Inclusion at Mudeford Infants School

Inclusion Strategy and Inclusive Mainstream Fund Accountability Statement 2026/27

Academic year	Publication deadline	Review	Strategy lead
2026/27	31 December 2026	Annual review	Headteacher and SEND & Inclusion Leader

At Mudeford Infants School, we believe the definition of inclusion is that all children belong.

We believe that inclusion is everyone's responsibility and is woven through every aspect of school life. Every member of our community plays an important part in helping children feel that they belong, achieve and thrive, from teachers and support staff to office staff, lunchtime supervisors, governors, parents, volunteers and visitors. We know that the best outcomes are achieved when we work together, and we value the strong partnerships we have with families, our local community and a wide range of services and agencies. We are also committed to ensuring that our inclusive approach makes a real difference to children's lives. Through listening to pupil and parent voice, monitoring attendance and engagement, and tracking progress and achievement, we continually reflect on the impact of our work to help every child feel valued, supported and successful.

Our strategy is underpinned by key principles

Inclusion is built from the universal offer up

All classrooms are inclusive environments and teachers use adaptive teaching to make learning accessible. At Mudeford Infants, adaptive teaching means:

- Explicitly supporting children's executive function and metacognition through How to Learn characters and teaching styles
- Pre-teaching key vocabulary and weaving this into learning activities and displays
- Providing visual scaffolds and concrete resources
- Clear modelling in the 'I do' section
- Chunking lessons to reduce cognitive load
- Retrieval practice woven into all lessons
- Supporting independence through the 'I do, We do, You do' structure of the lesson
- Opportunities to overlearn and practise foundational skills to encourage fluency
- Supportive learning environments that reduce working-memory overload and limit distractions

Teacher responsibility within our universal offer

The class teacher remains central to inclusion. Our universal offer is not only the strategies and resources available in every classroom; it is also the way teachers identify barriers to learning, participation and wellbeing and respond to them at the earliest opportunity.

When an ongoing concern emerges about progress, wellbeing or behaviour, the class teacher, with teaching assistant support where appropriate, carries out the initial work to understand the concern and put support in place. The starting question is: "What does this child need from us to feel safe, belong and succeed?" The class teacher will use the agreed flow chart (Appendix 1) summarized below:

- For progress concerns teaching staff consider executive function, identified gaps, readiness for learning and working-memory demand, and use proportionate support or intervention.

- For wellbeing concerns, use appropriate classroom-based support such as check-ins, self-help support, positive framing and friendship support.
- For ongoing behaviour concerns, teaching staff address concerns early, including conversations with parents and relational practice.
- Look for patterns in the concern, including transitions, particular lessons or times of day where relevant.
- Use a Plan, Do, Review approach so support is purposeful and its impact can be evaluated.
- Talk with the child and parents and keep parents informed about support and its impact.
- Record the concern, action taken and impact in sufficient detail so there is a clear picture of what has been tried and reviewed.

Next stage & further support

If appropriate support has been implemented and reviewed but the concern remains, the teacher draws on relevant additional expertise. This can include subject leaders, the Personal Development Leader, Senior Mental Health Lead and SEND & Inclusion Leader. This creates a graduated response from high-quality universal teaching through additional advice and targeted support, while maintaining teacher ownership and the child's belonging to the mainstream class.

Universal response	What this means in practice
Notice and understand	Identify whether the main concern relates to progress, wellbeing or behaviour; talk with the child and parents and look for patterns.
Plan and adapt	Use teacher-led adaptations and appropriate short-term support that address the barrier identified.
Do and record	Implement the agreed support and record the concern, actions and relevant evidence.
Review impact	Monitor whether support has had the desired impact and adjust the plan where needed.
Draw on additional expertise	Where concerns continue after appropriate support has been implemented and reviewed, involve the relevant school leader or inclusion expertise.
Maintain belonging	Additional support, including accessing learning through the Woodlands Base where appropriate, remains part of a pathway towards successful participation in the mainstream school and class.

How our strategy aligns with the DfE seven principles of inclusion

DfE principle	Mudeford response
1. Ambitious leadership and governance	All staff have responsibility for inclusion; leadership oversight, professional development, monitoring and review ensures it is embedded in practice.
2. Evidence-based support and early intervention	Teacher-led Plan, Do, Review begins when progress, wellbeing or behaviour concerns emerge; baseline assessment and targeted support follow where needed.
3. High quality adaptive teaching	Executive function, vocabulary, scaffolds, modelling, chunking, retrieval, independence and overlearning form the universal classroom offer.
4. Enriching provision beyond the classroom	Children supported through the Woodlands Base retain access to assemblies, peers, social times, celebrations, outdoor provision and the Learning Garden.
5. Safe, respectful culture and belonging	The strategy prioritises safety, wellbeing, belonging, attendance and participation and seeks to reduce lost learning.
6. Partnerships with families and services	Parents are involved early and kept informed; the school collaborates with community services and agencies.
7. Inclusive environments and accessibility	Classroom and the Woodlands Base environments are adapted to reduce distraction and overload and provide sensory and outdoor access.

Woodlands Base

For children identified as needing an additional package of support, the Woodlands Base aims to reduce lost learning time while maintaining belonging to the mainstream class. Children access the base through a clear pathway, with personalised curriculum objectives, Individual Support Plans, baseline assessment and ongoing review. The base is overseen by the SEND & Inclusion Leader and Headteacher whilst working collaboratively with parents and agencies.

Woodlands is part of the mainstream school and not separate

- Class teacher visits and continued teacher ownership
- Peers can complete learning with children in the Woodlands Base
- Return to class for lessons with support where appropriate
- Assemblies, eating with peers, social times and class celebrations
- Same arrival arrangements as peers

Woodlands pathways

- Behaviour and safety
- Cognition and learning
- Mental health and wellbeing
- Risk of exclusion

Progress is measured throughout a child's time in Woodlands, linked to the entry pathway. Ongoing assessment and tracking ensure provision and tasks match the needs of learners across all aspects of the curriculum; including their wellbeing, relationships, physical movement and personal, social, health education. The ultimate aim is full-time participation in the mainstream class where this is appropriate to the child's needs.

Evidence informing our strategy

Our approach draws on our knowledge and evidence of the needs of our current cohort alongside relevant evidence-informed practice, including DfE guidance on the Inclusive Mainstream Fund and inclusion bases, and the Education Endowment Foundation's guidance on inclusive teaching and SEND in mainstream schools. School evidence includes classroom observation, pupil and parent voice, attendance, behaviour, attainment and progress information, and discussion with external professionals.

DfE accountability section: Inclusive Mainstream Fund 2026/27

Required information	Mudeford Infants School
Inclusive Mainstream Fund allocation	£9026
Core / notional SEN contribution	£69,783
Academic year	2026/27
Review	Annual review by school leaders and governors

Barriers identified across our cohort

- Curriculum access where executive function, working memory, cognition or learning create barriers.
- Communication and vocabulary barriers.
- Emotional regulation, mental health and wellbeing needs.
- Anxiety-based absence, lateness and other lost learning.
- Behaviour and safety needs, including dysregulation and lesson disruption.
- Environmental and sensory barriers, including distraction or overload.

Costed activity plan and measurable outcomes

Activity	Barrier	Principle	Actions	Cost	Measurable outcome
Adaptive teaching	Curriculum access; executive function; vocabulary	3	CPD/coaching; embed modelling, chunking, scaffolds, vocabulary, retrieval and I do/We do/You do.	£0	Learning visits show agreed approaches consistently evident; tracking shows identified pupils accessing intended learning.
Teacher-led early response	Progress; wellbeing; behaviour	2,3,5	Embed concern pathway: notice, parent/child voice, Plan Do Review, record, monitor and escalate only after appropriate support and review.	£0	Sampled concerns show actions and impact recorded; reviews evidence adaptations/interventions before escalation where appropriate.
Woodlands Base targeted support	Regulation; attendance; cognition; behaviour	2,5	Referral, baseline, Individual Support Plans and pathways; retain mainstream belonging.	£65,313	Every pupil has baseline/pathway/support plan; review records progress and informs mainstream access.
Inclusive environments	Sensory; distraction; working memory	7	Review classrooms and Woodlands; maintain low-distraction, sensory and outdoor provision.	£3-5k	Termly review records accessibility actions and completion; participation evidence tests impact.
Family and service partnership	Barriers needing coordinated support	6	Early parent consultation; agency involvement and joint planning.	£0	Parent consultation and appropriate agency involvement are recorded; survey findings inform actions.
Leadership and governance	Consistency of inclusive practice	1	HT and SEND & Inclusion Leader monitor implementation; governors review expenditure and outcomes.	£0	Termly leadership monitoring and annual governor review record implementation, outcomes and next priorities.

Monitoring and evaluation

- Pupil voice through VIP chats
- Parent surveys through the governing body
- Attendance and lost-learning data
- Academic tracking and systematic progress drives
- Woodlands Base baseline and pathway-specific measures
- Learning visits and implementation monitoring
- Sampling of teacher Plan, Do, Review records and impact through small step targets and graduated response

Review of the previous academic year

As this is the initial strategy under the 2026/27 Inclusive Mainstream Fund arrangements, existing school inclusion and development evaluation provides the starting point. Future annual reviews will record activities delivered, actual expenditure, progress against outcomes, pupil impact and what will be sustained, adapted or discontinued.

Appendix1: Ongoing concerns about a child?

