

Inclusive Mainstream Fund Strategy

Little Gaddesden CE Primary School

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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	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	

Statement of intent

At Little Gaddesden C of E Primary School, our Inclusion Strategy is built upon our core values of **kindness**, **understanding**, and **endeavour**. We believe every child belongs in our school family and deserves an ambitious, happy, and fulfilling education where they feel cared for, valued, and inspired to flourish.

High Expectations & Adaptive Teaching

Inclusion starts in the classroom with high-quality, everyday teaching. Driven by our value of endeavour, we hold high standards for all children, aiming for them to achieve expected age-related standards across our curriculum. Where a child has significant additional needs, we tailor their educational experience by supporting their personal best, and celebrating every step of their progress.

Understanding Individual Needs

Children grow and learn in unique ways. Guided by empathy and understanding, we provide targeted support across four key areas:

- **Communication and Interaction:** Speech, language, and social connection.
- **Cognition and Learning:** Reading, writing, maths, and memory skills.
- **Social, Emotional, and Mental Health:** Managing feelings, well-being, and positive relationships.
- **Sensory and Physical Needs:** Hearing, vision, movement, and physical access.

Recognising that needs often overlap, our flexible approach supports the whole child rather than fitting them into a single, rigid category.

Calm and Welcoming Learning Environments Guided by kindness, we focus on creating predictable, accessible, and supportive learning spaces. In line with Department for Education (DfE) guidance, we design classrooms and quiet areas that anticipate sensory needs and remove unnecessary distractions. This helps children feel safe, self-regulate, and fully engage in everyday school life.

Our 7 Principles of Inclusion in Action Our strategy puts national guidance from the DfE and Education Endowment Foundation (EEF) into practice through seven clear commitments:

1. **Inclusive Leadership:** Inclusion guides every decision, policy, and strategy across our school.
2. **Skilled Staff:** We invest in regular training so staff feel confident making effective adaptations for every child.
3. **Adaptive Teaching:** We plan flexible, high-standard lessons so no child feels left behind.
4. **Early Support:** We notice extra needs early, using a clear *Assess, Plan, Do, Review* cycle to step in quickly.
5. **A Sense of Belonging:** We foster a warm, welcoming culture where attendance, emotional well-being, and your child's voice matter.
6. **Working Together:** We build strong partnerships with parents, carers, and external health and education experts.
7. **Accessible Spaces & Activities:** We ensure our physical spaces, learning resources, clubs, and trips are accessible to all.

By working hand-in-hand with our families, we ensure every child feels included, valued, and ready to flourish.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Early Developmental & School Readiness An increasing number of children join us needing extra support to build core speech, social, and self-regulation skills. Without these vital foundations in place, navigating daily classroom routines and accessing early academic learning can feel overwhelming from day one.
2	Complex Social, Emotional, and Mental Health (SEMH) Needs We are seeing a growing prevalence of complex emotional, anxiety, and mental health challenges among pupils. When a child feels emotionally dysregulated, anxious, or insecure, their capacity to focus, build positive relationships, and absorb new learning is significantly reduced.
3.	Cognitive & Information Overload Processing multi-step instructions, complex tasks, or busy environments can quickly strain a child's working memory. When sensory input or instructional information is too dense, children experience cognitive overload, making it difficult to retain key ideas, feel confident, and stay engaged.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Learning Environment Adaptation (supported by Widgit) & Sensory Scaffolding Adapting physical classroom spaces to establish low-arousal quiet areas, sensory-friendly workstations, and visual support tools (e.g., visual timetables and self-regulation prompts) to reduce cognitive noise and support daily routines. Evidence Base: DfE Best Practice Guidance on Inclusive Mainstream Environments; EEF Metacognition & Self-Regulation toolkit.	Universal	£1,400

Barriers Addressed: Barrier 1 (School Readiness) & Barrier 3 (Cognitive Overload)		
Widgit Online School Subscription & Visual Communication Supports Whole-school subscription to Widgit Online to design visual timetables, communication choice boards, social stories, and visual task cards. This creates predictable, symbol-supported learning environments that reduce cognitive load and support speech and language needs. Evidence Base: EEF SEN in Mainstream Schools guidance (visual cues and structured scaffolds); DfE Best Practice Guidance on Inclusive Mainstream Environments. Barriers Addressed: Barrier 1 (School Readiness) & Barrier 3 (Cognitive Overload)	Universal	£116.67
Hamish & Milo SEMH Intervention Programme Implementation of the structured Hamish & Milo emotion-theme intervention platform, physical resource packs, and staff training to deliver targeted small-group social and emotional learning sessions. Evidence Base: EEF SEN in Mainstream Schools guidance	Targeted	£1,200

(targeted, structured interventions); DfE SEMH framework. Barriers Addressed: Barrier 2 (Complex SEMH) & Barrier 1 (School Readiness)		
Additional Early Years Support Staffing for Emotional Regulation Allocating dedicated support staff hours within EYFS to model self-regulation, facilitate smooth transitions, co-regulate dysregulated pupils, and embed foundational social skills. Evidence Base: EEF Early Years Toolkit (Social and Emotional Learning & Effective TA Deployment); DfE Early Years guidance. Barriers Addressed: Barrier 1 (School Readiness) & Barrier 2 (Complex SEMH)	Targeted	£3,420 (60 ½ days support)
Subscription to an evidence-backed PHSE curriculum. Investing in the Jigsaw PSHE scheme of work will provide assurances of a progressive PSHE curriculum across the school, which will support consistency of language when working with children who may present with SEMH needs.	Universal	£763.13 (per year)

Barriers Addressed: Barrier 2 (Complex SEMH) & Barrier (Cognitive Overload)		
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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
Targeted EYFS Support & Year 1 Readiness Dedicated support staff deliver tailored interventions (including <i>Hamish & Milo</i>) for EYFS children struggling with speech, social skills, or emotional regulation. This builds essential foundations so they are calm, confident, and fully prepared for a successful move into Year 1.	• EYFS children receiving extra support show clear progress in managing feelings, co-regulating, and communicating needs. • A drop in daily anxiety or distress, leading to smoother routines and more focused play and learning throughout the day. • A higher proportion of children achieving early learning goals, ensuring a confident, successful step up to Year 1 next summer.
Calm, Visual Spaces that Reduce Overload Classrooms and quiet areas are adapted this year to be predictable, visual-rich, and sensory-friendly so children do not feel overwhelmed and can work independently.	• All classrooms consistently use Widgit visual timetables, quiet zones, and step-by-step task cards, checked during regular classroom drop-ins. • Children report feeling calmer, happier, and clearer about what to do during lessons. • Fewer moments of frustration or task avoidance caused by sensory overload or multi-step instructions.

Targeted Support for Emotional Well-being Children currently facing complex emotional or mental health challenges gain practical tools through Hamish & Milo to understand their feelings, build resilience, and feel a true sense of belonging.	• Every child completing the Hamish & Milo programme this year shows clear improvement in understanding and talking about their feelings. • Less learning time lost to anxiety, with children returning to their classroom more quickly after taking a short regulation break. • Improved attendance and punctuality for pupils receiving targeted emotional support.
Strong Academic Progress & Personal Endeavour Every pupil receives high-quality, adapted teaching that gives them the confidence to reach expected standards or make outstanding personal progress from their starting points this year.	• Children make expected progress throughout the school • Over 90% positive responses on annual parent surveys showing families feel the school understands, welcomes, and supports their child's needs.

Review of the previous academic year

- Not required as first year implementation