Copeland Road Primary School

Inclusion Strategy

SCHOOL INFORMATION	DETAIL
School	Copeland Road Primary School
Academic year	2026/27
Date published	October 2026
Review date	October 2027
Statement authorised by	Victoria Summerfield

FUNDING INFORMATION	TOTAL FUNDING FOR YEAR
School Core Funding (including notional SEN budget)	£844,646
Notional SEND (Included in the Core Funding)	*£100,473*
Top Up Funding (Pupil Specific)	*£58,000*
Inclusive Mainstream Fund	£8,405

1. STATEMENT OF INTENT

At Copeland Road Primary School, our commitment to "Your Child is Our Child" means that every pupil is welcomed, understood and supported to achieve, belong and thrive.

Inclusion is at the heart of educational excellence. We aim to create the conditions in which every child can access an ambitious education, participate fully in school life and achieve positive outcomes. We do this by strengthening a high-quality inclusive universal offer, identifying and responding to need early, removing barriers to learning and participation, and providing the right support at the right time.

Our approach is underpinned by the DfE Principles of Inclusion and the Trust Inclusion Strategy. It recognises that effective inclusion starts with high-quality teaching and strong inclusive practice in every school, complemented by targeted and specialist expertise where needed.

The school uses its available resources to respond to the identified needs of its pupils and deliver its inclusion priorities. This includes core funding, including the notional SEN budget; relevant high needs funding; and Trust-funded provision and specialist capacity.

For 2026/27, the school has been allocated £8405 through the Inclusive Mainstream Fund (IMF). This allocation is pooled by Advance Learning Partnership and used alongside wider Trust investment to strengthen inclusive provision and capacity across the Trust. The provision and activities supported through this collective investment, alongside the school's own investment in inclusion, are identified within this strategy.

Through this strategy, we aim to demonstrate the impact of inclusion through improved achievement, engagement, belonging, access and preparation for the future.

Creating an inclusive school culture is central to our vision. We are committed to ensuring that every child, regardless of their needs, abilities or background, feels valued, supported and able to achieve their full potential. We want all members of our school community to believe that they can achieve anything they set their minds to and to thrive both academically and personally.

Our inclusion strategy is designed to meet the needs of all pupils, including those with additional needs and SEND, through high-quality adaptive teaching, effective use of resources and targeted interventions. We aim to identify and remove barriers to learning seamlessly, ensuring that support is embedded within everyday classroom practice and tailored to individual needs.

We recognise that successful inclusion is achieved through strong partnerships, and we work closely with parents, carers and specialist professionals to provide a holistic approach that supports both the child and their family. Through this shared commitment, we strive to create a school where everyone belongs, feels successful and is empowered to reach their full potential.

2. DfE PRINCIPLES OF INCLUSION

Reference only

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High-quality adaptive teaching with curriculum designed for all learners
4. Enriching provision beyond the classroom that all children can access
5. A safe and respectful culture fostering belonging, attendance and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

3. BARRIERS TO LEARNING & PARTICIPATION

No.	Identified barriers to learning and participation

1	**Increasing complexity and diversity of need**, including SEND, communication and language, social, emotional and behavioural needs, can create barriers to accessing learning and participating fully in school life.
2	**Attendance, persistent absence and disengagement** can reduce pupils' access to learning, relationships, wider opportunities and a sense of belonging, particularly for some vulnerable groups.
3	**Variation in inclusive classroom practice**, including adaptive teaching, can affect how consistently pupils' needs are identified and met through the universal offer.
4	**Gaps in prior learning, language, literacy and readiness to learn** can limit pupils' access to an ambitious curriculum and their ability to make strong progress.
5	**Barriers to participation and access,** including the physical and digital environment, enrichment, wider opportunities and transitions, can prevent some pupils from benefiting fully from school life.

4. ACTIVITY IN THIS ACADEMIC YEAR

Provision	Description of activity	*Barrier(s)*	DfE principle(s)	Funding source	Total Budgeted cost
Inclusive teaching and early support	High-quality adaptive teaching, early identification and graduated response to meet need through the universal offer.	1, 3, 4	2, 3	Core funding / Notional SEND	£139,587
Attendance, engagement & belonging	Early and targeted support to address barriers to attendance, engagement, behaviour and belonging.	2	2, 5, 6	Core funding / Notional SEND	£18,781
Children and Family Services / Specialist Support	Access to Trust SEND and inclusion expertise, including OT, SaLT and specialist teacher support, according to identified need.	1, 3, 4	2, 3, 6	Trust-funded / School core budget / IMF	£5,967
Trust-wide Inclusive Support Provision	Access to Thrive, Aspire, Engage and Horizons, including targeted provision and reintegration support where appropriate.	1, 2	2, 4, 5, 6	Trust-funded / IMF	£2,000
Professional Development & Coaching	Use professional development and evidence-informed practice through the ALP Institute of Teaching, Leadership & Research.	1, 3	1, 2, 3	Trust-funded / School core budget / IMF	£6,753
Enrichment and Wider Opportunities	Support equitable access to enrichment, careers and wider opportunities through school provision and Pupil Futures.	2, 5	4, 5	Trust-funded / school core budget / IMF	£5,130
Accessibility & inclusive environments	Remove physical, sensory, digital or environmental barriers through appropriate resources, adaptations and technology.	1, 5	3, 7	School core budget / Trust-funded / SCA funding	£2,486

5. INTENDED OUTCOMES

Intended Outcome	Success Criteria
Inclusive and adaptive teaching meets pupils' needs more consistently through the universal offer.	School quality assurance demonstrates consistent inclusive and adaptive practice, with staff increasingly confident in identifying and responding to need.
Pupils' needs and barriers are identified and addressed earlier.	School information demonstrates timely identification, appropriate support and review through the graduated approach.
Pupils requiring targeted or specialist support receive the right support at the right time.	School records demonstrate timely access to appropriate support, with evidence of review, progress and reintegration where relevant.
Attendance, engagement and belonging improve for pupils experiencing identified barriers.	School data shows improvement from the school's 2026/27 baseline for the identified pupils or cohorts.
Pupils experience improved access to learning, enrichment and the wider life of the school.	Participation information and pupil or family feedback demonstrate reduced barriers and improved access.

6. REVIEW OF THE PREVIOUS ACADEMIC YEAR

Intended outcome from previous strategy	Impact
N/A	