Inclusion Strategy – Hutchinson Memorial First 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 to 2028–29 (three-year strategy)
Date this statement was published	By 31 December 2026
Date on which it will be reviewed	Reviewed annually: July 2027, July 2028 and July 2029
Statement authorised by	CEO and Trust Board
Confirmed IMF allocation	2026–27: £4,900. Future-year activity is subject to annual review and confirmed funding.

IMF principles addressed by this strategy

The school's three identified barriers most directly align with DfE inclusion principles 2, 3, 5, 6 and 7. The table starts with the school's evidence and links each barrier only to the principles directly addressed. Principles 1 and 4 are not presented as specific IMF priorities because leadership and governance provide oversight, while access to enrichment has not been identified as a principal barrier or separately funded activity.

School barrier	Relevant DfE principle or principles
Barrier 1 Vulnerable pupils, including those with SEND or emerging additional needs, may experience reduced curriculum access, engagement and independence when agreed adaptive teaching strategies, such as scaffolding, explicit instruction, checks for understanding, visual and communication support, sensory adjustments and appropriately adapted tasks, are not applied consistently across subjects and classrooms.	**Principle 3** High-quality adaptive teaching with curriculum designed for all learners **Principle 7** Inclusive environments with continuous improvements to accessibility
Barrier 2 As pupils' SEND needs emerge or change, staff require a consistent and sufficiently detailed framework to identify the specific barriers affecting each pupil's learning and participation. Introducing the Birmingham SEN Toolkits will strengthen the school's established assessment arrangements by supporting precise identification of need, well-matched provision and measurable outcomes within the Assess–Plan–Do–Review cycle.	**Principle 2** Evidence-based support prioritising early intervention **Principle 6** Strong partnerships with families and wider services
Barrier 3 Some pupils experience specific barriers relating to sensory	**Principle 2** Evidence-based support prioritising early intervention

School barrier	Relevant DfE principle or principles
processing, physical access, emotional regulation, attention, memory, literacy or processing speed. These pupils require reasonable adjustments and targeted support, such as adapted resources, structured routines, sensory or movement breaks, explicit instruction, task chunking and regulation strategies, to be applied consistently so they can access learning, participate fully and develop independence.	**Principle 3** High-quality adaptive teaching

Statement of intent

At Hutchinson Memorial First School, our ambition is for every pupil, including those with additional needs and SEND, to participate fully, achieve well and experience a strong sense of belonging. Our approach begins with high-quality adaptive teaching, early and accurate identification of need and timely evidence-informed support.

This three-year strategy sets the direction from 2026–27 to 2028–29. The confirmed £4,900 allocation funds Year 1: professional development in adaptive teaching; implementation of the Birmingham SEN Toolkits and Assess–Plan–Do–Review; and autism and ADHD training delivered by the Trust SEND lead. These activities build on established practice and provide additional capacity, modelling, coaching and quality assurance.

Across the three years, the school will establish, embed and sustain agreed approaches. Years 2 and 3 will be refined through annual review and funded only from allocations or budgets confirmed for those years. Support will be based on assessed need and will not depend on diagnosis or a statutory plan.

The Headteacher and SENCo will report termly to the Local Academy Committee on expenditure, implementation and pupil impact. The Trust SEND lead will quality assure the Toolkits, Assess–Plan–Do–Review and the application of training. Leaders will adjust activity and expenditure where evidence shows that intended improvements are not being secured.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning and participation
1	**Barrier:** Vulnerable pupils, including those with SEND or emerging additional needs, may experience reduced curriculum access, engagement and independence when agreed adaptive teaching strategies, such as scaffolding, explicit instruction, checks for understanding, visual and communication support, sensory adjustments and appropriately adapted tasks, are not applied consistently across subjects and classrooms. **School evidence:** Recent monitoring identified variation in the range and consistency of strategies and adjustments used to support pupils with additional needs. Some pupils are reliant on adult support rather than developing the independence needed to participate confidently in learning. **Effect on learning and participation:** Pupils may experience differences in scaffolding, communication support, sensory and emotional-regulation support and opportunities to work independently. This can affect their access, engagement, confidence and progress across the curriculum.

	Detail of barrier to learning and participation
2	**Barrier:** As pupils' SEND needs emerge or change, staff require a consistent and sufficiently detailed framework to identify the specific barriers affecting each pupil's learning and participation. Introducing the Birmingham SEN Toolkits will strengthen the school's established assessment arrangements by supporting precise identification of need, well-matched provision and measurable outcomes within the Assess–Plan–Do–Review cycle. **School evidence:** A recent review of SEND records found that some Individual Learning Plans were not up to date or did not accurately reflect pupils' current needs, provision and intended outcomes. Some targets were not specific, measurable or time-bound, making progress and the effect of support more difficult to evaluate. **Effect on learning and participation:** Inconsistent assessment and planning can delay appropriate action, make provision less precisely matched to need and limit the school's ability to demonstrate smaller steps of progress or respond promptly when pupils' needs change.
3	**Barrier:** Some pupils experience specific barriers relating to sensory processing, physical access, emotional regulation, attention, memory, literacy or processing speed. These pupils require reasonable adjustments and targeted support, such as adapted resources, structured routines, sensory or movement breaks, explicit instruction, task chunking and regulation strategies, to be applied consistently so they can access learning, participate fully and develop independence. **School evidence:** School assessment, monitoring and pupil-level information identify needs relating to sensory processing, physical access, social, emotional and mental health, and cognition and learning. Some vulnerable pupils require additional support with communication, attention, sensory and emotional regulation, transitions, engagement and developing independence. **Effect on learning and participation:** Without timely, well-matched and consistently applied reasonable adjustments and targeted support, these barriers may affect pupils' regulation, communication, readiness to learn, successful transition between activities, access to the curriculum, participation, progress, independence and sense of belonging.

Funded activity: Year 1 (2026–27)

The following activity uses the school's confirmed 2026–27 IMF allocation to address the identified barriers and establish the first phase of the three-year strategy. IMF complements the school's core and notional SEN budgets. Each funded activity is additional, attributable to this strategy and linked to one or more DfE inclusion principles.

Description of activity, evidence and barriers addressed	Activity type	Total budgeted cost
Develop high-quality adaptive teaching Staff will participate in evidence-informed professional development, collaborative planning, modelling and follow-up coaching. Work will strengthen the consistent use of scaffolding, explicit instruction, communication support, sensory and emotional-regulation support, and approaches that develop pupil independence. IMF will fund the additional staff release, professional development and resources needed to implement this work. **Evidence of implementation and impact:** By December 2026, leaders will establish a baseline of current practice. Progress will be evaluated termly through classroom visits, work scrutiny, pupil voice, staff feedback and relevant pupil-level information. Leaders will evaluate whether agreed approaches are used consistently and whether identified pupils are increasingly able to access learning, engage and work independently. **Barriers addressed:** Barriers 1 and 3.	Universal	**£2,943** Staff release, professional development, collaborative planning, follow-up coaching and resources.

Description of activity, evidence and barriers addressed	Activity type	Total budgeted cost
Implement and embed the Birmingham SEN Toolkits The Trust SEND lead will work with the SENCo and school leaders to embed consistent use of the Birmingham SEN Toolkits and strengthen identification, assessment, Individual Learning Plans and the graduated Assess–Plan–Do–Review cycle. This provides additional capacity to strengthen and quality assure the school's established SEND arrangements. **Evidence of implementation and impact:** The SEND lead and SENCo will quality assure a representative sample of assessments, Individual Learning Plans and review records each term. Evidence will include completed toolkit assessments, precise time-bound outcomes, provision matched to assessed need, pupil and parent contributions and timely reviews showing the effect of support. Findings and agreed actions will be recorded and followed up. **Barriers addressed:** Barriers 2 and 3.	Universal and targeted	**£1,354** The Toolkit implementation and quality-assurance element of Hutchinson's four allocated Trust SEND-lead days.
Specialist staff training on autism and ADHD The Trust SEND lead will deliver four two-hour sessions covering communication and interaction, attention and executive functioning, sensory processing, emotional regulation, classroom environments, reasonable adjustments and the promotion of independence. Follow-up coaching will support staff to apply the training in their teaching. **Evidence of implementation and impact:** Evidence will include attendance records, training materials, staff evaluations, agreed actions, follow-up classroom visits and examples of adjustments made in response to pupils' assessed needs. Leaders will evaluate changes in staff knowledge, confidence and practice and the resulting effect on pupils' access, engagement, regulation and independence. **Barriers addressed:** Barriers 1–3.	Universal and targeted	**£603** Four two-hour sessions—eight hours in total—costed at approximately £75.41 per hour, including employer pension and National Insurance.
School-led coordination, monitoring and review School leaders and the SENCo will coordinate implementation, identify pupils and aspects of practice requiring additional support, and involve pupils and families in planning and review. Leaders will monitor the combined effect of the funded activity on access to learning, attendance, engagement, progress, independence and belonging. Targeted interventions will continue to be selected in response to assessed need and reviewed for impact. **Evidence of implementation and impact:** Evidence will include leadership monitoring records, provision and intervention reviews, pupil and parent feedback, attendance and engagement information, and relevant assessment and progress information. **Barriers addressed:** Barriers 1–3.	Universal and targeted	**No additional IMF cost** Delivered through existing school leadership, SENCo and notional SEN-budget capacity.
Total IMF expenditure: £4,900		

Three-year implementation roadmap

Annual review will test implementation, impact and value for money, then confirm the following year's detailed activity and funding source.

Phase	Strategic priorities	Key evidence and milestones	Funding basis
Year 1: Establish 2026–27	Baseline inclusive practice; implement Toolkits; deliver four training sessions; establish monitoring.	Baselines completed; training delivered; Toolkit sample quality assured termly; agreed actions followed up.	Confirmed IMF: £4,900, alongside core and notional SEN budgets.
Year 2: Embed and refine 2027–28	Embed adaptive teaching and APDR; target coaching using Year 1 evidence; strengthen pupil and family involvement.	Improved consistency in sampled practice and plans; quicker response to emerging need; improved pupil access and independence.	Subject to annual review and confirmed IMF, core or notional SEN funding.

Phase	Strategic priorities	Key evidence and milestones	Funding basis
Year 3: Sustain and evaluate 2028–29	Secure sustainable routines and leadership ownership; evaluate impact and value for money; plan the next cycle.	Strong practice sustained despite staffing changes; pupil outcomes improve against baselines; continuation decisions approved.	Subject to annual review; sustainable elements incorporated into normal school improvement planning where appropriate.

Intended outcomes and three-year success criteria

The milestones show progression from establishment in Year 1, through embedding in Year 2, to sustained impact in Year 3. Yellow-highlighted fields must be completed by the school using its baseline evidence; examples show the expected type of measurable target.

Intended outcome	Success criteria
Consistently strong adaptive teaching improves pupils' access, engagement and independence. (Barrier 1)	**Year 1 – Establish:** By December 2026, leaders establish the baseline across KS1 and KS2. By July 2027, 75% meets the inclusive-practice standard and 75% of sampled pupils show greater independence. **Year 2 – Embed:** By July 2028, 85% of sampled practice meets the standard across all areas of learning; unnecessary adult dependence reduces from 75% to 50% **Year 3 – Sustain:** By July 2029, 90% meets the standard, sustained for three terms, including for new staff.
Emerging or changing needs are identified promptly and addressed through a precise graduated response. (Barrier 2)	**Year 1 – Establish:** By December 2026, leaders establish the proportion of sampled assessments and plans meeting the agreed standard: 60%. The median time from concern to action is 15 school days. By July 2027, these improve to 80% and 10 school days **Year 2 – Embed:** By July 2028, 87.5% of sampled records demonstrate effective Toolkit and Assess–Plan–Do–Review use; 90% are reviewed on time and include pupil or family contribution. **Year 3 – Sustain:** The quality and timeliness targets are sustained for three terms, with no pupil waiting more than 10 school days for agreed initial action.
Staff apply autism- and ADHD-informed adjustments confidently and consistently. (Barriers 1–3)	**Year 1 – Establish:** Four sessions are delivered by July 2027 and 80% of relevant staff complete them. Confidence rises from 40% to 80% and appropriate adjustments are evident in 75% of the agreed sample. **Year 2 – Embed:** By July 2028, appropriate adjustments are evident in 80% of sampled practice. Positive pupil responses about access, regulation and belonging rise from 37.5% to 75%. **Year 3 – Sustain:** New relevant staff complete induction within one half term At least 90% of sampled practice meets the standard for three terms.
Pupils with additional needs show improved access, regulation, participation, independence and progress. (Barrier 3)	**Year 1 – Establish:** By December 2026, leaders record starting points for 8 identified pupils. By July 2027, 62% improve in at least two agreed measures such as engagement, regulation, participation, independence or progress. **Year 2 – Embed:** By July 2028, 75% improve against their individual baselines; pupil and family feedback is positive in 80% of the agreed sample. **Year 3 – Sustain:** By July 2029, improvements are sustained for three terms. Leaders complete a value-for-money evaluation by July 2029 and record what will continue, change or stop.

Annual review and accountability

This strategy will be reviewed annually in July 2027, July 2028 and July 2029. Each review will consider expenditure, implementation fidelity, staff participation, assessment and provision quality, attendance, engagement, participation, progress, independence, belonging, pupil and family voice, and value for money. The school will record progress, any changes to barriers or activities, confirmed funding for the next year and the reasons for continuing, adapting or stopping each significant approach.

Further information

Year 1 confirmed allocation and expenditure: Hutchinson Memorial First School has received £4,900 for 2026–27. This funds £2,943 for staff release, professional development, collaborative planning and resources; and £1,957 for four days of Trust SEND-lead capacity at Leadership Point 10, including employer pension and National Insurance. Within the SEND-lead allocation, £603 funds four two-hour specialist training sessions and £1,354 funds Birmingham SEN Toolkit implementation, quality assurance and monitoring.

Financial governance and school accountability: The school will retain evidence of expenditure, staff release, training attendance, activity delivered, implementation and pupil impact. The Headteacher and SENCo remain accountable for identifying priority pupils, demonstrating benefit and reporting termly to the Local Academy Committee. Trust oversight will provide quality assurance and financial assurance.

Three-year funding position: The £4,900 budget is the confirmed 2026–27 IMF allocation only. Years 2 and 3 set the intended strategic direction; detailed activities and costs will be confirmed through annual review once future allocations are known. IMF will not replace statutory duties, core provision or the notional SEN budget, and it will not fund general central administration. Expenditure will remain additional, attributable to the agreed programme and supported by delivery and impact evidence.