the school.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Historically, operational responsibility for inclusion has been concentrated within the AHT/SENDCo role, limiting sustainability and whole-school ownership. Without structural change, inclusion risks being perceived as the domain of one individual rather than a collective endeavour. Research evidence consistently shows that sustainable improvement in SEND outcomes occurs when leadership, teaching expertise, and accountability are distributed throughout the school community. Our strategic aim is to transition to a model where inclusion is everyone's responsibility—governors hold the school to account, senior leaders ensure resource allocation and curriculum design are inherently inclusive, phase leads and Inclusion Champions drive excellent practice at classroom level, and teachers retain primary accountability for every pupil in their class.
2	Pupils with SEND have the greatest need for excellent teaching. Historically, inconsistency in adaptive teaching across phases means that some pupils—particularly those with moderate or complex needs—have not consistently accessed learning at the right level of challenge and support. Our school improvement priorities explicitly identify the need to embed adaptive teaching strategies so that middle-attaining pupils are effectively supported, the most complex learners' needs are met, and the most able are stretched. Without a consistent, evidence-informed approach to Quality First Teaching, gaps in progress and attainment for pupils with SEND will persist.
3	Some pupils require support beyond the universal offer. Where the Assess–Plan–Do–Review cycle is not implemented with rigour, provision can become reactive rather than responsive, and interventions may not be reviewed systematically for impact. For pupils with EHCPs and those receiving SEN Support, timely access to targeted interventions and specialist advice is essential. Without a robust graduated response, there is a risk that needs escalate unnecessarily or that provision is not matched accurately to individual barriers.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
All teachers will receive continued professional development focused on the EEF's 'five-a-day' evidence-informed approaches—explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies, and the use of technology—to support all pupils, including those with SEND. Training will emphasise the use of scaffolding and visual supports to promote pupil self-advocacy and independence, in line with the school's improvement priority for adaptive teaching. Implementation will follow the EEF's Guide to Implementation, with active leadership, monitoring, and time for teachers to embed new routines.	Universal	**£4500** Breakdown: £1,500 CPD; £2,000 supply cover for staff release release/coaching; £1,000 visual support subscriptions & adaptive tech software
The school will tighten its Universal and Targeted graduated response systems by ensuring all staff understand and consistently apply the Assess–Plan–Do–Review cycle as set out in the Special Educational Needs in Mainstream Schools guidance report. This includes building a holistic understanding of	Targeted	**£3,800** Breakdown: Staff release time for moderation & coaching

each pupil's needs through regular, purposeful assessment; planning provision based on evidence; implementing support; and reviewing impact to inform next steps. SENCo-led moderation and coaching will support consistency.		
The school will formally transition and support current SRB 'teachers in charge' to assume their roles as Inclusion Champions, providing coaching and protected time to lead inclusive practice across phases. New monitoring, reporting, and accountability lines for Curriculum Leaders will be established, ensuring inclusion is embedded in subject leadership.	Universal	**£5,200** Breakdown: CPD, Staff release/coaching
For pupils whose needs cannot be met through the universal offer alone, the school will deploy targeted, evidence-based interventions—such as small-group support for literacy and numeracy, pre-teaching of vocabulary, and structured social and emotional interventions—selected from the EEF's Promising Programmes and aligned to the school's assessment of need. Interventions will be time-limited, regularly reviewed, and integrated with classroom teaching to avoid separation from high-quality whole-class provision.	Targeted	**£8,000** Breakdown: £5,000 partial salary allocation for trained TAs delivering structured programmes; £2,200 intervention programme licences & physical resources; £800 TA CPD
The school will enhance communication and co-production with families through termly SEND review meetings, accessible information about the graduated response, and regular opportunities for parental feedback.	Universal	**£1,500** Breakdown; printing for graduated response guides, parent coffee mornings/workshops

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Universal adaptive teaching is embedded across all phases, so that the needs of all pupils—including those with SEND—are met through high-quality first teaching.	Lesson observations, learning walks, and work scrutiny demonstrate consistent use of scaffolding, explicit instruction, and flexible grouping in every classroom. Pupil progress data shows that middle-attaining and SEND pupils make at least expected progress in reading, writing, and mathematics. Staff feedback indicates confidence in adapting teaching to meet a range of needs.
The graduated response (Assess–Plan–Do–Review) cycle is consistently applied, with provision accurately matched to need and regularly reviewed for impact.	All pupils on SEND Support have a current, reviewed support plan with clear outcomes. Intervention impact data shows measurable progress for pupils receiving targeted support. EHCP outcomes are reviewed termly and the proportion achieved increases year-on-year. External moderation confirms that provision is well-matched to need
Inclusion Champions and Curriculum Leaders provide effective leadership of inclusive practice, with clear accountability.	Inclusion Champions have clear roles and responsibilities, reporting termly to SLT on progress against the inclusion strategy. Curriculum Leaders can evidence how inclusion is embedded in their subject area. Governor monitoring confirms that inclusion is a standing item at relevant committee meetings.

	The school achieves or makes measurable progress towards a nationally recognised Inclusion Award.
Pupils with SEND and additional needs feel they belong, participate fully in school life, and make sustained progress over time.	Pupil voice data shows that SEND pupils feel safe, valued, and included. Participation rates in enrichment activities are monitored and any gaps addressed. Progress data demonstrates that 80% of our SEND pupils make sustained progress over time, with the attainment gap narrowing.
Families are engaged in planning and reviewing provision for their children.	Parent/carer feedback indicates satisfaction with communication and involvement in SEND processes. Attendance at SEND review meetings and parent forums is monitored and increases.

Review of the previous academic year (Y2 onwards)

Further information (optional)

Early Identification, Disadvantage, and Shifting Primary Needs
Given our 52-place nursery, high local disadvantage indicators (46.5% FSM), and significant overlap between socio-economic disadvantage and additional needs, early identification in the Early Years Foundation Stage (EYFS) is critical. This strategy works in tandem with our Pupil Premium strategy to braid funding streams effectively. As our primary needs evolve—notably with a growing prevalence of Communication and Interaction needs alongside our established SEMH specialist resource bases—this strategy ensures that targeted, evidence-informed interventions begin at the earliest possible stage, reducing the escalation of need as pupils move up through key stages.