INCLUSION STRATEGY

2026-2027

Strategy detail	Information
School	Etwall Primary School
Academic year	2026-2027
Publication date	December 2026
Annual review date	November 2027
Statement authorised by	Sarah Bentley, Headteacher and the Governing Body
Named Inclusion Lead	Sarah Giles
Inclusion Governor	Aileen Evans
Inclusive Mainstream Fund allocation	£14,211
Supporting working documents	Derbyshire Inclusion Framework and Whole School Provision Map

1. Statement of intent

At Etwall Primary School, inclusion means that every child is known, valued and able to participate successfully in the full life of the school. Our values of Caring, Curious and Ambitious underpin high expectations for all pupils, including those with SEND, additional needs, disadvantage, anxiety or communication and interaction difficulties. We identify barriers early and respond through high-quality adaptive teaching, reasonable adjustments, strong relationships and evidence-informed targeted support.

Our strategy focuses on two clear priorities.

First, teachers will receive protected release time to understand pupils' strengths and barriers, work with pupils and families, plan and review adjustments, strengthen the assess-plan-do-review cycle and evaluate impact.

Secondly, targeted breakfast and lunchtime inclusion clubs will support pupils who experience emotionally based school avoidance, anxiety, regulation, social communication or interaction barriers at key transition and unstructured points in the day.

A school Widgit Online licence will strengthen both priorities by enabling staff to produce consistent visual timetables, communication aids, vocabulary supports, first/then boards and personalised resources. Provision will be based on identified need rather than diagnosis alone. We will evaluate the difference made through attendance, punctuality, classroom engagement, independence, participation, wellbeing, pupil voice, parent/carer feedback and progress from starting points.

2. Inclusion principles

Principle	What it means at Etwall
Belonging	Every pupil feels safe, valued and included.
Responsibility	Leaders, governors and staff share responsibility for inclusion.
Flexibility	Teaching, environments and routines are adapted to predictable and individual barriers.
Identification	Needs and barriers are identified early through evidence and voice.
Provision	Support is matched to need and reviewed for impact.
Opportunities	All pupils access learning and wider school life.
Championing	Strengths, diversity, progress and achievement are recognised.
Co-production	Children, families and partners shape decisions together.

3. Key barriers to learning and participation

Ref.	Barrier, trend or theme	Evidence/source
1	The school population includes 15% of pupils with SEND and 15% of pupils who are eligible for Pupil Premium funding. Inconsistent use of adaptations, visual supports and scaffolding can create barriers to engagement, independence and equitable access to learning.	Classroom monitoring, work scrutiny, provision reviews, assessment information and staff feedback.
2	A growing group of pupils experiences anxiety, emotionally based school avoidance, difficulty separating from parents or difficulty making a settled transition into learning.	Attendance and punctuality information, pastoral records, EBSA plans, family feedback and pupil voice.
3	The school has 4% of pupils with Speech and Language Therapy plans and 5% with ADHD and/or autism. Pupils with communication and interaction needs can find busy, less structured times challenging, impacting regulation, friendships, participation, readiness to learn and sense of belonging.	Lunchtime and behaviour/pastoral information, staff observation, pupil voice and parent/carer feedback.
4	Teachers need protected, purposeful time to understand barriers, collaborate with families and colleagues, use the graduated response and evaluate whether adjustments are improving access, engagement, independence and progress.	SEND reviews, APDR documentation, provision mapping and staff feedback.

4. Priorities, activity and intended impact

Focus	Barriers	Activity	Type	Lead/timescale	Intended outcome and success measure
Priority 1: Strengthen the teacher-led universal offer	Barriers 1 and 4	Provide each of 12 teachers with 24 hours of protected inclusion release across the year, four hours each half term. Time will be used for a defined cycle of identification, planning, adaptation, independence, evaluation and transition. Purchase Widgit Online Standard for up to 20 users to create consistent visual and communication supports. Whole school training and support from ISAS.	Universal, with targeted application	Sarah Giles; half-termly implementation with support from ISAS; termly SLT review; annual evaluation July 2027	Teachers can identify and explain barriers, implement precise adjustments and demonstrate impact. Monitoring shows greater consistency in adaptive teaching and visual support. Sampled pupils show stronger access, engagement, independence and progress.
Priority 2: Improve attendance, belonging and participation through targeted breakfast and lunchtime support	Barriers 2 and 3	Provide two additional staff hours each school day: a targeted EBSA breakfast/soft-start club and a structured lunchtime inclusion club. Provision will include a calm arrival, trusted-adult support, visual routines, communication support, co-regulation, supported interaction and a structured transition into class or afternoon learning. Entry and exit/review information will be recorded for identified pupils.	Targeted	Sarah Giles and pastoral team; daily provision; half-termly review; annual evaluation July 2027	Identified pupils show improved attendance/punctuality trajectories, successful separation and transition, increased participation, fewer unstructured-time difficulties and stronger pupil/parent reports of belonging and support.

5. Costed action plan

Activity	Calculation and purpose	Type	Budget / funding source	Costing note
Teacher inclusion release	12 teachers × 24 hours = 288 hours. Cover will be provided by a UPS2 teacher for two weeks in January 2027 and Grade 9 HLTAs for the remaining sessions.	Universal / targeted	£7,216.80 maximum budget envelope	Actual invoice/payroll cost will replace this envelope when known. Derbyshire benchmark: 288 × £17.59 = £5,065.92.
Targeted EBSA breakfast/soft-start club	1 additional hour each pupil day × 190 days. Calm arrival, communication and regulation support, trusted adult and transition into class.	Targeted	£3,342.10	190 × £17.59 reporting rate.
Targeted lunchtime inclusion club	1 additional hour each pupil day × 190 days. Structured communication, interaction, regulation and supported participation.	Targeted	£3,342.10	190 × £17.59 reporting rate.
Widgit Online Standard licence	Annual school licence for up to 20 users. Used for visual timetables, communication boards, vocabulary sheets, personalised routines and accessible resources.	Universal / targeted	£310.00 excluding VAT	Current one-year Standard school price. Update if the final invoice differs.
Specialist advice to support planning for children's needs	Secure specialist advice to support planning for the needs of children at the school. This may include additional Educational Psychologist reports or Behaviour Support.	Additional to IMF	£1,500.00 additional funding (outside IMF)	Separate from the IMF allocation and strategy. Any unspent balance will not be carried forward.
Work with ISAS to develop, implement and review specialist support plans for targeted pupils	To access specialist advice and support plans for identified pupils, ensuring targeted strategies are implemented and reviewed to meet individual SEND needs.	Targeted	**£0** – no additional cost, as ISAS support is provided through the Derbyshire Local Offer.	**£0** – no additional cost, as ISAS support is provided through the Derbyshire Local Offer.
TOTAL IMF ALLOCATION			£14,211.00	No double counting with pupil premium, core budget or notional SEN budget.

Financial control note: The teacher-cover line is a maximum budget envelope so the strategy balances to the confirmed £14,211 allocation. The business manager will replace it with the verified UPS2 and Grade 9 HLTA payroll/cover cost, including applicable on-costs. Any resulting underspend will be reallocated only to evidence-informed activity within the seven inclusion principles, or carried forward in line with the grant conditions.

Additional specialist-advice funding: A separate £1,500 allocation, additional to the IMF strategy and not included in the £14,211 IMF total, will fund specialist advice to support planning for children's needs. This may include additional Educational Psychologist reports or Behaviour Support. Any unspent balance from this separate allocation will not be carried forward.

6. Teacher release plan: 24 hours per teacher

Half term	Time	Defined purpose and expected output
Autumn 1	4 hours	IDENTIFY: Review strengths, needs and barriers using assessment, observation and existing information. Check access to the curriculum, attendance, participation and independence. Identify pupils requiring a strengthened universal response or targeted support.
Autumn 2	4 hours	PLAN AND CO-PRODUCE: Gather pupil and parent/carer voice. Refine APDR/IEP outcomes, pupil passports and reasonable adjustments. Agree what success will look like and how it will be measured.
Spring 1	4 hours	ADAPT: Strengthen classroom routines, language and communication supports, visual scaffolds and curriculum access. Use Widgit to create or update resources matched to identified barriers.
Spring 2	4 hours	BUILD INDEPENDENCE: Review adult deployment, prompting and scaffolding. Plan least-to-most support, task analysis and the gradual fading of scaffolds where appropriate.
Summer 1	4 hours	EVALUATE IMPACT: Review progress, engagement, attendance, participation, wellbeing and independence. Continue, refine or stop provision based on evidence. Record pupil and family views.
Summer 2	4 hours	TRANSITION: Record successful strategies, prepare accessible transition materials and share essential information with receiving staff/settings. Evaluate the year and identify next priorities.
TOTAL PER TEACHER	24 hours	12 teachers × 24 hours = 288 hours of protected inclusion work across the year.

7. Targeted breakfast and lunchtime provision

Provision	Entry criteria	Core offer	Impact evidence
Breakfast / soft-start club	Pupils experiencing EBSA, anxiety, separation difficulty, communication and interaction barriers, dysregulation or difficulty moving into class.	Calm arrival; predictable visual routine; access to a trusted adult; communication supports; regulation activities; preparation for the day; structured handover into class.	Attendance; punctuality; successful separation; time taken to enter class; engagement in first lesson; pupil and parent/carer voice.
Lunchtime inclusion club	Pupils experiencing communication and interaction difficulties, sensory or regulation barriers, social uncertainty, friendship difficulty or reduced participation during unstructured time.	Quiet/structured space; supported communication and interaction; visual choices; planned activities; co-regulation; rehearsal of social routines; supported return to afternoon learning.	Participation; frequency/type of lunchtime incidents; successful peer interaction; readiness for afternoon learning; pupil voice; staff and parent/carer feedback.

Provision is an identified inclusion intervention, not general childcare or ordinary lunchtime supervision. Pupils do not require a diagnosis to access support. Entry will be based on evidence of need, and support will be reviewed at least half-termly so that it remains proportionate and purposeful.

8. Intended outcomes and success criteria

Intended outcome	Success criteria
A stronger universal offer	By July 2027, monitoring across all classes shows that agreed adaptive teaching, visual communication and reasonable-adjustment approaches are used consistently and matched to need.
More precise teacher-led support	All 12 teachers complete the half-termly inclusion cycle and can explain the barrier, provision, intended outcome and impact for sampled pupils.
Greater independence	Sampled pupils require fewer repeated prompts, initiate and sustain tasks more successfully, and use visual/scaffolded support increasingly independently.
Improved attendance and transition	Identified breakfast-club pupils demonstrate improved individual attendance/punctuality trajectories or documented improvement in separation, school entry and first-lesson engagement.
Improved lunchtime participation and belonging	Identified pupils participate more successfully in lunchtime, experience fewer recorded difficulties and report that support helps them feel included and ready to learn.
Strong communication and interaction support	Widgit resources and predictable routines enable pupils to understand expectations, express needs and participate in learning and wider school life more successfully.
Evidence-led deployment	Provision is continued, adapted or stopped in response to evidence, and governors can explain how the £14,211 allocation is improving access, attendance, belonging, participation and outcomes.

9. Monitoring, evaluation and governance

Frequency	Review activity	Accountability
Daily	Attendance, punctuality, arrival/transition and attendance at targeted clubs; significant pastoral or behaviour information.	Pastoral staff / attendance lead
Half-termly	Teacher release outputs; breakfast and lunchtime pupil review; pupil voice; parent/carer feedback; provision maps and APDR records.	Sarah Giles and teachers
Termly	Learning walks, work scrutiny, assessment/progress, participation and independence sampling; budget monitoring; report to SLT and Inclusion Governor.	SLT, Sarah Giles and Aileen Evans
Annually	Evaluate outcomes and spending; identify what worked, what did not and what will change; update and republish the strategy.	Headteacher and Governing Body

10. Working with pupils, families and partners

Pupil and family voice will be gathered through APDR/IEP reviews, targeted conversations, surveys, club reviews, parents' evenings and pastoral contact. Feedback will be recorded alongside the action taken in response. Staff will work with relevant partners where specialist advice is required, but responsibility for implementing and evaluating everyday provision remains with the school. Governors will scrutinise barriers, expenditure, participation, pupil/family voice and evidence of impact.

11. Review of the previous academic year

This is Etwall Primary School's first strategy under the Inclusive Mainstream Fund. There is therefore no previous IMF strategy to review. Existing evidence shows a need to strengthen consistent adaptive teaching, communication support, independence, EBSA responses and participation during unstructured times. The first annual review will report impact on engagement, participation, attendance, belonging, wellbeing, progress and achievement, and will state what the school will continue, stop or adapt.

12. Compliance, record keeping and publication

- This strategy will be published on the school website by 31 December 2026 and reviewed at least annually.
- Clear records of IMF income, expenditure, payroll/cover costs, invoices and evidence of use will be retained.
- IMF expenditure will be additional and will not subsidise pre-existing activity, general operational costs, capital works or work unrelated to inclusion.
- Activities are linked to identified barriers and to the DfE principles of inclusive leadership, early evidence-based support, adaptive teaching, accessible wider provision, belonging and attendance, partnership with families/services, and inclusive environments.

- The strategy is supported by the Derbyshire Inclusion Framework, Whole School Provision Map, SEND Information Report, SEND Policy, Accessibility Plan, School Development Plan, attendance evidence and relevant pupil premium evidence.
- The Governing Body, including the Inclusion Governor, will scrutinise the strategy, use of funding and outcomes.

Appendix A: final figures to confirm before publication

Item	Owner	Action
Actual UPS2 teacher cover cost for the two-week January 2027 block	Business Manager	Replace the relevant part of the £7,216.80 cover envelope.
Actual Grade 9 HLTA hourly rate, hours and employer on-costs	Business Manager	Replace the remaining part of the £7,216.80 cover envelope.
Widgit invoice and VAT treatment	Business Manager	Current plan uses £310 excluding VAT for Standard, up to 20 users.
Names/roles delivering breakfast and lunchtime support	Sarah Giles	Add to the operational provision map, not necessarily the public strategy.
Baseline list and impact measures for targeted pupils	Sarah Giles	Complete before provision begins or at first review.

Glossary for Parents and Carers

Etwall Primary School Inclusion Strategy 2026-2027

This glossary explains key terms used in our Inclusion Strategy. It is intended to help parents and carers understand how the school identifies needs, removes barriers and supports children to participate and learn.

Term	What this means
Adaptive teaching	Adjusting teaching, resources or the learning environment so that all children can access learning and make progress.
ADHD	Attention Deficit Hyperactivity Disorder. A condition that can affect attention, activity levels organisation and impulse control.
APDR	Assess, Plan, Do, Review. A cycle schools use to identify a child's needs, put support in place and review how well it is working.
Autism	A lifelong developmental difference that can affect communication, social interaction, sensory processing and how a person experiences the world.
Co-production	Children, parents or carers, school staff and other professionals working together to make decisions about support.
EBSA	Emotionally Based School Avoidance. When emotional difficulties, such as anxiety, make it difficult for a child to attend school or parts of the school day.
Educational Psychologist (EP)	A specialist professional who helps schools and families understand a child's learning, development and additional needs.
Graduated response	A step-by-step approach to identifying and meeting additional needs, with support regularly reviewed and adapted.
HLTA	Higher Level Teaching Assistant. A member of support staff with additional responsibilities who may support learning, interventions and classes.
IEP	Individual Education Plan. A plan setting out a child's needs, outcomes or targets and the support being provided.
IMF	Inclusive Mainstream Fund. Funding used by the school to strengthen inclusive provision and reduce barriers to learning and participation.
Inclusion	Ensuring every child feels valued, belongs and can participate successfully in learning and wider school life.
ISAS	Inclusion Support Advisory Service. A Derbyshire service that gives specialist advice and support to help schools meet pupils' additional needs.
Local Offer	Information about SEND services and support available to children, young people and families in Derbyshire.
Pupil Premium	Additional government funding provided to schools to help improve outcomes for eligible disadvantaged pupils.
Reasonable adjustments	Changes made to reduce or remove barriers so that disabled pupils and those with additional needs can access school life as fully as possible.
Regulation and self-regulation	A child's ability to recognise and manage emotions, sensory needs, attention and responses, with support where needed.
SEND	Special Educational Needs and Disabilities. This refers to children who have additional needs and may require support beyond ordinarily available classroom provision.
SENDCo	Special Educational Needs and Disabilities Coordinator. The member of staff who leads and coordinates SEND provision within the school.
Speech and Language Therapy (SaLT)	Specialist support for children who have difficulties with speech, language, communication, interaction or related needs.
Scaffolding	Temporary support that helps a child complete learning successfully. It is gradually reduced as the child becomes more independent.
Soft start	A calm, supported and predictable start to the school day that helps a child move successfully into learning.
Targeted support	Additional support provided to particular pupils or groups because of an identified need or barrier.
Universal provision or universal offer	Inclusive teaching, approaches and support available to all pupils as part of everyday classroom practice.
Visual supports	Pictures, symbols, timetables, prompts or other visual information that help children understand, communicate and work independently.
Widgit	A symbol-supported communication system used to create visual resources such as timetables, communication boards and accessible learning materials.