



Inclusion Strategy

Implementation of the Mainstream Inclusion Fund 2026–2027

Hedon Primary School

Mainstream schools have become increasingly diverse spaces, catering for pupils with wide ranging needs and abilities. Schools within Horizon Academy Trust (HAT) aim to develop and deliver truly inclusive settings where every pupil receives the right support, in the right place, at the right time, and are guided by four principles for Inclusion;

1. Maintain consistency
2. Encourage independence
3. Support learning
4. Promote positive mental health and wellbeing

These principles represent a comprehensive framework for **Inclusive Education** and **SEND (Special Educational Needs and Disabilities) strategy within Horizon Academy Trust (HAT)**. They move away from "integration" (fitting the child into a rigid system) and toward "inclusion" (evolving the system to meet the child).

Three-year strategic priorities are centred around;

1. High-quality inclusive teaching
2. Early identification and an effectively implemented graduated response
3. Focus on Inclusion, attendance and well-being

These priorities are aligned with national priorities and reflect;

- DfE reforms
- SEND and Alternative Provision Improvement Plan
- The Schools White Paper
- OFSTED Framework



School level use of Inclusion Fund

Purpose

To use Inclusion Funding strategically to **reduce barriers, improve outcomes for pupils with SEND and vulnerable learners**, and strengthen inclusive mainstream provision in line with the Department for Education priorities and the SEND and Alternative Provision Improvement Plan.

Funds will be allocated for use across seven themes of activity

School Name :	Total Allocation 2026/27 :	Specific activity
Hedon Primary School	£ 7565	
1. Ambitious leadership and governance	£2000	Spend: • SENCO strategic release time (5 additional days): £1,500 • External inclusion review / school improvement partner. • Develop opportunities for peer supervision for staff as required: £500 Intended Impact: • Stronger accountability and strategic direction • Consistent SEND practice across the school

		Success Measures: • Clear inclusion development plan in place • Improved leadership evaluation (internal/Ofsted readiness)
2. Evidence based support	£800	Spend: • HUB Lead HET training to support planning and delivery. • Boxall training and purchase of programme ensuring the school can identify needs in a timely manner and plan intervention (Boxall funded for the coming year). • SALT/SAPH/Neurodiversity/Cognition and Learning support Training for staff as needed. • Staff training in intervention delivery and evaluation: £800 Intended Impact: • Improved progress for pupils with SEND • Interventions demonstrate measurable impact Success Measures: • Termly intervention data shows accelerated progress • Reduction in ineffective or low-impact

		provision
3. Delivery of high-quality teaching a. Teaching staff b. Support staff c. curriculum	£300	Spend: • Whole-staff CPD on Learning Environment, Preparation and Intent, Culture for Learning and Assessment and Review to include a focus on TA deployment following on from training last academic year : £300 Intended Impact: • Improved Quality First Teaching across all classrooms • Reduced reliance on 1:1 adult support Success Measures: • 85–95% of teaching observed as inclusive • Improved pupil progress in class-based assessments
4. Accessible and enriching provision beyond the classroom	£850	Spend: • Funding for SEND pupil access to trips and enrichment: £250 • Development of inclusive extracurricular provision (resources/staffing): £600 Intended Impact: • Increased participation of SEND pupils in wider

		school life • Improved confidence and social development Success Measures: • 90%+ SEND participation in enrichment activities • Positive pupil voice feedback
5. Safe and respectful culture fostering belonging and attendance	£1500	Spend: • SEMH intervention programmes/resources/delivery: £1,000 • Attendance support interventions (targeted families/pupils): £500 Intended Impact: • Improved attendance and engagement • Reduction in exclusions and behavioural incidents Success Measures: • Reduction in persistent absence (SEND) • 30–40% reduction in suspensions/exclusions
6. Strong partnerships with families and wider services	£1100	Spend: • Parent workshops and engagement events: £250 • Communication tools/platforms: £150

		• Contribution to multi-agency working (e.g. meeting time/admin): £200 • Develop Mental-Health Lead role to ensure multi-agency working alongside in school ambassador led sessions to support pupils: £500 (Release time for lead) Intended Impact: • Improved parental engagement and confidence • More effective, co-produced support plans Success Measures: • Parent satisfaction increases to 85–90% • Improved attendance at review meetings
7. Inclusive environments and improved accessibility	£1000	Spend: • Sensory and nurture space development: £500 • Classroom adaptations (visual supports, seating, resources): £500 Intended Impact: • Reduced barriers to learning • Improved engagement and independence for SEND pupils Success Measures:

		• Improved behaviour and engagement data • Increased independence of targeted pupils
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