

RUSSELLS HALL PRIMARY SCHOOL

Inclusion Strategy - 2026-27

Academic Year 2026-27 - Respect • Ambition • Success



Strategy Overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	1 September 2026 (to be published on the school website no later than 31 December 2026)
Date on which it will be reviewed	Termly monitoring; formal annual review July 2027
Statement authorised by	Full Governing Board - October 2026

School Context and Ofsted

Russells Hall Primary School is a welcoming and inclusive maintained primary school serving children aged 4-11 within the Dudley Local Authority. The school's values of **Respect, Understanding, Success, Sincerity, Excellence, Love, Loyalty, Strength, Hope, Ambition, Learning and Leadership** underpin every aspect of school life and provide the foundation for an ambitious inclusive culture where every child is known, valued and supported to succeed.

The school serves a community with increasing levels of social disadvantage and an increasingly complex SEND profile. Alongside children with identified special educational needs and disabilities, there is a growing number of children requiring additional support because of communication and language needs, social, emotional and mental health needs, neurodiversity, attendance challenges and wider family circumstances. Many children require coordinated support across education, health and wider services to enable them to access learning successfully.

In April 2025, Ofsted judged Russells Hall Primary School to be **Good**. Inspectors recognised the school's calm and orderly environment, positive relationships between adults and children, and a culture where children behave well and feel safe. Inspectors found that children trust adults to help them, enjoy school and benefit from caring relationships that support both their learning and wellbeing.

During 2026-27 the school enters an exciting phase of development through its collaborative partnership with Wren's Nest Primary School. This partnership provides opportunities to strengthen inclusive practice, build leadership capacity and ensure that high-quality provision is consistently available for every child.

Significant developments during 2026-27 include:

- establishment of a new Inclusion Team Leader
- introduction of a dedicated Learning Mentor Team
- development of the Woodland Room as a therapeutic, nurturing and purposeful inclusion provision
- continuation of Serenity as the school's dedicated whole-school nurture provision
- implementation of one consistent graduated response across school

- strengthened adaptive teaching across every classroom
- improved attendance support through relational practice
- greater consistency in SEND paperwork, provision mapping and review processes
- enhanced collaboration with external professionals and families.

These developments reflect the Department for Education's vision that mainstream schools should become increasingly inclusive through early intervention, high-quality teaching, strong leadership and effective deployment of resources.

This strategy sets out how Russells Hall Primary School will continue to remove barriers to learning, improve outcomes and ensure that every child experiences a genuine sense of belonging.

Statement of Intent

At Russells Hall Primary School, inclusion means that every child is welcomed, respected, valued and enabled to achieve their full potential. We believe that inclusion is not simply about providing additional support for children with identified SEND; it is about creating a school where every child can participate, succeed and belong regardless of need, background or circumstance.

Our ambition is simple:

Every child known. Every child supported. Every child able to succeed.

We recognise that barriers to learning arise for many different reasons. Some children require additional support because of SEND or disability, whilst others experience disadvantage, interrupted learning, social or emotional difficulties, medical needs or family circumstances. Our responsibility is to identify these barriers early and respond promptly through evidence-informed, child-centred provision.

In line with the Department for Education's Inclusive Schooling principles, we are committed to seven key principles that underpin every aspect of our work:

1. Ambitious leadership that champions inclusion.
2. Early identification and evidence-informed intervention.
3. High-quality adaptive teaching as the first response to need.
4. Rich opportunities beyond the classroom that every child can access.
5. Safe, nurturing environments where children develop a strong sense of belonging.
6. Genuine partnership with families and external agencies.
7. Accessible environments that remove barriers to participation.

Teachers remain responsible and accountable for the progress of every child in their class. High-quality teaching, supported by adaptive practice, explicit instruction, communication-friendly classrooms and consistent routines, forms the foundation of our inclusive approach.

Additional provision is carefully matched to assessed need through the graduated **Assess-Plan-Do-Review** cycle. Interventions are designed to supplement—not replace—high-quality classroom teaching. They are monitored carefully to ensure they improve independence, remove barriers and lead to successful reintegration wherever appropriate.

During 2026-27 we will embed one coherent inclusion pathway across Russells Hall Primary School. The appointment of an Inclusion Team Leader will strengthen strategic oversight of provision, quality assurance and staff development. Our new Learning Mentor Team will work alongside teachers to support attendance, emotional regulation, family engagement and children's readiness to learn.

The Woodland Room will provide structured, therapeutic and time-limited support for children requiring additional regulation or intervention. It will not operate as an alternative curriculum or informal exclusion space. Every placement will be based upon assessed need, agreed outcomes, regular review and planned reintegration into full classroom learning.

Alongside the Woodland Room, Serenity provides the school's dedicated nurture provision for children from Reception to Year 6. It provides structured support for emotional wellbeing, social communication, confidence, resilience, independence, regulation and readiness for learning. Serenity forms part of the school's graduated inclusion offer and works alongside classroom provision, the Learning Mentor Team and the Woodland Room to reduce barriers to learning and support successful inclusion in mainstream classrooms. The provision is staffed by two Level 3 SEN Teaching Assistants and overseen by the Assistant Headteacher for Inclusion, ensuring that support is structured, purposeful and responsive to identified need.

Children and families will remain central to all decision-making. Parents and carers will be recognised as equal partners and children's voices will shape their support plans, provision and reviews.

Governors will receive regular reports evaluating:

- inclusion outcomes
- attendance
- behaviour
- safeguarding
- participation
- SEND progress
- financial investment
- value for money

By combining ambitious leadership, evidence-informed practice and strong partnerships, Russells Hall Primary School will continue to build a culture where every child feels safe, valued and successful, and where inclusion is understood as everyone's responsibility.

Barriers to Learning and Participation

Ref	Detail of barrier to learning and participation
1	A growing prevalence and increasing complexity of SEND, including children presenting with multiple and overlapping needs requiring coordinated support, early intervention and specialist advice.
2	Speech, language and communication needs, including delayed language acquisition, limited vocabulary, social communication differences and communication barriers that impact learning, relationships and emotional wellbeing.

3	Cognition and learning needs, including gaps in literacy and mathematics, working memory difficulties, processing difficulties, neurodiversity and interrupted prior learning.
4	Social, emotional and mental health needs, including anxiety, trauma, attachment difficulties, emotional dysregulation, adverse childhood experiences and behaviours that communicate unmet need.
5	Physical, sensory and medical needs requiring reasonable adjustments, environmental adaptations, individual healthcare planning and accessible curriculum opportunities.
6	Social disadvantage and wider family circumstances including poverty, housing instability, financial hardship, limited access to enrichment opportunities and barriers to engaging with support services.
7	Persistent and severe absence, including absence linked to SEND, emotionally based school avoidance, medical needs, family circumstances and poor engagement, reducing continuity of learning and children's sense of belonging.
8	Variation in confidence and consistency when implementing adaptive teaching, reasonable adjustments, SEND support plans and recommendations from external professionals within everyday classroom practice.
9	Increasing pressure on specialist external services resulting in delays to assessment, statutory processes and specialist advice, requiring the school to provide effective interim support whilst maintaining high expectations for every child.

Activity in this Academic Year

For 2026–27, Russells Hall Primary School will target its Inclusive Mainstream Fund (IMF) investment on three strategic priorities that strengthen the school's universal provision whilst ensuring timely targeted intervention.

These priorities have been identified through self-evaluation, analysis of attendance, behaviour, safeguarding, SEND data, provision mapping, staff consultation, governor monitoring and the school's improvement priorities.

The three priorities are:

- **Priority 1**
Develop consistently high-quality adaptive teaching and reasonable adjustments in every classroom.
- **Priority 2**
Develop the Inclusion Team, Serenity nurture provision, Woodland Room and other evidence-informed provision.
- **Priority 3**
Develop inclusive environments, emotional regulation, attendance, belonging and family partnership through the Learning Mentor Team and Woodland Room.

These priorities align directly with the Department for Education's seven principles for inclusive mainstream schools and support the wider School Development Plan priorities for curriculum, behaviour, attendance and safeguarding. They are designed to ensure that every child receives the right support, in the right place, at the right time.

Evidence informing this strategy includes:

- Russells Hall self-evaluation and improvement planning
- April 2025 Ofsted inspection findings
- attendance and persistent absence analysis
- behaviour and safeguarding monitoring
- SEND reviews and provision mapping
- pupil progress information
- Child, family and staff voice
- Education Endowment Foundation (EEF) guidance
- Department for Education Inclusive Mainstream Fund guidance
- DfE Inclusion Strategy
- Speech and Language UK guidance
- Working Together to Improve School Attendance
- Keeping Children Safe in Education 2026

Activity, Evidence and Barrier Reference

Activity, evidence and barrier reference	Provision and DfE principle(s)	Lead, implementation and review	Funding source and budgeted cost
Embed a consistently inclusive universal offer through adaptive teaching , explicit instruction, scaffolding, communication-friendly classrooms, vocabulary development, accessible resources, predictable routines and reasonable adjustments. Inclusive practice will be monitored through learning walks, work scrutiny, child voice and coaching. (Barriers 1,2,3,5,8)	Universal DfE Principles 3 & 7	Head of School, Assistant HT for Inclusion , Inclusion Team Leader and Curriculum Leaders. Baseline September. Coaching each half term. Reviews December, March and July.	Core staffing and CPD budget. IMF Priority 1: £5,500
Deliver whole-school professional learning on SEND, adaptive teaching, the graduated response, reasonable adjustments, SMART outcomes, relational practice, behaviour as communication and effective deployment of support staff. Coaching and induction will ensure consistency across school. (Barriers 1,4,5,8)	Universal DfE Principles 1, 2 & 3	Inclusion Team Leader, SENCo and Senior Leadership Team. INSET Days.	Core and Notional SEN Budget. IMF

Coaching throughout the year. **Priority 1: £3,000**

Impact reviewed July.

Activity, evidence and barrier reference	Provision and DfE principle(s)	Lead, implementation and review	Funding source and budgeted cost
Embed one consistent graduated response across Russells Hall through Assess-Plan-Do-Review meetings, quality assured SEND paperwork, child and family voice, SMART outcomes, provision mapping, clear entry and exit criteria and regular evaluation of impact. (Barriers 1-5,8,9)	Universal and Targeted DfE Principles 2 & 6	Inclusion Team Leader, Assistant HT for Inclusion and Class Teachers. Termly APDR meetings. Provision reviews each term.	Core and Notional SEN Budget. IMF Priority 2: £2,000
Continue to provide the dedicated whole-school nurture provision , Serenity, for children from Reception to Year 6 who require additional support with emotional wellbeing, social communication, confidence, resilience, independence, regulation and readiness for learning. Serenity will provide structured individual and small-group intervention matched to assessed need and delivered through the graduated Assess-Plan-Do-Review approach. Provision will complement classroom teaching, the Learning Mentor Team and Woodland Room, with clear outcomes, entry and review criteria and planned reintegration or increased independence wherever appropriate. (Barriers 1, 2, 3, 4, 6, 7, 8)	Targeted DfE Principles: 2, 3, 5 & 7	AHT for Inclusion, supported by two Level 3 SEN Teaching Assistants. Provision planned through child assessment, SEND support plans and APDR processes. Daily delivery of nurture provision. Termly evaluation of impact through attendance, engagement, behaviour, emotional regulation, participation, independence and readiness for learning.	Core Budget Notional SEN Budget High Needs Funding where applicable. Indicative annual staffing cost: £45,731. IMF: £0 - existing provision is not charged to IMF.
Deploy the Learning Mentor Team as trusted adults and advocates for children requiring additional pastoral support. Learning Mentors will deliver planned one-to-one and small-group interventions focusing on emotional regulation, attendance, resilience, friendship, transitions, bereavement, behaviour support and family engagement. Support will be personalised, outcome-focused and regularly reviewed to ensure increasing independence and successful reintegration into classroom learning. (Barriers 4, 6, 7, 8)	Universal and Targeted DfE Principles: 2, 5 & 6	Inclusion Team Leader, Assistant HT for Inclusion, Learning Mentor Team and DSL Half-termly case reviews. Weekly safeguarding liaison. Termly impact evaluation. Provision reviewed through attendance, behaviour and wellbeing data.	Core Budget, Pupil Premium, Notional SEN Budget IMF Priority 3: £4,000

Implement a graduated attendance support pathway which identifies barriers early, strengthens relationships with families and provides timely intervention before attendance concerns become entrenched. Attendance plans will include reasonable adjustments, family meetings, Learning Mentor support, Early Help referrals and multi-agency working where appropriate. Children experiencing emotionally based school avoidance will receive personalised reintegration programmes. (Barriers 4, 6, 7)	Universal and Targeted DfE Principles: 5 & 6	Attendance Lead, Learning Mentor Team and Inclusion Team Leader and Assistant HT for Inclusion Attendance analysed fortnightly. Half-termly attendance reviews. Termly governor reporting.	Core Budget and Pupil Premium IMF Priority 3: £1,500
Improve participation, enrichment and belonging by ensuring children with SEND and other vulnerable groups have equitable access to educational visits, clubs, sporting opportunities, leadership roles and wider curriculum experiences. Funding, reasonable adjustments and risk assessments will remove barriers to participation and leaders will monitor engagement across all vulnerable groups. (Barriers 5, 6, 7)	Universal and Targeted DfE Principles: 4 & 7	Personal Development Lead, Assistant HT for Inclusion, Inclusion Team Leader and Class Teachers Participation monitored termly. Barriers identified and removed promptly. Governor monitoring annually.	Core Budget and Pupil Premium IMF Priority 3: £1,000
Strengthen transition arrangements for vulnerable children through enhanced transition planning into Reception, between year groups and into secondary education. Individual transition programmes will include additional visits, social stories, family meetings, professional liaison and personalised transition plans where appropriate. (Barriers 1-7)	Universal and Targeted DfE Principles: 5 & 6	Assistant HT for Inclusion, Assistant HT for Inclusion Planning begins during Summer Term. Transition reviewed September and October. Impact evaluated Autumn Term.	Core Budget and Notional SEN Budget IMF Priority 3: £2,000
Commission and coordinate specialist advice from Educational Psychology, Speech and Language Therapy, Occupational Therapy, Health Services, Early Help and Dudley Local Authority SEND Services. Recommendations will be implemented promptly, monitored carefully and reviewed through the graduated response. Interim support will be provided whilst assessments or statutory decisions are awaited. (Barriers 1-5, 9)	Targeted DfE Principles: 2 & 6	Inclusion Team Leader and Assistant HT for Inclusion Referral tracker reviewed monthly. Provision monitored termly. Statutory processes quality assured by SLT.	Notional SEN Budget, High Needs Funding and Commissioned Services Budgeted School Contribution: £4,000 (outside IMF)
Monitor the effectiveness of inclusion through a comprehensive termly Inclusion Dashboard presented to Senior Leaders and Governors. Reporting will include progress, attendance, behaviour, safeguarding, participation, exclusions, pupil voice, parent voice, financial expenditure and value for money. Leaders will evaluate the effectiveness of provision, identify inequalities and adjust provision where required. (All Barriers)	Universal DfE Principle: 1	Headteacher, Inclusion Team Leader, Assistant HT for Inclusion and Governing Board Termly governor reports. Annual evaluation July 2027. School Development Plan reviewed alongside inclusion priorities.	Core Leadership and Governance Time Budgeted School Contribution: £900 (outside IMF)

Inclusive Mainstream Fund Budget Summary

Inclusive Mainstream Fund Allocation 2026-27	
Lump Sum Allocation	£3,000
Inclusive Mainstream Fund Allocation	£20,363
Total IMF Allocation	£23,363

Priority	Investment
Priority 1 - Adaptive Teaching and Reasonable Adjustments	£8,500
Priority 2 - Early Identification, Serenity Nurture Provision, Woodland Room and Targeted Intervention	£6,500
Priority 3 - Learning Mentors, Attendance, Belonging and Accessibility	£8,363
Total Planned IMF Expenditure	£23,363

Costing note: Serenity is an established provision and its existing staffing cost is therefore shown as a school/core/notional SEN contribution rather than IMF expenditure. This avoids using IMF to subsidise pre-existing activity and keeps planned IMF expenditure within the confirmed £23,363 allocation.

IMF Carried Forward: £0 (*all funding planned for deployment during 2026-27, subject to termly review and evaluation*).

Review of the previous academic year

This is the first strategy in this reporting format. It is informed by the school's established practice, its and increasing SEND profile, pupil-progress and attendance information, safeguarding and behaviour analysis, provision reviews, family and child voice, and external validation. Evidence indicates strong relational practice, ambitious provision and an inclusive culture in which children are safe and known.

Progress will be reviewed termly by the SENCo and senior leaders and reported to governors. Evaluation will consider attainment and progress alongside attendance, engagement, participation, wellbeing, independence and belonging.

Data will be analysed by groups and individual starting point; qualitative evidence from children and families will be considered alongside quantitative measures. The strategy will be adjusted in-year where monitoring identifies unmet need, inequity or provision that is not producing the intended impact.

The July 2027 evaluation will report expenditure and impact against each IMF priority, explain any variance from planned spending, identify provision that was adapted or discontinued, and state what will be sustained or developed in the following strategy year.

Further information This strategy should be read alongside the school's SEND Information Report and SEN Policy, Accessibility Plan, Equality Information and Objectives, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Supporting Children with Medical Conditions Policy, Pupil Premium Strategy and the Dudley Local Offer.

Detailed financial records and the costed provision map are maintained for audit purposes; the public budget figures above show the planned use of the IMF and must be completed before publication.

The governing board scrutinised the strategy, funding plan and intended outcomes on 20th October 2026 at the Full Governing Board meeting and will review implementation and impact termly.