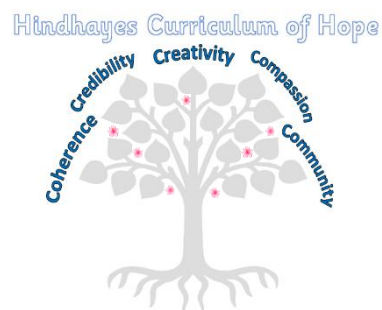




This statement details our school’s approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026 – 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	

Statement of intent

Hindhayes welcomes the Inclusion Fund as an opportunity to build on its belief that every individual, regardless of background, ability, or circumstance, has equitable access to opportunities, resources, and support. Hindhayes has a strong background in inclusive practice with our recent Ofsted report stating that:

Pupils with special educational needs and/or disabilities (SEND) are well supported. There are high expectations that all staff know the needs of all pupils, including pupils with SEND.

Parents and carers speak positively about how the school goes out of its way to help pupils and families

The school has demonstrated its continued commitment to inclusion at the highest level recently with the successful opening of The Blossoms SEND unit.

Through the use of this fund, we are committed to the seven principles of inclusion.

- Ambitious leadership and governance that embeds inclusion
- Evidence-based support prioritising early intervention
- High-quality adaptive teaching with curriculum designed for all learners
- Enriching provision beyond the classroom that all children can access
- A safe and respectful culture fostering belonging, attendance and participation in learning
- Strong partnerships with families and wider services
- Inclusive environments with continuous improvements to accessibility

Through the 7 principles of this fund Hindhayes will, through ambitious leadership and governance, use these values to develop and improve inclusion practice in response to the school's context.

- Current data shows that 24% of children with wave 1 – 4 SEND support are held on the register or being monitored for Autistic Spectrum Disorder including ADHD.
- Current data shows that 38% of children with wave 1 – 4 SEND support are held on the register or monitored for SEMH needs.
- The schools year 1 Phonic Screening Data is below the national average.
- The school has only very recently raised the GLD in EYFS.
- The school's comparison attendance data shows areas for improvement

Through this fund, we affirm our belief that inclusion is not an optional extra, but a fundamental right – and that by working together, we can create an environment where everyone can belong and succeed and thrive not survive. Robust processes for embedding the implementation of this Inclusion Fund will be used and thorough monitoring and reflection a core part of the process to ensure impact and inform next steps. This will be informed by best practice as outlined in the EEF Implementation Guide

Barriers to learning and participation

	Detail of barriers to learning			
1	Social and Emotional learning and Mental Health – SEMH Current data shows that 38% of children with wave 1 – 4 SEND support are held on the register or monitored for SEMH needs. Children are accessing support currently through the school's provision of high-quality wave 1 and 2 support and the implications for planning sheet that supports the delivery of this. Children held at wave 3 or 4 may have had ELSA, input from the MHST team and small group ELSA or social groups. Pressures of staffing has led to the school managing a significant reduction in ELSA support. This has also led to a reduction in the number of children who can access planned small group Social and Emotional learning activities.			
2	Autistic Spectrum Condition including ADHD Current data shows that 24% of children with wave 1 – 4 SEND support are held on the register or being monitored for Autistic Spectrum Disorder including ADHD. The school is working with a high percentage of children who are waiting for Neurodevelopment Pathway assessment. Many of our neurodiverse children have Attention bucket activities planned as a part of EHCP provision or therapeutic plans.			
3	Provision of intervention groups to provide early help for Sounds-Write As staffing numbers have fallen so has the ability to plan for children to have Sounds-Write intervention beyond that which can be provided in Sounds-Write lesson time.	Year 1	Phonic Screening	National Average
		2023	67%	79%
		2024	60%	80%
		2025	69%	80%
		2026	69%	82%
4	Speech Language and Communication Historically Hindhayes has experienced a significant challenge with the number of children working below Age Related Expectations on entry to school. The school recognises the importance of oracy in the learning of all other subjects. With the opening of The Blossoms the school has an opportunity to revisit historical training in alternative communication methods such as picture exchange systems and sign language.			
5	Executive functioning in the early years. Early years data for a Good Level Of Development has been significantly below National Percentages. Children have reduced capacity to engage in active thinking, to think and talk about their own learning and to engage in self-regulation. This has led to declining percentages in children achieving a good level of development in reading, writing and maths particularly.	EYFS	GLD	National Average
		2023	41%	67%
		2024	44%	68%
		2025	55%	68%
		2026	74%	
6	Attendance The school's current attendance data for the summer term is 4% less than the median of comparison schools and persistent absence is 14.8% higher than the median of comparison schools. Overall attendance Overall attendance (21st of 21 schools) 91.8% 4% less than Median attendance of similar schools 95.8% Persistent absence Persistent absence (21st of 21 schools) 23% 14.8% greater than Median persistent absence of similar schools 8.2%			

Activity in this academic year

At Hindhayes we have chosen a mixture of inclusive activities based on the knowledge and understanding that universal provision that benefits all pupils can also be especially important for pupils with additional needs. We understand that strong universal provision reduces the number of pupils who require additional support and created the conditions in which targeted interventions are more likely to succeed. We have considered both elements when choosing activities.

Description of activity	
Increasing belonging, engagement, participation, inclusion, attendance and attainment	
My happy mind and Belong – Universal Impact - Including The Blossoms	£3000
Barriers 1,2,4,6	
NHS backed complete mental and emotional well-being package for schools. A science-backed programme for schools which is grounded in the latest science and research about what it takes to create positive wellbeing. Online resources for children in year 1 and 2 and story books and characters for children in Reception. Assemblies, regulation activities and further advice for parents also included. 20 lesson per year group lasting about 20 minutes each.	
Evidence	
Reports from My happy Mind	
Impact Report 2025-26 Genially	
EEF Teaching and Learning Toolkit evidence	
Social and emotional learning Moderate impact for very low cost based on moderate evidence.	

Creating a neuro-affirming learning environment - Universal Impact Including The Blossoms

£1500

(£200 for training from The Levels School and £800 for resources and £500 to reduce glare from classroom light panels)

4 Pack Fluorescent Light Covers for Ceiling Lights, 2 * 2 feet Magnetic Fluorescent Light Covers, for Classroom Office Hospitals Lights Fixture Covers Replacement : Amazon.co.uk: Lighting

Barriers 2,4,6

Evidence from the National Autistic Society



Neuro-affirmative practice means recognising the strengths as well as the challenges associated with different neurotypes and creating inclusive environments that respect fluctuating individual needs and preferences. By shifting the focus from ‘fixing’ individuals to understanding and supporting their unique needs, neuroaffirmative practice fosters inclusive, adaptable environments where everyone can thrive.

Attention Buckets - Targeted Impact focused on the First 20% and The Blossoms

£200

X4 buckets and a range of resources to go in them.

Barriers 2,4,6

Sounds – Write support – Targeted Impact focused on the First 20%

£2000 (x3 30 minute interventions)

Barrier 3

Sounds-Write targeted intervention for children in danger of not passing the phonic screening check on top of daily high-quality teaching.

Evidence from EEF Teaching and Learning Toolkit

Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence.



Phonics

Moderate impact for very low cost based on extensive evidence.



Sounds-Write and Early reading - Universal Impact with a focus on the First 20%

£700

Sounds write linked decodable books – further books to support extended code teaching in year 1.

Sounds-Write support for the First 20% in EYFS Focus on the First 20%

£150

Sounds-Write for Pre-School

Barriers 3

Early intervention for children identified as in danger of falling behind through a programme designed to focus on auditory development.

Evidence from EEF EYFS Teaching and Learning Toolkit

Early literacy approaches

Moderate impact for very low cost based on extensive evidence.



+4



Elsa Targeted Impact focusing on children causing concern and the First 20%

£2000 x3hours a week

Barriers 1,2,6

Emotional Literacy Support Assistant – supporting social and emotional learning and helping children to manage strong feelings. Half term or a whole terms support depending on need. X3 children or small groups a week.

Evidence from EEF Teaching and Learning Toolkit

Social and emotional learning

Moderate impact for very low cost based on moderate evidence.



+3

Executive functioning and self-regulation EYFS Universal Impact £1,300 to release EYFS leader for leadership time £200 resources

£1500

Barrier 5,6

Evidence shows that educators can implement approaches that benefit young children's self-regulation and/or executive function. The EEF's Early Years Toolkit finds that self - regulation approaches may also be effective in promoting successful learning.

Evidence from EEF Teaching and Learning Toolkit

Metacognition and self-regulation

High impact for very low cost based on extensive evidence.



+8



Widget symbols <i>Barrier 4</i> Symbols to support communication. <u><i>Symbols In Education.indd</i></u> <i>“symbols helped teachers in improving behaviour and motivation, creating greater independence and giving access to the curriculum and learning. It also demonstrated that there is real benefit to the use of symbols in mainstream schools, in early years, and within the wider community”</i>	Universal and Targeted Impact Including The Blossoms	£300
Somerset Total communication training Staff meeting pay for TA's <i>Barrier 4</i> Enhancing Communication and Connection 1. Breaking Down Barriers: Sign language is the primary mode of communication for many deaf individuals. By learning it, we can bridge the gap between hearing and deaf communities, fostering mutual understanding and respect. 2. Inclusive Communication: Knowing sign language enables you to communicate effectively with a diverse group of people. This inclusivity is vital in various settings, from workplaces and educational institutions to social and community events. 3. Non-Verbal Communication Skills: Learning sign language enhances your ability to understand and interpret non-verbal cues. This skill is invaluable in everyday interactions, helping you become a more empathetic and attentive communication 4. Promoting Inclusivity: By learning sign language, you contribute to a more inclusive society. It demonstrates a commitment to understanding and supporting the deaf community, helping to break down societal barriers and stereotypes.	Universal Impact Including The Blossoms	£600

Intended Strategy Actions

	Explore	Prepare	Deliver	Sustain
My Happy Mind and Belong	Initial meetings to explore content. Consideration of Cost. How many lessons?	Book onboarding session. Plan staff training time. Order any extra resources Map into curriculum to ensure coverage Engage PHSER subject specialist into the conversation	Staff to deliver x20 lessons across the year SLT assembly each half term to link with the theme. Monitor through learning walks and book looks.	Begin to use wider resources available on line though the programme Plan regular 'check in's' through the year in staff meeting time to monitor, offer support and further training if needed. Space created on school website for My Happy Little Mind
Creating a neuro-affirming environment	As we have had significant building work and rooms are presented differently can we improve inclusion through being neuro-affirming? How many children do we currently have with Neurodiverse needs?	Budget for training and classroom resources. Update SEND register to ensure knowledge of children being targeted	Attend training. Plan for a follow up staff meeting in Autumn 2 – what actions to people have. Teachers to purchase any specific supportive resources.	Use tips given on training to inform classroom observations – do we see neuro-affirming strategies when in class and walking the school? Link to Performance Management for staff.
Sounds-Write Support	What does our current Phonic Screening check tell us? Percentage passing? Percentage not passing? What were the gaps and barriers? Purchase more decodable books and books without words.	Assess children on a PSC on entry to year 1 from EYFS Sept 26. Identify children to support and plan support groups. Purchase more decodable books Purchase Pre-School Sounds-Write resources and training package.	Plan Sounds-Write support groups and intervention group. Year 1 teachers to use books. EYFS teaching team using Pre-School programme to support the First 20%	Monitor progress of group and change children in it if needed. Monitor the impact of this intervention closely through regular assessment and Pupil Progress meetings.
ELSA	Which children need prioritising? How can we alter timetables to ensure the ELSA trained TA has time to lead more ELSA 1:1 and small groups?	Inform parents and ensure children are added to the SEND register if needed Use vulnerable meetings in Autumn 1 with PFSA to identify first group of children.	ELSA programme to be delivered.	Maintain release time from class for trained ELSA TA. Maintain supervision sessions for the ELSA with the Educational Psychology service.

EYFS – Executive Functioning and Self-Regulation	Research EEF toolkit.	Appoint support staff to enable release time. Engage EYFS lead teacher Link this work to Performance Management	Emma Plummer to plan for developments to EYFS curriculum and pedagogy in line with recommendations from the EEF.	Purchase any resources needed. Maintain release time. Monitor impact through learning walks, observations and data triangulation.
Widget	Seek advice on a suitable programme for symbols (Jeremy Handscomb). Engage The Blossoms lead teacher	Purchase for enough staff. Plan a staff meeting session for staff to become familiar with the resource.	Staff to have access to Widget to create and enhance resources.	Plan for staff meeting time for examples of the use of Widget to be shared to enhance and promote best practice.
Signing	Use Staff meeting time to train staff in sign language using STC signs.	Download videos in case they become unavailable and to ensure staff can access to update skills.	Staff meeting used to deliver training.	Plan for staff meeting times to refresh knowledge and skills. Look for signing in lesson observations.

Intended outcomes

Below you can see the intended outcomes of our planned activities and the manner in which we are going to measure the impact.

Overarching Intended Outcomes	
Improved pupil engagement, attendance, participation, sense of belonging and attainment	
Intended Outcome	Success Criteria
Barrier 1 – Fewer children with SEMH needs.	Less children held on the SEND register under the category of SEMH. Individual plans for children produced where needed using I belong. Sign posting or parents for further support. Teachers have been trained on My Happy Mind Teachers deliver all 20 lessons planned for their year group. My Happy Mind lessons are recorded in wider Curriculum For Life books. Children can talk about their brain in terms of Team HAP. Children know strategies they can use to move back to their happy place. SLT deliver assemblies linked to My Happy Place Learning. Space created on the School Website for information for parents.
Barrier 1 More children accessing ELSA support	More children complete the ELSA programme and can be removed from the SEND register. More children access small group ELSA support.
Barrier 2 Classroom environments are neuro-affirming and resources available to support children access learning and to be regulated.	Classroom are calm and lesson observations show children are regulated, have strategies in place and are learning alongside their peers. Details of strategies are recorded on Implications For Learning Documents. Strategies are observed in use during lesson observations.
Barrier 3 Early intervention in Year 1 for children who did not meet the ELG for word reading.	Raised percentage of children meeting the standard of the year 1 phonic screening check. Decrease in the percentage of children leaving EYFS not blending cvc words.

Barrier 4 A total communication system is in place with signs and symbols.	Staff are confident in using ICT to produce symbols and have trained in sign language. Lesson observations show a total communication system in use and aiding children in their learning.
Barrier 5 Early Support for children in the EYFS with Executive Function and self-regulation needs	The GLD continues to be raised and children are targeted for support based on this document.
Barrier 6 Early Support for children starting school, increased awareness of self through My Happy Little Mind and a stronger sense of Belonging, neuro affirming classrooms and increased ELSA provision leads to increased attendance.	Improved attendance with a particular reduction in persistent absenteeism.

Review of the previous academic year

	Where has evidence come from?	Universal improvement	Targeted improvement with a focus on outcomes for children with SEND	Next steps for strategy 2027 - 2028
Fewer children with SEMH needs. More children accessing ELSA support				
How have we improved Pupil's engagement?				
How have we increased a sense of belonging?				
Classroom environments are neuro-affirming				
How have we improved pupil's participation and inclusion?				
How have we improved Early Identification of need?				
How have we increased a sense of belonging?				
Early support for children in the EYFS				
How have we improved Early Identification of need?				
How have we increased / maintained attainment in EYFS for the GLD				
Early intervention for year 1				
Have we increased the percentage of children meeting the Y1 PSC standard?				
Attendance				
Have we improved attendance and persistent absence?				