Inclusion Strategy – Harlyn 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	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	S Jones - Headteacher

Statement of intent

Harlyn Primary School is a mainstream school, which values the abilities and achievements of all children and is committed to providing the best possible environment for learning and ensuring that all children make progress. We aim to provide a safe, secure, happy and caring environment, where all our children are encouraged to aspire and participate fully in school life.

We aim for all children to be engaged in all areas of learning promoting their strengths to increase confidence and self-esteem and removing barriers and making adjustments so that areas of need are fully supported. OAP to be fully embedded in the learning environment; with appropriate resourcing and adaptations.

We believe in open, honest relationships with all parent and carers, working together with the best interests of the child always at the forefront/taking priority to consistently embed a graduated approach through the child's school, learning journey including engaging outside professionals where appropriate.

We follow the Assess, Plan, Do, Review cycle as follows:
Assess – 'where the child is' - baseline/strengths and difficulties
Plan - the best approaches/methods of support
Do - embed into daily practice and routine
Review - what is going well and next steps / improvements/ adjustments.

We always strive to enable the children to be the best they can be with positive outlooks and celebrations of success.

Our priority is for all children to feel safe, happy and welcome in school and each day to be an enjoyable day amongst friends with successful and positive outcomes with their learning. Linked to this is our pastoral care and support of mental health where we aim for the building of resilience and developing independent young people that are excited and prepared for their future. We want our children to have opportunities to be who you what to be, achieve what you want to achieve and be supported en route.

We take care to plan and prepare children for transition whether that be new to Harlyn, moving schools or transitioning to the next phase of learning.

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)*
1	Speech & Language – increasing complexity with difficulties in both expressive and receptive language.
2	ASD – diversity of the complexity of needs within the spectrum; can sometimes be a hidden disability. There is often a mismatch in the way children are presenting with much different behaviours at home compared to what is observed at school. There is a need for highly skilled staff to support our children with complex needs.

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 *(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)*
ELSA programme (Sp & Lang) EBSNA – highly skilled staff to support our children that have become or potentially could be struggling to attend school.	Targeted	£285.00 £3022.90
Incorporating new procedures and related documentation for both Annual Reviews and requesting therapy referrals.	Universal	£5779.00
Introduction and trial of new SEN reform policies, procedures and targeted support and assessment e.g. NESSY assessment for all Primary Schools to determine whether a child has dyslexia and ASD Awareness training Cost of upskilling staff to learn how to use NESSY to assess our children. Time and related cost in assessing all children. Time and related cost in communicating outcomes with Parents and embedding the resulting intervention, strategies and advice on how to make adjustments in meeting the needs of our children who assessment indicates that they have dyslexia.	Universal	£11265.10

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
Greater staff ability to support pupils and to embed new NESSY assessment procedures and outcomes of the assessment.	Pupil's development increases A better recognition of our children with Dyslexia and ensuring that the learning curriculum and environment are adjusted to meet their needs.
Equal opportunities for Inclusion within the school's offer	All pupils to access school based learning and opportunities to the best of their ability.

Further information (optional)

YEAR ONE – Intended Outcomes.

- Staff trained and confident to carry out NESSY assessments.
- Accurate assessment and awareness of our children with a confirmed diagnosis of dyslexia.
- Strategies and advice embedded into the daily learning of all our children that are identified to be dyslexic.

YEAR TWO – Progress towards intended outcomes.

- Staff training.
- Awareness and Communication.
- Monitoring.