

Exemplar Inclusion Strategy Primary School Westmorland & Furness Model 2026-2029



Strategy Overview

Detail	Information
Academic year/years that our current Inclusion Strategy covers	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027 (Annual Review)
Statement authorised by	Governing Body
School Type	Small Rural Primary School
Number on Roll	92 Pupils
IMF Allocation	£14,850
Notional SEND Budget	£43,500
Total Inclusion Investment	£58,350

Note: Notional SEN Budget This is not additional funding but informs schools of the element within their budget they should spend on Low-Cost High Incidence SEN. In Westmorland and Furness, it equates to the following:

- 5% of Basic Per-Pupil allocation
- 50% of Deprivation allocation
- 100% Low Prior Attainment allocation

School Context

Fellside Primary School is a small rural primary school serving several villages within Westmorland and Furness. The school has mixed-age classes and educates pupils from Reception to Year 6.

As a rural school, we experience several contextual challenges that influence our approach to inclusion:

- Limited local specialist provision.
- Extended travel times for families accessing services.
- Difficulty accessing health and therapy services promptly.
- Increasing prevalence of neurodivergent needs.
- Growing social, emotional and mental health needs.
- Financial pressures on rural families.
- Reduced access to extracurricular opportunities outside school.

Westmorland and Furness is a predominantly rural local authority with a population of approximately 230,000 residents and around 55,500 children and young people aged 0-25. SEND needs analysis highlights increasing levels of communication and interaction needs, autism spectrum condition, ADHD, social, emotional and mental health needs, and the challenges associated with delivering services across a large geographical area. Forecasts indicate a declining primary-aged population over the coming years, increasing the importance of early identification, inclusive mainstream practice and efficient deployment of SEND resources. Schools are therefore expected to maximise the impact of core budgets, notional SEND funding and the Inclusive Mainstream Fund to ensure children and young people can access high-quality provision within their local communities wherever possible.

Fellside Primary School is committed to ensuring that high-quality inclusive provision is available within our local community.

Statement of Intent

At Fellside Primary School, we believe that every child has the right to belong, participate and succeed within their local school community. This Inclusion Strategy reflects and supports the vision of the Westmorland & Furness Belonging and Inclusion Strategy 2026-2029, which aims to create an inclusive education system in which every child and young person feels they belong, feels safe, valued and understood, and is able to thrive, achieve and participate fully in their community regardless of need, background or starting point. We are committed to working in partnership with families, education providers, health services and other agencies to remove barriers to learning and ensure inclusion is the foundation of everyday practice. [Children's Services - Belonging & Inclusion Strategy - 2026-2029](#)

Inclusion is not a separate aspect of school improvement. It is central to everything we do.

Our vision is that all pupils:

- Feel safe, valued, respected and understood.
- Experience a strong sense of belonging within our school community.
- Are included in every aspect of school life.
- Access an ambitious curriculum that enables them to achieve their potential.
- Develop independence, confidence and resilience.
- Build positive relationships with their peers and adults.
- Participate fully in learning, enrichment and wider opportunities.
- Make strong progress from their starting points.
- Have barriers to learning identified and addressed at the earliest opportunity.
- Leave primary school prepared for the next stage of education and life.

Through high-quality teaching, early intervention, strong relationships and meaningful partnerships with families, we aim to create an environment where every child can thrive academically, socially and emotionally and where inclusion is embedded in all aspects of school life.

Through effective use of our Core Budget, Notional SEND Budget and Inclusive Mainstream Fund allocation, we will remove barriers to learning and participation wherever possible.

This strategy reflects:

- DfE IMF guidance.
- SEND Code of Practice.
- Parent voice.
- Pupil voice.
- Staff consultation.
- Local authority priorities.
- The Seven Principles of Inclusion



Principle	School Commitment
Ambitious Leadership	Inclusion embedded in whole-school improvement planning
Early Intervention	Needs identified quickly and support implemented promptly
High Quality Teaching	Adaptive teaching consistently delivered across all subjects
Enrichment	All pupils access extra-curricular opportunities
Belonging & Attendance	Strong culture of participation and attendance
Family Partnerships	Families actively involved in decision making
Inclusive Environments	Physical and learning environments reduce barriers
Notional SEND Budget	£43,500
Total Inclusion Investment	£58,350

Data Table

Measure	ALL pupils	SEND	PP
SEND Support %	19.81%		
EHCPs %	7.55%		
FSM %	7.5%		
Social Care %	2%		
Attendance %	95.2%	92.7%	91.8%
Persistent Absence %	6.3%	9.2%	10.1%
Suspension %	0	0	0

Cohort Needs Analysis - Current SEND Profile

Area of Need	Number	Percentage
Communication & Interaction	5	5.4%
Cognition & Learning	4	4.3%
SEMH	3	3.3%
Sensory & Physical	1	1.1%

Additional Context

Need Profile	Number	Percentage
Autism Assessment Pathway	3	3.2%
ADHD Pathway	2	2.2%
Speech & Language Involvement	5	5.4%
Early Help Involvement	4	4.3%
Young Carers	2	2.1%
Looked After Children	2	2.1%
EAL	4	4.3%

Barriers to Learning and Participation

Detail of barrier to learning (including notable trends or themes over time, such as growing prevalence of increasing complexity)	Impact
1. Communication and Language Development Increasing numbers of pupils are entering Reception with delayed speech, language and communication skills. Staff observations indicate difficulties with: • Vocabulary development. • Listening and attention. • Following instructions. • Social communication.	Without intervention, pupils may: • Struggle to access teaching. • Experience frustration. • Develop reduced confidence. • Fall behind academically.
2. Emotional Regulation and Wellbeing Staff have identified increasing levels of: • Anxiety. • Low resilience. • Friendship difficulties. • Emotional dysregulation.	Attendance, engagement and learning behaviour
3. Attendance Attendance for SEND pupils remains below the whole-school average. Common Factors • Anxiety before school. • Medical needs. • Family circumstances. • Transport difficulties.	Pupils miss learning and enrichment activities.
4. Access to Specialist Support Rurality can delay access to specialist services. Families often travel considerable distances for: • Speech and language therapy. • Occupational therapy. • CAMHS appointments. • Paediatric assessments.	Missed opportunities for early intervention and advice to support inclusion in mainstream.
5. Staff Confidence Staff require continuing professional development in: • Autism. • ADHD. • Adaptive teaching. • Executive functioning. • Trauma-informed practice.	Adaptive teaching is the most important lever for schools to improve achievement of pupils.

Activity in this academic year - strategic priorities

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)
Improve Early Identification Barriers 1 & 4 - WellComm assessment programme. - Reception screening. - SEND transition meetings. - Half-termly pupil progress reviews. EEF SEND in Mainstream “Early identification and regular review of pupil needs enables schools to intervene sooner, reducing barriers to learning and ensuring support is matched to need. Screening, assessment and pupil progress reviews help secure timely and effective provision.”	UNIVERSAL	£2,500
Strengthen Emotional Wellbeing Barrier 2 - ELSA-trained practitioner. - Weekly nurture sessions. - Emotional literacy intervention. - Zones of Regulation implementation. EEF SEND in Mainstream “Social, emotional and mental health needs can significantly impact learning, attendance and participation. Evidence-informed approaches such as nurture, emotional literacy interventions and self-regulation programmes support pupils to develop resilience, emotional awareness and positive engagement with school.”	TARGETED	£2,250
Improve Attendance Barrier 3 - Attendance mentoring. - Family meetings. - Individual attendance plans. EEF Supporting School Attendance “Attendance interventions are most effective when they identify and respond to the specific reasons behind absence. Attendance mentoring provides personalised support to improve engagement, attendance and participation in learning.”	TARGETED	£1,200

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)
Enhance Family Partnerships Barrier 4 • Termly SEND coffee mornings. • Parent information workshops. • SEND newsletter. • Structured parent voice surveys. EEF SEND in Mainstream “Strong home-school partnerships support effective identification of need, improved pupil outcomes and greater parental confidence. Regular opportunities for communication and feedback help ensure provision is responsive to the needs of children and families.”	UNIVERSAL	£900
Improve Inclusive Environments Barrier 2 & 5 • Sensory resources. • Quiet regulation space. • Visual supports. • Assistive technology. EEF SEND in Mainstream “Adaptations to the learning environment can remove barriers to participation and improve access to the curriculum. Visual supports, sensory resources, regulation spaces and assistive technology help pupils to engage in learning, develop independence and manage their individual needs more effectively.”	UNIVERSAL	£3,500
Strengthen Inclusive Leadership Barrier 5 • Annual inclusion audit. • Governor SEND training. • Termly review meetings. • Inclusion incorporated into SIP. WAF Belonging & Inclusion Strategy- 2026-2029 “Inclusion is not an additional offer, but the foundation of everyday practice.”	UNIVERSAL	£1,500
Develop High Quality Teaching Barrier 5 • Adaptive teaching CPD. • SEND coaching. • Learning walks. EEF SEND in Mainstream “ensure all pupils have access to high quality teaching.”	UNIVERSAL	£3,000

Graduated response – Implementation Framework

Assess

We identify barriers using:

- Classroom assessment.
- Pupil progress meetings.
- Parent voice.
- Attendance data.
- Standardised testing.
- Professional observations.

Plan

Provision plans are developed collaboratively involving:

- Class teacher.
- SENCO.
- Parents.
- Pupils where appropriate.

Do

Provision may include

Universal

- Adaptive teaching.
- High-quality classroom strategies.
- Universal scaffolding.

Targeted

- Literacy support.
- Mentoring.
- Attendance interventions.

Specialist

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- CAMHS.

Review

Provision is reviewed:

- Half-termly for learners with barriers.
- Annually through this strategy.

Partnerships

We work closely with:

- Westmorland & Furness SEND Team.
- Educational Psychology.
- Speech and Language Therapy.
- CAMHS.
- School Nursing.
- Occupational Therapy.
- Family Hub Services.
- Family Help Team.

Parents/Carers remain central throughout all processes.



Intended Outcomes

Intended outcome – by July 2027	Success Criteria
Communication - Earlier identification of emerging needs. - Reduction in referrals.	- All EY and KS1 pupils screened with Wellcomm. 80% of pupils receiving speech and language intervention meet planned targets reducing need for referral
Wellbeing Reduction in emotional regulation incidents.	- Reduced emotional incidents. - Improved pupil wellbeing survey outcomes.
Improved attendance	SEND & PP attendance improves to 94%.
Specialist support Timely support accessed via Experts at Hand	
Teaching/staff confidence All staff understand Ordinarily Available provision	100% of teaching staff complete adaptive teaching CPD. - Pupils report improved access to learning. - Inclusion features in all school improvement monitoring

By July 2028

- Communication** - 100% of pupils receiving speech and language intervention meet planned targets.
- Wellbeing** - SEND participation in clubs and educational visits matches peers
- Attendance** - Gap between SEND and non-SEND attendance reduced to less than 1%.
- Teaching** - 100% of teaching staff apply adaptive teaching CPD in everyday classroom practice with all pupils make at least expected progress from starting points.

By July 2029

- Inclusion** - Inclusive practice fully embedded across school.
- Outcomes** - Improved attainment and participation outcomes for SEND pupils.
- Culture** - All pupils report a strong sense of belonging.
- Sustainability** - Inclusive practice remains effective despite changing cohort needs.

Monitoring and Evaluation

Success will be measured through criteria given above and:

Quantitative Measures

- Attendance data.
- Progress data.
- Reading assessments.
- Behaviour records.
- Intervention outcomes.

Qualitative Measures

- Parent voice.
- Pupil voice.
- Staff surveys.
- Learning walks.
- Governor visits.



Governance and Accountability

The Governing Body will monitor:

- Spending of IMF funding.
- Progress against intended outcomes.
- Attendance trends.
- SEND outcomes.
- Parent engagement.

The Headteacher and SENCO will provide termly reports to governors.

This strategy will be reviewed annually and updated to reflect changing cohort needs.

Publication and Review

This Inclusion Strategy will be:

- Published on the school website.
- Shared with parents and carers.
- Reviewed annually.
- Updated in response to local and national developments.



Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND. You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.





Westmorland
& Furness
Council

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