

Inclusion Strategy Template

Before completing this template, read DfE's [Developing an inclusion strategy using the IMF for school leaders](#).

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Inclusion Strategy – NoSuch 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	2026–2027
Date this statement was published	
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher, SENDCo and Governing Body

Statement of intent

At NoSuch School, inclusion means designing school life so that more pupils can access learning, participate with dignity and feel that they belong. We recognise that many pupils experience barriers to learning and participation linked to sensory load, communication demand, regulation, executive function, anxiety, speech and language needs, attention, attendance, trauma, disability or wider SEND.

Our aim is to strengthen the universal offer first, so that inclusive practice is not dependent on individual goodwill or late crisis response. We use the Capacity Model to help us identify commonly occurring barriers across the cohort, install shared classroom systems and review whether practice is becoming visible, consistent and sustainable.

This year, our inclusion strategy focuses on four classroom systems:

- 1. Sensory & Environment*
- 2. Regulation & Adult Practice*
- 3. Visual Structure & Communication*
- 4. Executive Function & Supported Autonomy*

These systems are intended to reduce sensory, cognitive, communication and emotional demand so that pupils have more capacity available for learning.

Where pupils need additional support beyond the universal offer, we will develop targeted provision blocks that are planned, timetabled and reviewed. These may include regulation support, communication groups, structured transition support, task-initiation support, curriculum access groups or other provision identified through pupil need.

We will work with pupils, families, staff, governors and external professionals to review barriers and improve provision. Inclusion is a shared responsibility across the school. The SENDCo coordinates the work, but the school holds the practice.

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	Sensory and environmental load A number of pupils experience increased difficulty accessing learning when classrooms, corridors, lunch spaces or transitions are noisy, visually busy, crowded or unpredictable. This can affect attention, regulation, participation and attendance. Current practice is positive in some classrooms but not yet consistent across the school.
2	Regulation and adult response

	Some pupils show early signs of dysregulation through movement, withdrawal, refusal, repeated questioning, distress or reduced task engagement. Staff do not yet use a consistently shared language or response sequence for noticing early signs, reducing demand and supporting recovery. This can lead to avoidable escalation and increased reliance on reactive support.
3	High language and communication demand Some pupils find it difficult to process fast spoken instructions, multi-step verbal information, transitions explained only through speech, or classroom expectations that are not visible. Visual supports are present in some areas but are not always actively used as communication tools. This increases dependence on adult prompting and repetition.
4	Executive-function and task-access barriers Some pupils find it hard to start tasks, organise materials, remember steps, know what finished looks like, shift flexibly between activities or ask for help appropriately. These difficulties can be misread as avoidance or lack of independence. In some classes, task structure is held by adults rather than built into the task design.
5	Inconsistent targeted provision Some pupils need additional support beyond the universal offer, but provision is not always grouped, timetabled or reviewed as consistently as it could be. This can lead to fragmented intervention, over-reliance on individual adults and limited evidence of whether provision is improving access, regulation, communication, participation or learning.
6	Family partnership and shared language Families have valuable knowledge of pupils' needs, strengths, regulation patterns and access barriers. However, home-school conversations are sometimes reactive rather than planned around shared language and practical strategies. We want to strengthen early partnership with families, particularly where pupils are experiencing anxiety, regulation, communication or transition-related barriers.

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.

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>
Protect SENDCo and inclusion leadership implementation time. Allocate regular protected time for the SENDCo and senior leaders to complete classroom RAG scans, analyse barriers across the cohort, support staff with the four classroom systems, coordinate targeted provision blocks, gather pupil and family feedback, review impact data and report progress to governors. This ensures the inclusion strategy is implemented and reviewed, not simply written. Barriers addressed: 1, 2, 3, 4, 5, 6.	Universal and targeted implementation infrastructure	£5,000
Install Sensory & Environment classroom system. Complete a sensory/environment RAG scan across classrooms and shared spaces. Agree minimum expectations for reducing visual clutter, managing noise, access to calm/low-stimulus spaces and predictable use of sensory supports. Evidence-informed	Universal	£3,500

through inclusive environment guidance, autism-informed practice and implementation review. Barriers addressed: 1, 2, 4.		
Strengthen Regulation & Adult Practice. Introduce shared regulation language and a first-response sequence: notice early signs, reduce language, lower demand, co-regulate and support gradual return to learning. Include staff briefing, modelling and follow-up coaching. Barriers addressed: 2, 6.	Universal with targeted follow-up	£4,000
Improve Visual Structure & Communication. Strengthen active use of visual timetables, Now/Next/Then supports, task strips, visual transition cues, written instructions, symbols, signs, gesture and AAC where appropriate. Focus on visuals as communication supports, not display. Barriers addressed: 3, 4.	Universal	£3,000
Develop Executive Function & Supported Autonomy supports. Introduce clear first steps, visible task sequences, checklists, finished examples, writing frames, task planners and help/break/choice routes. Staff will reduce repeated verbal prompting by pointing pupils back to visible task structure. Barriers addressed: 4.	Universal with targeted support	£2,500
Audit, group, design, timetable and review targeted provision blocks. Audit statutory, recommended and observed provision needs. Group pupils by shared provision need where appropriate. Design provision blocks such as regulation support, communication groups, transition support, task-initiation support or curriculum access groups. Barriers addressed: 2, 3, 4, 5.	Targeted	£6,000
Strengthen family partnership and shared language. Offer structured parent/carers sessions linked to the	Universal and targeted	£2,000

classroom systems being developed in school, including sensory needs, regulation, visual supports, communication and transitions. Use family feedback to improve provision. Barriers addressed: 2, 3, 6.		
Monitor inclusion outcomes and review consistency. Use RAG reviews, classroom walkthroughs, pupil voice, family feedback, staff reflection, attendance data, behaviour records, engagement information and progress data to review whether provision is improving access and participation. Barriers addressed: 1, 2, 3, 4, 5, 6.	Universal and targeted	£1,500

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
Classroom environments reduce unnecessary sensory and cognitive load.	Most classrooms show reduced visual clutter in key teaching areas. Calm or low-stimulus options are available and understood by staff and pupils. RAG reviews show movement from red/amber towards green in Sensory & Environment indicators.
Staff use a shared regulation-first response.	Staff recognise early signs of dysregulation and respond by reducing language, pace and demand before escalation. Pupils are supported back to learning gradually. Behaviour and support records show fewer repeated escalations for identified pupils.
Visual communication is active and consistent.	Visual timetables, task supports and transition cues are actively used by adults during routines and teaching. Pupils rely less on repeated verbal prompts. Observations show that key information is shown as well as said.
Pupils have clearer access to task initiation, organisation and support.	Independent tasks include clearer first steps, visible sequences and finished points. Staff use structure rather than repeated verbal

	prompting. Pupils who previously waited, froze or disengaged are more able to begin tasks with appropriate support.
Targeted provision is planned, timetabled and reviewable.	Provision blocks are designed around shared provision need. Each block has a clear purpose, pupil group, staffing plan, frequency, intended outcome and review date. Reviews show whether provision is improving regulation, communication, learning access, participation or independence.
SENDCo time is protected for implementation, not only administration.	The SENDCo has regular protected time to lead RAG reviews, classroom system checks, staff support, provision block review and family partnership work. Inclusion activity is reviewed through planned leadership and governor routines rather than ad hoc availability.
Families experience clearer communication and stronger partnership.	Parent/carer sessions or structured conversations use shared language linked to the school's classroom systems. Family feedback shows improved understanding of school support and increased confidence in discussing what helps their child.
Inclusion is held as a whole-school responsibility.	Senior leaders, teachers, teaching assistants, pastoral staff and governors can describe the school's inclusion priorities. The SENDCo coordinates the model, but implementation is visible in classroom practice, leadership routines, provision planning and review processes.

Review of the previous academic year

This is the first year of this inclusion strategy. A full review will be completed in July 2027 and used to inform the next published strategy.

The review will consider:

- changes in classroom system RAG ratings across Sensory & Environment, Regulation & Adult Practice, Visual Structure & Communication, and Executive Function & Supported Autonomy
- attendance, engagement, behaviour and participation data for pupils with SEND and additional needs
- pupil progress and access to learning

- pupil voice, including supported communication routes where appropriate
- family feedback
- staff confidence and workload
- the quality, consistency and impact of targeted provision blocks
- whether provision gaps have moved from red or amber towards green
- whether SENDCo time was sufficiently protected to lead implementation and review
- which activities should be continued, adapted, scaled or stopped

From year two, this section will summarise what worked well, what did not have the intended impact, and how this has informed the next inclusion strategy.

Further information

This worked example has been developed alongside *The Autism Capacity Toolkit*, a SENDCo and school leader resource for strengthening autism-informed classroom systems, provision planning and home-school partnership.

The example uses an Assess–Plan–Do–Review approach to strengthen classroom systems as well as individual pupil support. It focuses on four areas of classroom practice:

1. Sensory & Environment
2. Regulation & Adult Practice
3. Visual Structure & Communication
4. Executive Function & Supported Autonomy

These areas are autism-informed, but they are not autism-only. They can also support pupils with ADHD, speech and language needs, anxiety, sensory differences, executive-function difficulties and wider regulation or communication needs.

The approach is needs-led rather than diagnosis-led. Pupils do not need a formal diagnosis before reasonable, low-risk adjustments are made to reduce barriers to learning and participation.

The aim is to identify commonly occurring barriers, strengthen the universal offer, plan targeted provision where needed, and review whether practice is becoming more consistent across the school.

Further information: [The Autism Capacity Toolkit](#)