

Fishburn Primary School
Inclusion Strategy
2026-27

Fishburn Primary School Context

Fishburn Primary School is a small primary school serving a diverse community in County Durham. We are proud to be an inclusive school where every child is known as an individual.

Our school has seen increasing levels of SEND complexity, pupil mobility and social, emotional and mental health need. Our approach is based upon removing barriers rather than lowering expectations.

Inclusion is everyone's responsibility. Every teacher is a teacher of every child and is responsible for meeting the needs of pupils with SEND through high-quality, adaptive teaching.

Inclusion Strategy – Fishburn 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	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Hannah Robertson (SENCO) Richard Parkin (Head of School) Neil Nottingham (CEO)

Statement of Intent

Fishburn Primary School takes a truly holistic approach to supporting all our pupils whilst actively promoting a fully inclusive curriculum. We believe that inclusion is fundamental to ensuring every child feels valued, respected and able to fully participate in all aspects of school life.

At Fishburn Primary School, we believe that every child has the right to **'learn, achieve and succeed.'** We are committed to ensuring that all pupils, regardless of their starting point,



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‘Where all children have the right to learn, achieve and succeed’

background or additional need, aspire to achieve their full potential in every aspect of school life. We maintain high expectations for every learner and are committed to removing barriers to learning through high-quality teaching, appropriate support and meaningful partnerships with families and external professionals.

We believe that all pupils have the right to access a broad, balanced and ambitious curriculum and to be fully included in all aspects of school life, in line with the *Special Educational Needs and Disability Code of Practice: 0–25 years (2015)*. We provide an inclusive, safe and nurturing environment where diversity is celebrated, individual strengths are recognised and the achievements of all children are valued.

Our Vision, Values and Aims were created in collaboration with learners, staff, parents and partners. As a school community, we regularly reflect on what they mean and how we apply them in our daily practice to ensure that every member of our community has the opportunity to flourish.

At Fishburn Primary School, we view our setting as a **Learning Community**—a place where children, families, staff and professionals learn and grow together. This collaborative approach underpins our **Seven Principles of Inclusion**, which guide our decision-making, shape our inclusive practice and ensure that every child has the opportunity to belong, participate, learn, achieve and succeed.

The 7 principles of inclusion

1. Every learner is valued

Every student has equal worth and the right to participate fully in school life, regardless of ability, background, identity, or circumstance.

2. High expectations for all

All students are capable of learning and achieving. Schools set ambitious expectations and provide the support needed to help every learner succeed.

3. Belonging and participation

Students should feel accepted, respected, and included in all aspects of school life—not just physically present in the classroom, but actively engaged in learning and social activities.

4. Equity, not just equality

Inclusion means giving students what they need to succeed, rather than treating everyone exactly the same. This may include differentiated teaching, reasonable adjustments, or targeted support.

5. Removing barriers to learning

Schools identify and address barriers—whether physical, social, cultural, communication-related, or instructional—that prevent students from participating or achieving.

6. Collaboration and partnership

Effective inclusion is a shared responsibility involving teachers, support staff, school leaders, students, families, and external professionals working together.

7. Respect for diversity



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Diversity is viewed as a strength. Schools create environments that value different cultures, languages, identities, experiences, and learning styles, while promoting respect and eliminating discrimination.

	Detail of barrier to learning <i>At Fishburn Primary School, we regularly analyse assessment, attendance, safeguarding and SEND information to identify the barriers that prevent some pupils from fully accessing learning and achieving their potential. Over recent years, we have identified several key themes that have informed our inclusive practice and strategic priorities.</i>
1	Higher levels of persistent absence amongst pupils with SEND , reducing access to learning, targeted intervention and wider school experiences.
2	Communication and interaction skills on entry to EYFS are significantly below age-related expectations , with WellComm baseline assessments showing only 10% of children are working at age-related expectations on entry.
3	Personal, Social and Emotional Development (PSED) on entry to EYFS is below age-related expectations , with many children requiring additional support to develop emotional regulation, resilience and positive relationships.
4	Increasing pupil mobility , with children joining throughout the academic year, often with emerging or unidentified additional needs requiring rapid assessment and effective induction.
5	Increasing prevalence and complexity of SEND , particularly within communication and interaction, cognition and learning, and social, emotional and mental health, requiring continued investment in adaptive teaching, specialist support and staff development.

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>
Implementation of the WellComm programme to identify and address communication and language needs at the earliest opportunity. All pupils will be screened on entry to EYFS, with identified pupils receiving targeted intervention. Progress will be reviewed half-termly to evaluate impact and inform next steps, (Barriers 2 & 5) EEF Wellcomm: The complete speech language tool kit	Targeted	£550
Annual Educational Psychology Service Level Agreement providing consultation, staff training, solution-focused planning, statutory advice and early intervention to support pupils with complex needs and build staff capacity. (Barrier 5) Special Education Needs in Mainstream Schools guidance report Education Endowment Foundation	Targeted	£844

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Investment in adaptive teaching resources and staff development to strengthen Quality First Teaching, ensuring pupils with SEND can access the curriculum through appropriate scaffolds, visual supports, manipulatives and evidence-informed strategies. (Barrier 5)	Universal	£500
Implementation of a flexible soft-start provision through the STEM hybrid model, enabling identified pupils to access carefully planned activities on arrival, supporting emotional regulation, positive routines, communication and readiness to learn. Where appropriate, pupils will access targeted intervention activities as part of their personalised soft start to ensure barriers to learning are addressed from the beginning of the school day. (Barrier 1,3,5) Improve universal provision for all pupils EEF	Universal	£700
Purchase of Lego Therapy resources to develop communication, social interaction, turn-taking, emotional regulation and problem-solving skills for identified pupils through targeted intervention. (Barrier 2,3,5) Using Lego therapy with autistic pupils	Targeted	£300
Conversion of two rooms into bespoke sensory regulation spaces to support pupils experiencing dysregulation, enabling them to co-regulate, develop self-regulation strategies and successfully return to learning. (Barrier 3,5) EEF Developing self-regulation and executive function	Targeted	£3,767
Development of a structured induction programme to ensure pupils joining throughout the academic year are assessed promptly, individual needs are identified and appropriate support is implemented from the point of admission. (Barrier 4)	Universal	£0
		Total funding available - £6,667



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
WellComm – To improve communication and language development for children in EYFS. (Barrier addressed: 2)	WellComm assessments demonstrate that identified pupils make expected or better progress, with an increased proportion of children working at age-related expectations by the end of EYFS.
Attendance – To improve attendance and reduce persistent absence for pupils with SEND. (Barrier addressed: 1)	Attendance for pupils with SEND improves, with persistent absence reducing year on year and attendance moving closer to, or exceeding, national averages.
To strengthen the induction programme for pupils joining throughout the academic year. (Barrier addressed: 4)	All new pupils are assessed promptly, individual needs are identified at the earliest opportunity, and appropriate support is implemented to enable successful integration into school life and learning.
Sensory regulation spaces – To improve emotional regulation and readiness to learn for pupils with identified needs. (Barrier addressed: 3)	Pupils accessing the sensory regulation spaces demonstrate improved emotional regulation, enabling them to return to learning more quickly and contributing to a reduction in incidents of dysregulated behaviour and red cards.
Adaptive teaching – To strengthen Quality First Teaching for all pupils. Barrier addressed: 5	Monitoring demonstrates consistently high-quality adaptive teaching across the school, with pupils with SEND accessing the curriculum successfully and making good progress from their starting points.
Educational Psychology SLA – To build staff capacity and improve outcomes for pupils with complex needs. Barrier addressed: 5	Staff report increased confidence in meeting complex needs, recommendations from Educational Psychology are implemented effectively, and targeted pupils make sustained progress towards their individual outcomes.

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STEM Hybrid Soft-Start – To improve readiness to learn and engagement at the start of the school day. Barriers addressed: 1, 3 and 5	Identified pupils demonstrate improved engagement, emotional regulation and readiness to learn on arrival, leading to increased participation in learning and improved attendance where appropriate.
Lego® Therapy – To develop communication and social interaction skills. Barriers addressed: 2, 3 and 5	Pupils participating in Lego® Therapy demonstrate improved communication, turn-taking, collaboration and emotional regulation, evidenced through intervention records and classroom observations.

The impact of this strategy will be monitored throughout the academic year through pupil progress reviews, SEND monitoring, attendance analysis, EYFS assessments, behaviour analysis, stakeholder voice and governor monitoring. Outcomes will be evaluated annually to inform future priorities and provision.

Review of the previous academic year – September 2027

