

Inclusion Strategy- Mersey Park Primary 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	2026-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	M.Thomas

Statement of intent

At Mersey Park, we have high expectations for all pupils no matter what barriers they face. There is a whole school culture and drive to provide the very best education that we can for all children so that they can attend school every day and have the best chance of success in life. High quality inclusive teaching benefits all pupils. Our aim is that all children, including those with Special Needs and Disabilities will thrive and make excellent progress. SEND provision, supported by carefully tailored provision maps and Boxall Profiles, is regularly monitored to ensure the correct support is in place.

Ambitious Leadership and Governance

Leaders and Governors put inclusion at the heart of planning and policies. They have high expectations for outcomes for all pupils. Disadvantaged pupils and those with SEND attain higher than national averages by the end of Key Stage 2 and we aim for this to continue to be the case. Pupil progress meetings are attended by key staff and SENCOs each half term where every child is discussed, needs are identified and actions and resources are put in place. Leaders know the pupils well and have created an overview of needs for all pupils. External advice and support is used as necessary e.g. Inclusion Team.

Early, evidence-based support

We aim for all pupils needs to be identified early and the best interventions to be in place.

Two school SENCOs are adept at early identification of needs and support. Strategies are put in place early to ensure the best outcomes. We have additional staff in our youngest pupils' classes in order to give all children the best start in school. Our Sensory Pod is available to pupils who need sensory breaks. School has one full time Pupil Mentor and a part time ELSA- trained member of staff who work with identified pupils. Flexible small group interventions are in place in all year groups and additional intervention includes pre teaching and plugging learning gaps.

High-quality teaching

Our aim is that all teaching is of the highest quality at Mersey Park. We continuously strengthen the quality of teaching through appropriate CPD, Peer observations and thorough monitoring and feedback. Our curriculum has been carefully planned to be progressive. All subjects have adaptations planned into the lessons in order that all pupils can succeed. This includes scaffolding, modelling and adapted resources. The SENCOs regularly train staff in strategies to use in lessons for pupils with SEND.

Accessible and enriching provision beyond the classroom

We aim for all pupils to have the opportunity to take part in enrichment activities. A varied diet of extra-curricular clubs is provided by all teaching staff and sports specialists. These, along with regular trips, residential visits and visitors to school are carefully mapped out on our Enrichment Overview document to ensure all pupils, including those with SEND, have access to increased participation in school life.

A safe and respectful culture

Our aim is for all pupils to have a sense of belonging to Mersey Park. Our involvement in the Inclusive Attendance programme and achievement of the Bronze award has strengthened this sense of all belonging. We carefully track our pupils vulnerabilities, including ACES and SEND to give us a better understanding of need and of the difficulties some children face every day. Staff are trained in Team Teach and our whole school behaviour system in positive. Through the use of positive reinforcement, we aim to create an ethos of good behaviour and trusting relationships in school that fully embraces our core values of 'Be Nice, Work Hard, Never Give Up'. This will ensure that children are happy, secure, safe and achieving to their full potential. We have created safe spaces around school for pupils who need them and provide a lunchtime club for children who struggle to play outside at lunchtime. We are proud to be a 'My Happy Mind' school.

Strong Partnerships with families and wider services

We aim to nurture our strong relationships with parents and carers and external agencies. We have been awarded the national Leading Parent Partnership award for our engagement with parents and carers. Weekly coffee mornings give parents the opportunity to come in for a chat, share their views and attend training by external specialists. We regularly signpost parents for support from Early Help and family hubs. We also support our children through the Inclusion team, Drop-in Educational Psychologists and Mental Health Support Team.

Creating inclusive environments

We aim for our school environment to be warm and inviting for all. Classrooms are resourced to meet all needs and have consistent displays so that all children know what to expect and where to find the help they need with their learning. Working classrooms are calm and quiet so learning and distractions are minimised. 'Now and Next' cards and visual timetables are used by all. Children are seated appropriately according to needs.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Increasing numbers of children are presenting in school with additional needs including a rise in the number of children with possible ADHD, ASD and other complex needs
2	We have a high percentage of pupils who have experienced ACES in their lives and therefore struggle to cope with their emotions
3	The increased use of technology, such as mobile phones and online computer games seems to have affected children's ability to listen and concentrate as effectively as they may have in the past
4	We have an increased number of pupils who require support from mental health support workers due to anxiety
5	Some parents need support with their children's behaviour at home
6	We have an increased number of pupils in school for whom English is not their first language and is not spoken at home

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND?

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

We have produced our Inclusion Strategy following EEF Inclusion Guidance.

<https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching>

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
One member of staff to attend North Star Reflex Integration 'RMT' school readiness training. Two members of staff will attend full RMTi level 1 training. Evidence suggests RMT will help all children who have retained reflexes which impact on their learning and physical activities (Barrier 1,2,5)	Universal and Targeted	£2996 per year
Sensory Circuits will be introduced in both school halls each morning for targeted groups. Evidence indicates they significantly boost student readiness for learning by reducing anxiety, regulating arousal levels, and enhancing fine and gross motor skills. (Barrier 1,3,4)	Targeted	Equipment £828
ELSA trained staff will support children who struggle to self-regulate. Research demonstrates that the Emotional Literacy Support Assistant (ELSA) program significantly improves children's	Targeted	Staff costs- £40515 per year

emotional regulation, self-esteem, and social skills. (Barrier 2,5)		
We will continue to train staff in Voice 21 oracy programme. An oracy-rich curriculum increases classroom participation, enhances subject comprehension (particularly for disadvantaged pupils), and is directly linked to better overall attainment (Barrier 3, 6)	Universal	£4056 per year
We will continue to attend Inclusive Attendance training and work towards the silver award. Inclusive attendance strategies—which prioritise belonging, mental health, and tailored support over punitive measures—consistently improve student engagement and attainment (Barriers 2,3,4,5,6)	Universal	£1477 per year
We will continue to provide weekly coffee mornings for parents and carers, inviting along external specialists to support parents with their children's needs and behaviours. (Barrier 1, 2,5)	Universal and Targeted	
Three HLTAs and 2 Tas will deliver targeted interventions 3 afternoons per week including pre-teaching and plugging gaps in learning.	Targeted	Staff costs- £42,525 per year

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
We will be able to meet the needs of the increasing numbers of pupils with complex needs, ADHD and ASD so that they can thrive in school.	Specialist support is provided quickly through early and prompt identification of need. Adaptations in school ensure we can meet the needs of these children in our setting. RMT used effectively to assess needs based on retained reflexes.
All pupils, regardless of disadvantage and ACES will feel happy and safe in school and will make excellent progress.	All pupils will continue to make excellent progress from starting points and outcomes will continue to be above national average.
Children's speaking and listening skills will continue to improve through use of various	Progress and attainment will continue to be high in all year groups. Children will listen

strategies in school and new restricted use of social media.	respectfully to staff and each other and gain more confidence in speaking clearly to wider audiences. EAL children will make rapid progress in reading and writing.
Children will more easily overcome their anxieties through use of MHST, My Happy Mind curriculum, CAMHs (where necessary) and restricted use of social media outside school.	All children will be happy in school and will have a greater understanding of their emotions and those of others.
Improved whole school attendance and a decrease in the percentage of pupils who are persistently absent.	The overall whole school attendance will increase and be higher than 'similar schools' with a decrease in persistent absence.

Review of the previous academic year

From year two, we will outline the progress we have made towards our intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will note the impact that our strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

We will critically review what aspects of our strategy worked well / did not have the intended impact and explain how this will inform our drafting of next year's strategy.

To support this, we will 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.