Deer Park Primary School

Inclusion Strategy 2026-2027

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	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs A Lupton Headteacher and Mr P. Fletcher SENDCo

Statement of intent

At Deer Park Primary School, our ultimate objective is to provide an environment where every child—regardless of their starting point, background, or learning differences—can thrive, achieve independence, and develop a lifelong love of learning. We believe that exceptional inclusive practice is not an add-on, but the foundation of our high-quality universal offer.

Our strategy for the 2026-2027 academic year focuses heavily on eliminating barriers to participation, boosting academic confidence, and fostering pupil independence. A core target this year is improving writing outcomes and building sustained focus across all key stages, ensuring that children with additional needs or SEND are fully supported to express their knowledge and creativity autonomously.

To achieve these objectives, our strategy is rooted in the following core principles:

- **Early and Accurate Identification:** Utilising robust diagnostic tools and frameworks to identify speech, language, and literacy gaps early, allowing for immediate, targeted adjustments.
- **A Consistent Universal Offer:** Implementing structured, high-quality visual and communication aids (such as Widgit boards) across all classrooms to provide environmental predictability and reduce cognitive load.
- **Evidence-Based Interventions:** Directing our core and Mainstream Inclusion Fund (IMF) allocations into proven programs—such as Little Wandle for phonics development and Lexia Reading Core 5 for targeted literacy progression—to close attainment gaps rapidly.
- **Holistic Progress Tracking:** Measuring success not just through traditional academic metrics, but through highly personalized tracking systems like MAPP (Mapping Progress), which celebrate incremental steps in engagement, communication, and independence.

We firmly believe that inclusion is a shared endeavour. We work in close partnership with our families, hosting regular consultation sessions, sharing progress transparently, and collaborating with our wider school community and partners—including our upcoming transition work with the Christopher Nieper Education Trust (CNET)—to ensure a cohesive, supportive network wrapped around every child.

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)*
Communication and Interaction	
1	**Speech, Language, and Communication Needs (SLCN):** Difficulties processing spoken language, following multi-step instructions, or articulating thoughts.
2	**Social Communication Difficulties:** Challenges with unwritten social rules, peer interactions, or understanding inferential language.
3	**Autism Spectrum Conditions:** Over-reliance on predictability, requiring structured visual supports or communication aids.
Cognition and Learning	
4	**Specific Learning Difficulties (SpLD):** Barriers like dyslexia (processing speed and reading), dyscalculia (number concepts), or dyspraxia/dysgraphia (motor coordination and writing).
5	**Moderate to Severe Learning Difficulties (MLD/SLD):** Learning and retaining information at a significantly slower pace than peers, requiring specialised differentiation.
Social, Emotional, and Mental Health (SEMH)	
6	**Emotional Dysregulation:** Anxiety, or trauma-based responses that impact concentration and attendance.
7	**ADHD / Attachment Difficulties:** Hyperactivity, impulsivity, or difficulties maintaining sustained focus in large, distraction-heavy groups.
Sensory and/or Physical Needs	
8	**Sensory Processing Differences:** Heightened or diminished sensitivity to lighting, background noise, or classroom layouts.
9	**Gross/Fine Motor Difficulties:** Fatigue, limited physical stamina, or difficulty using standard classroom equipment/tools.
Wider Environmental and Systemic Barriers	
10	**Physical Environment:** lack of additional spaces for interventions, poor acoustics, or unsuitable lighting.
11	**Transitions:** Difficulty navigating unstructured times (like break times) or shifting between different classroom activities.

Activity in this academic year

The table below outlines how we have allocated our core budget and Mainstream Inclusion Fund (IMF) to strengthen our universal provision and deliver targeted support

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)*
School-wide Visual Supports: Implementation of consistent Widgit symbols and communication boards across all classrooms to support navigation of routines, reduce anxiety, and aid communication. *(Addresses Barriers 1, 2, 3, 11)*	Universal	£664
Phonics Precision Provision: Sustained delivery of the Little Wandle phonics program, incorporating targeted catch-up sessions for pupils demonstrating gaps in decoding or processing speed. *(Addresses Barriers 1, 4)*	Universal & Targeted	£995 – Little Wandle portal and resources, plus assessment tracker £7999.68 – Teaching assistant intervention costs to run phonics keep up and rapid catch-up intervention groups
Digital Literacy Progression: Rolling out the Lexia Reading Core 5 program to provide personalised, independent reading and comprehension pathways for children with specific learning difficulties. *(Addresses Barriers 4, 5)*	Targeted	£1850 – Year 1 of 3 – Lexia Core 5 subscription
Writing Independence Initiatives: Staff training and resources focused on scaffolding writing stamina (e.g., using specialised motor tools, speech-to-text options, and chunked learning steps) to build writing confidence. *(Addresses Barriers 4, 7, 9)*	Universal	£2000
Personalized Progress Frameworks: Implementing the MAPP (Mapping Progress) framework to track, evidence, and evaluate non-linear academic and personal progress for pupils with complex learning or SEMH needs. *(Addresses Barriers 5, 6, 7)*	Targeted	£269 EQUALS membership – Year 1 of 3 £125 – MAPP assessment tracker £400 – staff CPD – specific to these staff working with individual children £1200 – SENDCo release time to support staff implementation and development
Acoustic and Environment Adjustments: Minor physical environment adaptations, including refurbishment of quad classrooms, intervention spaces and designated quiet zones for self-regulation. *(Addresses Barriers 8, 10)*	Universal	£10 000

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
Enhanced communication and reduced frustration during classroom transitions and unstructured times	Wider use of Widgit boards independently by pupils to express needs. Reduction in behavioural incidents recorded during transition times.
Accelerated progress in reading and decoding for pupils with specific learning difficulties (SpLD)	Lexia Core 5 usage data shows steady progression through skill levels. Phonics screening outcomes and internal assessments show closed gaps for targeted cohorts.
Improved independence and stamina in written communication across Key Stages.	Work scrutiny demonstrates increased volume and quality of independent writing for SEND pupils. Less reliance on constant adult prompting to initiate or sustain a writing task.
Accurate, meaningful tracking of small-step progress for pupils with complex or moderate learning needs.	MAPP tracking data provides clear evidence of personal, social, or academic growth that standard data sets miss. High-quality, evidence-based reviews during parent-teacher and SEND consultations.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

Year 1 of 3

Further information (optional)

Parental Partnership & Communication

At Deer Park Primary School, we believe that an inclusive education is built on a strong partnership between home and school. We operate an open-door policy and welcome ongoing dialogue with parents and carers regarding their child's provision. If you would like to discuss our Inclusion Strategy in more detail, or if you have specific questions regarding your child's support, please contact our school office to arrange a conversation with our leadership and SENDCo team.

Upcoming Academy Transition

As we look ahead to the 2026-2027 academic year, Deer Park Primary School is entering an exciting new chapter as we prepare to transition into the Christopher Nieper Education Trust (CNET). This partnership will allow us to collaborate closely with a wider network of schools, sharing best practices, resources, and innovative inclusion strategies to further enhance the core offer for all of our pupils.

Pupil Voice & Community Wellbeing

Inclusion at our school goes beyond the classroom walls. We are dedicated to ensuring that children with additional needs have full access to our wider school life, including extra-curricular clubs, school trips, and community events (such as our annual transition week and school-wide active challenges). We actively involve our pupils in reviewing what works for them, ensuring their voices help shape their own learning journeys.