



Inclusion Strategy 2026-2027– St George's Infant Church of England 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).

Statement of Intent

St George's Infant School seeks to ensure every child is inspired, believes in themselves, and achieves their full potential in a welcoming Christian community (Inspire, Believe, Achieve). Our inclusion objectives are to: embed high-quality adaptive teaching; transform classroom organisation and play to support active, play-based learning; increase parents' understanding of SEND pathways; and secure timely specialist input where required. These aims respond to our current context (2 form entry infant school with preschool, preschool intake of 29, a large site and field, Pupil Premium 11%, EAL 27%, SEND 16%, taken from 2025-2026 data) and the last Ofsted feedback about reading practice and variability in curriculum adaptations.

Our inclusion strategy focuses on a small number of high-impact activities implemented well, with an emphasis towards strengthening the universal offer so all children benefit. The strategy is explicitly aligned with the DfE's 7 principles of inclusion (listed below) and uses the best-available, DfE- and EEF- recommended evidence to select activity types and delivery approaches, including guidance on effective implementation and staff development [RISE support for inclusive mainstream education](#) and the EEF guidance on SEND in mainstream schools [Special Educational Needs in Mainstream Schools \(EEF guidance report\)](#).

To classify activity types, we use the DfE definitions:

- 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."
- 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."

We developed this strategy with input from staff, governors, parents and local partners during termly SEND reviews and through consultation events linked to our school priorities (reading, SEND curriculum adaptations, parental engagement and play). The document explains the key barriers we have identified, describes the focused set activities to be funded from the core budget and IMF, and sets measurable intended outcomes with clear success criteria.

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The 7 principles of inclusion

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

This strategy will be reviewed annually by monitoring of pupil progress, attendance, wellbeing and parental feedback, and will be published on the school website as required.

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Section 2 — 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.

Number	Detail of barrier to learning
1	Children not working at age related expectations — A minority of children (including many with SEND and some Pupil Premium pupils) are working below expected levels. Children cannot make progress against age related objectives set by the DFE.
2	Traditional classroom organisation not conducive to active learning and play-based learning to support inclusion — Current classroom routines and timetables limit extended, teacher-supported play and active learning which research shows supports social communication, engagement and self-regulation in early years and infant settings.
3	Parental understanding of steps to support children with SEND at home — Parents would benefit from practical strategies they can use at home to enable consistency between school and home.
4	Access to regular specialist therapists to deliver face to face interventions — Local provision (SALT, educational psychology) is limited and delays specialist input. This restricts early diagnosis and slows delivery of evidence-based early interventions for speech, language and other needs.
5	Consistent whole school approach to Inclusion — To ensure inclusion practice is consistent across the school.

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Section 3 — Activity in This Academic Year

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	Activity type	Total budgeted cost
Enhancements to curriculum and teaching practices for children who have alternate methods of learning — informed by the EEF guidance on supporting pupils with SEND and DfE/IMF best-practice approaches to prioritise early evidence-based support (Special Educational Needs in Mainstream Schools (EEF guidance report) ; Inclusive mainstream fund: best practice for schools (DfE)). Principle: 3. high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 5	targeted	core budget
Embed play-based, active learning and improved playtimes (OPAL-informed approach) to redesign classroom organisation and outdoor play, train staff in guided play and play supervision and use play to support communication and social skills — supported by Inclusion in Practice evidence on play and the EEF evidence base for play-based learning (Inclusion in Practice case studies ; Promising Programmes (EEF)). Principle: 4. enriching provision beyond the classroom that all children can access. Barriers addressed: 2, 5	universal	core budget
Train staff using resources from Speech and Language UK and adopt classroom communication strategies where appropriate to accelerate oral language and pre-reading skills (Resource library for educators (Speech and Language UK) ; RISE support for inclusive mainstream education (DfE)). Principle: 2. evidence-based support prioritising early intervention. Barriers addressed: 4, 1, 3	targeted	IMF
Whole-school CPD and leadership for adaptive teaching and Support Staff deployment: planned CPD sequence (including SENCo-led coaching), to increase teacher confidence in curriculum adaptations, scaffolded teaching, and effective Support Staff use so pupils with	universal	core budget

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SEND learn alongside peers (Special Educational Needs in Mainstream Schools (EEF guidance report) ; Guide to implementation (EEF)). Principle: 1. ambitious leadership and governance that embeds inclusion; 3. high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 5, 1, 2		
Parent and family partnership programme for SEND: run an accessible programme of termly SEND information meetings, targeted workshops for parents of children at SEND Support (reading, language, behaviour), and easy-read guides to the school's graduated approach — using Speech and Language UK resources and the DfE/RISE emphasis on family partnership (Resource library for educators (Speech and Language UK) ; RISE support for inclusive mainstream education (DfE)). Principle: 6. strong partnerships with families and wider services. Barriers addressed: 3, 5	targeted	IMF



Section 4 — 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
Improved personal progress using standardized tests and Autism Education Trust	SEND group progress measured via assess–plan–do–review cycles shows measurable step improvements. Evidence-based approach informed by EEF SEND guidance.
More inclusive classroom organisation with sustained guided play and improved playtimes	By end of year: classroom routines revised and observed in 100% of classes to include planned guided play or active learning slots; OPAL/play-based metrics show increased participation at breaktimes; staff and pupil surveys show improved engagement and reported sense of belonging; fewer playground-related behaviour incidents recorded. Supported by Inclusion in Practice and EEF play evidence.
Dedicated access to impactful speech, language and Communication support	By end of year: targeted children show improved oral language measures; parental uptake of recommended home activities increases. Evidence aligned to Speech and Language UK resources and RISE guidance.
Consistent high-quality adaptive teaching and improved support staff impact	By end of year: CPD completion rates high; lesson observations and learning walks show consistent use of scaffolding and adaptive strategies; TA deployment audit shows reduced unnecessary withdrawal and clearer, evidence-aligned role descriptions; attainment/progress for identified pupils improves. Guidance from EEF SEND report and EEF implementation resources underpins this activity.
Increased parental understanding and partnership in SEND processes	By end of year: parent workshop attendance targets met; parent survey shows improved understanding of SEND steps and home strategies; school records show more constructive parent–school communications and co-produced targets for pupils; increased parent confidence reported. Activities used address DfE emphasis on family partnership.

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Evidence and sources used to design activities and outcomes

- Inclusive mainstream fund: best practice for schools (DfE) — <https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools>
- RISE support for inclusive mainstream education (DfE) — <https://www.gov.uk/government/publications/rise-support-for-inclusive-mainstream-education/rise-support-for-inclusive-mainstream-education>
- Special Educational Needs in Mainstream Schools (EEF guidance report) — <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
- Promising Programmes (EEF) — <https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes>
- Inclusion in Practice case studies — <https://inclusioninpractice.org.uk/casestudies/>
- Resource library for educators (Speech and Language UK) — <https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/>
- Guide to implementation (EEF) — <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

This inclusion strategy is owned by the headteacher and governing body and will be published on the school website. Reviews will use pupil-level data, parent feedback and external guidance to confirm impact and refine the plan.