Inclusion Strategy – Langham Village School

This statement details our approach to delivering inclusive practice for all children, including those with SEND, funded through our core school budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF).

Strategy overview

Detail	Date
Academic year covered	2026 to 2027
Date published	12 November 2026
Date of review	July 2027
Statement authorised by	Mrs Polly Kossowicz, Headteacher

Statement of intent

At Langham Village School, we want every child to feel safe, valued and that they belong, and to have the opportunity to achieve, participate and thrive. We recognise that children may experience barriers to learning for a range of reasons, whether or not they have a formal diagnosis or identified SEND. Our aim is to identify needs early and remove barriers through high quality teaching, reasonable adaptations, positive relationships and timely support.

This strategy will strengthen our inclusive offer by investing in staffing so that inclusive approaches are consistently planned, delivered and reviewed. Staff will support adaptive teaching in the classroom and provide additional small group or individual support when this is needed. Our approach reflects the seven principles of inclusion: ambitious leadership; evidence informed early intervention; high quality adaptive teaching; accessible enrichment; a safe culture of belonging and participation; strong partnerships with families and wider services; and accessible, inclusive environments.

We will use staff knowledge, observations, pupil voice, assessment information and ongoing communication with families and relevant professionals to review the barriers children face and the impact of our provision. Inclusion is the responsibility of the whole school community.

Barriers to learning and participation

The following commonly occurring barriers inform our priorities. They are considered across the whole cohort and are not limited to pupils with a formal diagnosis.

No.	Detail of barrier to learning and participation
1	Communication and social interaction: some pupils need support to understand social expectations, develop positive peer relationships, interpret situations, listen to others' perspectives and manage disagreements.

2	Emotional wellbeing and self regulation: some pupils find it difficult to recognise, communicate and manage emotions, anxiety or frustration, particularly when faced with change, challenge or less familiar situations.
3	Sensory, attention and processing needs: sensory differences, concentration, working memory and processing difficulties can make it harder for pupils to follow instructions, manage transitions, sustain attention and access learning independently.
4	Access, engagement and independence: some pupils need additional scaffolding, adapted resources, repetition, visual support or adult guidance to access the curriculum, take part in wider school life and develop confidence and independence.
5	Complexity and changing needs: the range and complexity of needs within the cohort mean that staff need time and capacity to identify emerging barriers early, work together and respond consistently with families and relevant professionals.

Activity in this academic year

We will prioritise staffing capacity to strengthen inclusive practice across the school, with a focus on a consistent universal offer and timely targeted support where required.

Description of activity (evidence and barriers addressed)	Activity type	Total budgeted cost
Staffing to plan, deliver and review inclusive strategies and support across the school. This will include supporting staff to implement adaptive classroom approaches such as clear and chunked instructions, visual prompts, scaffolding, pre-teaching and regular check-ins; helping pupils access learning and participate alongside their peers; and providing small group or individual support where appropriate. Staff will reinforce agreed approaches to emotional literacy and regulation, social communication, sensory needs, transitions and independence. Staff will work with class teachers and the SENDCo to identify emerging barriers, maintain consistency, communicate with families and review the impact of support. This activity addresses barriers 1–5 and supports the principles of adaptive teaching, early intervention, belonging and partnership.	Universal and targeted	£6,500

Intended outcomes

Intended outcome	Success criteria
Pupils with additional needs are better able to access and participate in classroom learning.	Classroom monitoring shows that agreed adaptive strategies are being used consistently. Pupils are increasingly able to engage with learning and complete tasks with appropriate levels of support.
Pupils develop greater emotional awareness and use appropriate regulation strategies.	Pupils receiving support can increasingly identify or communicate how they are feeling and, with decreasing adult prompting where appropriate, use agreed strategies. Staff observations and pupil voice show improved recovery from periods of dysregulation.
Pupils develop positive social communication and relationships with peers.	Pupils receiving support demonstrate progress in turn-taking, listening, understanding social situations and managing disagreements. Staff observations and pupil voice indicate improved participation and positive peer interaction.
Support is timely, coordinated and responsive to pupils' changing needs.	Emerging barriers are identified and discussed promptly by staff and the SENDCo. Support and provision are reviewed regularly with relevant staff and families, and adjustments are made where approaches are not having the intended impact.
Pupils experience a stronger sense of belonging, confidence and independence.	Pupil voice, family feedback and staff observations indicate that pupils feel included, are more willing to participate in learning and wider school activities, and are developing independence.

Review of the previous academic year

Not applicable – this is the first year of the school's published Inclusion Strategy. During 2026 to 2027, leaders will monitor implementation and impact through classroom observations, assessment and progress information, provision reviews, attendance and engagement information where relevant, and feedback from pupils, families and staff. The findings will inform the next annual strategy.

Further information

The £6,500 allocation is a staffing investment for the 2026 to 2027 academic year. It will be used alongside the school's core budget and existing provision, rather than as a separate funding pot for individual pupils. The Headteacher and SENDCo will oversee deployment and review the impact with staff and governors.

Prepared with reference to the Department for Education guidance, Developing an inclusion strategy using the inclusive mainstream fund (updated 7 August 2026).