Disley Primary School – Inclusion Strategy 2026/27

Inclusion Strategy – Disley Primary School

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	2026/27 (1 September 2026 to 31 August 2027)
Date this statement was published	19.11.26
Date on which it will be reviewed	July 2027 (with an interim implementation review in spring 2027)
Statement authorised by	LGB

Statement of intent

At Disley Primary School, we want every child to feel that they belong, can succeed and is understood. We recognise that children experience different barriers to learning and participation. Our responsibility is to identify and reduce those barriers through high-quality adaptive teaching, early help, appropriate adaptations and effective support. We want children to access an ambitious curriculum, develop confidence and independence, build positive relationships and participate fully in school life.

This strategy brings together our existing inclusive work and a focused investment through the Inclusive Mainstream Fund (IMF). It will strengthen our universal classroom offer while improving the way we identify and respond to needs that require additional support. Our approach reflects the seven DfE principles of inclusion: ambitious leadership and governance; evidence-informed early intervention; high-quality adaptive teaching and curriculum design; accessible enrichment; a safe and respectful culture that promotes belonging and participation; strong partnerships with families and wider services; and continuous improvement to inclusive environments.

We will build on Disley's values of Resilience, Respect, Responsibility, Reciprocity and Reflectiveness, and our commitment to being Proud to Belong. Inclusion is everyone's responsibility. Leaders, teachers, support staff and governors will work together to make the strategy part of everyday practice. We will seek the views of pupils and families, including those who experience barriers, and use feedback alongside assessment, observation and professional advice to review our priorities.

Barriers to learning and participation

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Access to reading, spelling and written recording. Some pupils experience difficulty with decoding, reading fluency, spelling, processing written information or recording their ideas. These barriers can affect access to instructions, the wider curriculum and the ability to demonstrate learning. Validate using reading and writing assessment, work scrutiny and pupil voice.
2	Speech, language and communication. Some pupils may find it difficult to understand language, process instructions, develop vocabulary, express ideas or participate in discussion and social

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
	interaction. Validate through classroom observation, assessment information, family and pupil feedback, and advice from relevant professionals.
3	Regulation, sensory and social participation. Some pupils may experience barriers linked to sensory demands, transitions, emotional regulation, attention, relationships or the predictability of the school environment. Consider patterns in engagement, attendance, behaviour, participation and pupil voice.
4	Consistency of adaptive teaching and staff confidence. As the range and complexity of need within mainstream classrooms develops, staff require shared knowledge, practical strategies and access to resources so that adaptations are timely, consistent and do not unnecessarily reduce curriculum ambition. Validate through staff feedback, learning walks and review of classroom provision.

Activity in this academic year

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)***
IQM engagement and improvement activity. Use the IQM process to support external review, reflection and development of inclusive practice, with actions linked to the school's inclusion priorities and the seven principles. (Barriers 1–4.)	Universal – whole-school leadership and improvement	£2,460
Screening and early identification. Purchase a carefully selected set of literacy, reading, spelling, phonological-awareness and/or language screening and assessment resources. Establish staff guidance for use, interpretation, referral and review. Screening will identify possible barriers and inform support; it will not be used to diagnose. (Barriers 1–2.)	Universal assessment infrastructure, informing targeted support	£1,500
Assistive technology bank. Purchase a small, shared bank of reading pens, suitable headphones and/or devices, and tools for text-to-speech, speech-to-text, word prediction and spelling support. Train pupils and staff; agree access, safeguarding, maintenance and impact-review arrangements. (Barrier 1; also supports access across the curriculum.)	Universal access with targeted allocation according to need	£2,500
Staff professional development. Deliver a coherent programme focused on adaptive teaching, literacy and dyslexia-friendly practice, communication needs, neurodiversity and sensory/regulation strategies, and practical use of assistive technology. Include follow-up coaching or opportunities to practise and review implementation. (Barriers 1–4.)	Universal – whole-school professional learning	£2,500
Inclusive classroom environments and resources. Develop consistent, flexible classroom approaches including visual timetables, clear task instructions, vocabulary scaffolds, now-and-next supports and appropriate regulation resources. Resources will be selected in response to identified barriers rather than purchased as a generic package. (Barriers 2–4.)	Universal – classroom accessibility	£1,280
Specialist advice and early intervention. Commission time-limited specialist advice, staff coaching or assessment-informed support, prioritising communication and language where cohort evidence confirms need. Use advice to build staff capability and develop curriculum-linked early support, with clear review of pupil impact. (Barriers 2–4.)	Targeted support and capacity-building for universal practice	£2,000

Intended outcomes

Intended outcome	**Success criteria**
Pupils who experience barriers to reading, spelling and written recording are identified earlier and can access appropriate support and technology.	By summer 2027, the school has an agreed screening and response pathway; identified pupils have documented next steps; a sample review shows whether selected tools

Intended outcome	Success criteria
	improve access, task completion or independence. Baseline and review evidence recorded by the SENCO.
Pupils can access learning with greater independence through appropriate assistive technology and classroom adaptations.	A usage and review process is in place for the assistive technology bank. For pupils trialling a tool, staff record baseline and follow-up evidence of access, confidence and independence after an agreed trial period.
Staff confidence and consistency in adaptive teaching improve.	Staff baseline and follow-up surveys show improved confidence in the agreed priority areas. Learning walks, planning discussions and work scrutiny identify examples of the agreed strategies being used appropriately across phases.
Classrooms provide predictable, accessible environments that support communication, participation and regulation.	An inclusion audit identifies agreed core features and areas for development. Follow-up monitoring shows that agreed adaptations are in place where appropriate and pupil feedback indicates improved access, predictability or participation.
Specialist advice and IQM activity lead to practical improvements in whole-school inclusion.	IQM feedback and specialist recommendations are translated into a prioritised action plan. Leaders review completion and impact termly, including pupil and family feedback and relevant engagement, attendance and progress information.

Review of the previous academic year

This is Disley Primary School's first inclusion strategy developed under the 2026/27 Inclusive Mainstream Fund. There is therefore no previous IMF strategy against which to report progress. During the autumn term, leaders will establish a baseline by reviewing the current SEND profile, assessment information, attendance, behaviour and participation patterns, classroom practice, and feedback from pupils, families and staff.

The summer 2027 review will consider whether the planned activities were implemented as intended and whether they improved access to learning, engagement, independence, belonging, attendance and progress. It will identify which approaches should be sustained, adapted or stopped, and how learning from this year should inform the next strategy. No impact claims are made in advance of this evaluation.

Further information (optional)

Implementation and review: The headteacher and SENCO will coordinate delivery, with relevant subject and phase leaders supporting classroom implementation. Governors will receive an update on expenditure, implementation and impact. Pupil and family feedback will inform review and refinement.

Funding: Total IMF allocation £12,240. Proposed allocation: IQM engagement and improvement activity £2,460; screening and early identification £1,500; assistive technology £2,500; staff development £2,500; inclusive classroom environments £1,280; specialist advice and early intervention £2,000. Total £12,240. The figures are budget envelopes rather than supplier quotations. The school will retain evidence of purchases, implementation and evaluation.

Evidence and guidance: The strategy has been structured around the Department for Education's guidance, 'Developing an inclusion strategy using the inclusive mainstream fund' (updated 7 August 2026), and its seven principles of inclusion. The school will also draw on the Education Endowment Foundation's guidance on inclusive teaching and special educational needs in mainstream schools. Screening tools will be used to inform next steps and provision, not as a substitute for diagnostic assessment. Assistive technology will be made available according to identified barriers and reviewed for its impact on access and independence.