Inclusion Strategy – Aycliffe Community Primary School

This statement outlines our approach to inclusive practice for all children, including those with SEND. Our provision is funded through the 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	July, 2027
Statement authorised by	Jonathan Price and Helen Comfort

Statement of intent

Our aim is for every child to feel safe, valued and included, and to be able to participate, build positive relationships and achieve. We recognise that social, emotional and mental health (SEMH) needs can affect children's readiness to learn, relationships, behaviour, attendance and engagement. We will use IMF funding alongside core funding to fund a Nurture practitioner who will provide timely, planned support for children across the school who have been identified as needing additional SEMH support. Support will be proactive as well as responsive, helping children develop skills and strategies before difficulties escalate.

The strategy reflects the seven principles of inclusion in the following ways:

- **Ambitious leadership and governance that embeds inclusion:** leadership will oversee the impact of the provision and appropriate use of funding.
- **Evidence-based support prioritising early intervention:** evidence-based research from the Nurture UK accreditation training will help to inform the provision and the approaches used. Early identification of SEMH needs through classroom observation and Boxall profiling will help us intervene promptly to enable future success in school and to support learning.
- **Enriching provision beyond the classroom that all children can access**: Nurture support will enrich provision beyond the classroom through focused individual and small-group work for a number of children across the school. Our approach will be flexible at times and will be responsive to pupils' needs at the time.
- **A safe, respectful culture will promote belonging, positive behaviour, attendance and participation:** Children with improved well-being and mental

health are more likely to feel valued and safe in school and are more likely to attend and participate in learning.

The practitioner may support children with: peer conflict, emotional regulation, self-esteem and confidence, relationship building, and experiences of loss or bereavement. Support will be matched to identified need and reviewed with relevant staff and families. The intended impact is to reduce barriers to learning, prevent the escalation of challenging behaviours and help children focus on, engage with and access learning.

Barriers to learning and participation

The barriers below reflect needs identified through staff observations, discussions and the school's ongoing monitoring. They will be reviewed as further information is gathered.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Some children experience difficulties with emotional regulation, managing peer conflict and maintaining positive relationships. These can affect readiness to learn, concentration, behaviour, participation and access to classroom learning.
2	Some children may experience low self-esteem or confidence, difficulty forming trusting relationships, or significant life experiences such as loss or bereavement. These factors can affect their sense of belonging, emotional wellbeing, engagement and ability to focus on learning.

Activity in this academic year

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)*
Part-fund a Nurture practitioner to provide planned, targeted SEMH support for identified children across the school. Support may include help to resolve peer conflict; developing emotional regulation strategies; strengthening self-esteem and confidence; building positive, trusting relationships; and supporting children experiencing loss or bereavement. The practitioner will liaise with class teachers, SENCO and SLT. This proactive intervention is intended to identify and address need early, reduce the likelihood of difficulties escalating into challenging behaviours, and improve children's readiness to learn, concentration and access to the curriculum. Evidence of need and impact will be drawn from staff observations, pupil voice, support records and review discussions. Addresses barriers 1 and 2 and contributes to all seven principles of inclusion.	Targeted	£16,334.58: IMF contribution of £6000 + core budget contribution of £ 10, 334.58

Intended outcomes

Intended outcome	**Success criteria**
Children identified as needing additional SEMH support will develop strategies to recognise and manage their emotions and respond more positively to challenging situations.	Children can identify and communicate emotions or triggers and use an agreed regulation strategy, with decreasing adult prompting where appropriate. Progress is evidenced through baseline and review records, practitioner observations, pupil voice and feedback from class staff. Also through Boxall profiling progress.
Children will develop more positive relationships, confidence and a stronger sense of belonging in school.	Children demonstrate improved confidence in interactions, relationship building and resolving peer difficulties. Progress is evidenced through pupil voice, staff observations, records of peer conflict or incidents, and feedback from families where appropriate. Also through Boxall profiling progress.
Children receiving support will be better able to engage with, focus on and access learning.	Class staff report improved readiness to learn, participation and sustained engagement for supported children. Progress is reviewed using classroom observations, engagement records and relevant attendance or behaviour information.
Children experiencing loss or bereavement will feel listened to, supported and able to access appropriate help in school.	Children know which trusted adults they can approach and report feeling supported. Support and next steps are reviewed with the child, relevant staff and family, as appropriate.

Further information

The Nurture practitioner will work in partnership with class teachers, the SENDCo and other relevant staff so that strategies used in nurture sessions can be reinforced in the classroom and across the school day. Support will be planned, recorded and reviewed. Children's views and, where appropriate, family views will inform targets and reviews. Where needs require additional expertise, the school will consider referral to or advice from relevant external services, with family involvement.