



InMAT Inclusive Mainstream Fund – Inclusion Strategy

1. School Context and Strategic Intent

School Name: Falconer's Hill Infant School

Academic Year(s): 2026/2027

Headteacher: Rachel Edkins

SENCo / Inclusion Lead: Phoebe Giles/Abby Clark

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Vision for Inclusion:

At Falconer's Hill Infant School, inclusion is central to our ethos. We are committed to ensuring all pupils, including those with SEND, are supported to achieve and thrive within the mainstream environment.

Our cohort includes pupils with a range of commonly occurring and predictable needs, including:

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs

We recognise that barriers to learning for these pupils often include:

- Difficulties with communication and language processing
- Challenges with emotional regulation and self-regulation
- Sensory processing differences
- Difficulties with social interaction

The Inclusive Mainstream Fund provides us with an opportunity to further strengthen our **whole-school inclusive practice**, ensuring early intervention and removing barriers to learning.

At Falconer's Hill Infant School, we aim to:

- Create a fully inclusive learning environment where every child feels a sense of belonging
- Deliver high-quality, adaptive teaching for all pupils
- Ensure early identification and intervention for additional needs
- Develop pupils' independence, resilience and emotional wellbeing
- Work collaboratively with families and external professionals

2. Cohort Needs and Barriers to Learning

Summary of Commonly Occurring and Predictable Needs:

(Use cohort-level data, not individual diagnosis.)

Analysis of cohort-level data reveals a pronounced shift in our school's baseline profile, characterised by increasingly complex and interwoven entry barriers that align with wider systemic challenges. A significant proportion of incoming cohorts demonstrate acute needs within Social, Emotional, and Mental Health (SEMH), alongside a stark rise in depressed language skills and oracy upon school entry. These difficulties are compounding; poor early communication frequently manifests as behavioral or emotional frustration, inflating the demand for intensive pastoral and speech-and-language interventions from day one. This local trend is severely exacerbated by the national SEND crisis, which has seen a dramatic, system-wide surge in high-needs requirements and extended delays in statutory local authority support. Consequently, our mainstream setting is absorbing a markedly higher density of children arriving with complex, profound, and multifaceted SEND—often without the immediate specialist placements or external funding packages typically required. Rather than dealing with isolated, mild learning delays, our cohort profile now demands a highly specialised, universal wave-one provision and robust internal resourcing to manage what has become a predictable and elevated baseline of profound institutional need.

Key Barriers to Inclusion:

(e.g. curriculum access, behaviour systems, sensory environment, transitions.)

Our cohort's complex profile creates profound, systemic friction across four primary domains, transforming traditional school structures into significant barriers to inclusion:

- **Curriculum Access:** The combination of severely delayed oracy and profound cognitive delays means that standard, age-related academic frameworks are structurally inaccessible to a large percentage of our learners. Without substantial, resource-intensive differentiation and high-ratio adult support, these children are locked out of universal Wave 1 teaching, widening the attainment gap from their point of entry.
- **Behaviour Systems:** Traditional, compliance-driven behaviour policies fail to accommodate the dysregulation characteristic of our high-SEMH cohorts. When poor communication skills prevent a child from articulating their needs, their frustration inevitably manifests as distressed behaviour. Standard punitive systems misunderstand these sensory and emotional crises as deliberate defiance, inadvertently escalating conflicts and driving up internal exclusion rates.
- **Sensory Environment:** The physical infrastructure of a standard mainstream school is a constant source of sensory overload for our neurodivergent and high-needs learners. Bright fluorescent lighting, high-acoustic communal spaces, and crowded corridors trigger acute sensory anxiety, leading to physiological dysregulation before these students even attempt to engage with learning.
- **Transitions:** Whether managing micro-transitions between lessons or macro-transitions between key stages, our cohorts lack the emotional resilience and cognitive processing speed to navigate change seamlessly. Without highly structured, bespoke transition pathways and predictable visual schedules, these pivot points trigger severe anxiety, leading to school refusal, heightened behavioural incidents, and prolonged periods of learning disengagement.

3. Use of Inclusive Mainstream Fund (IMF)

Detail specific actions enabled or enhanced by IMF funding.

Activity	Needs Addressed	IMF Funding Cost	Impact
We are investing in high-quality professional development for all staff: • ASD awareness and support strategies • Speech and	Communication and Oracy Deficits: The Speech and Language development and intervention training directly addresses the widespread language delays present upon school entry, enabling staff to implement immediate, targeted communication strategies that unlock curriculum	£4,500	By directly aligning staff training with our cohort's profile, this professional development initiative is projected to achieve the following strategic impacts: Enhanced Curriculum Access and Communication: Upskilled staff will utilise targeted speech and language interventions, resulting in accelerated vocabulary acquisition, improved

Language development and intervention • Zones of Regulation training	access. Neurodivergent and Complex SEND Needs: ASD awareness and support strategies will upskill the entire workforce to effectively support the rising density of children with autism and profound SEND, ensuring teaching methods and classroom environments are adapted to reduce sensory overload and ease transitions. SEMH and Emotional Dysregulation: Zones of Regulation training provides a cohesive, school-wide framework to address acute SEMH needs. By teaching students to identify and manage their emotional states, this training moves the school away from punitive behaviour systems and toward proactive, supportive self-regulation.		classroom oracy, and a narrowing of the attainment gap for children entering with language deficits. Reduction in Dysregulation and Exclusion Rates: The implementation of the <i>Zones of Regulation</i> framework will establish a common language for emotional literacy across the school. This will lead to a measurable decrease in high-level behavioural incidents, reduced internal and external exclusions, and a more predictable, safe learning environment. Inclusive and Accessible Learning Environments: Comprehensive ASD training will transform classroom practice, leading to the widespread use of visual timetables, low-arousal learning spaces, and structured transition routines. This will significantly reduce sensory anxiety and school refusal among neurodivergent learners. Increased Staff Efficacy and Resilience: Equipping the entire workforce with specialist, wave-one strategies will reduce the heavy reliance on crisis-management. Staff will feel more confident and capable of managing complex, profound SEND within a mainstream setting, boosting morale and instructional consistency.
To directly mitigate the barriers identified in our cohort	The school Behaviour Assistant and Parent Link Worker (PLW), directly addresses the acute	Salary part funded by IMF- £4,000	The deployment of the Behaviour Support Assistant and PLW, powered by the IMF funding and upskilled through our CPD

data—specifically the acute rise in complex SEND, language deficits, and SEMH dysregulation—the school is strategically deploying its Inclusion Measure Fund (IMF) to ensure Behaviour Support is graduated.	pressures identified across our cohort data by providing the dedicated capacity to execute our targeted interventions: Proactive De-escalation and Co-Regulation: To move away from punitive behaviour systems, children experiencing SEMH crises require real-time co-regulation. The PLW and Behaviour Assistant addresses this need by acting as a consistent, trusted adult who can implement the <i>Zones of Regulation</i> framework on the ground, de-escalating distress before it results in a behavioural incident and to support parents. Facilitating Scaffolded Curriculum Access: With a rising density of children presenting with complex and profound SEND, classroom teachers cannot always provide the level of individual scaffolding required. The Behaviour Assistant ensures these high-needs learners remain engaged with universal Wave 1 teaching rather than being isolated from the curriculum. Managing Micro and Macro Transitions: Navigating the school day is a primary barrier for our neurodivergent pupils. The Behaviour Assistant directly addresses this by		program, is projected to achieve the following operational and strategic impacts: Reduction in Behavioural Incidents: With dedicated capacity for real-time co-regulation and the active enforcement of the <i>Zones of Regulation</i>, the school will see a marked decrease in internal exclusions, physical dysregulation incidents, and the escalation of SEMH-related behaviours. Increased Independence and Engagement for Complex SEND Learners: Rather than creating over-reliance, the assistant's targeted scaffolding will empower children with profound SEND to navigate lessons more successfully, leading to higher rates of task completion and active participation in mainstream curriculum activities. Smoother, Anxiety-Free Daily Transitions: The presence of structured support during pivot points will lead to a quantifiable reduction in transition-based anxiety, resulting in calmer corridors, faster readiness to learn at the start of lessons, and a reduction in school-refusal behaviours. Enhanced Capacity for Class Based Staff: By managing high-level, individual needs within the room, the assistant frees up class teachers to distribute their focus effectively across the whole cohort, elevating the quality of Wave 1 instruction for all pupils.
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	providing structured, predictable support during high-anxiety transition points (e.g., assembly changes, lunchtimes, and moving between tasks), significantly reducing sensory overload and dysregulation.		
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4. Outcomes and Impact Monitoring

Intended outcome Pupils	Success criteria/Impact Measures	Impact Monitoring	Principle of Inclusion
This initiative primarily targets incoming and existing cohorts presenting with elevated, predictable baselines of need, specifically: - Pupils entering the school with severe language delays, depressed vocabulary, and poor oracy. - Pupils experiencing acute Social, Emotional, and Mental Health (SEMH) difficulties and emotional dysregulation. - Neurodivergent pupils (including those with diagnosed or suspected ASD) and those with complex, profound SEND requiring high-ratio scaffolding, sensory adjustments, and structured transition support.	Oracy & Communication: A measurable upward trend in entry-baseline language assessments (e.g., WellComm/Speech Link) and a narrowing of the communication gap for targeted pupils by the end of the academic year. Behaviour & Regulation: A quantifiable reduction in high-level behavioural incidents, internal exclusions, and lost learning time, alongside documented evidence of pupils independently utilizing the <i>Zones of Regulation</i> framework. Curriculum Engagement: Increased independent task completion and active engagement in Wave 1 learning among complex SEND pupils, as evidenced by work scrutiny and learning walks. Transition & Attendance: A reduction in transition-based anxiety markers, calmer movement during pivot points across the school day, and improved attendance/reduced school refusal among high-needs learners.	The efficacy of this strategy and the deployment of the SEND Assistant will be monitored through a rigorous, ongoing cycle: Termly Progress Reviews: Tracking standardised speech, language, and academic progress data for targeted cohorts. Behavioural Data Analytics: Bi-weekly reviews of internal incident logs, suspension rates, and the frequency of SEMH-related crisis interventions. Learning Walks & Provision Management: Regulated observations focusing on the consistent application of CPD strategies (ASD adaptations, communication-friendly environments, and <i>Zones of Regulation</i> displays) and the direct classroom impact of the SEND	Ambitious Leadership and Governance: Embedding inclusion-focused cultures across the school with clear strategic oversight and accountability Evidence-Based Early Intervention: Prioritizing early help and evidence-based support before difficulties or behavioral challenges escalate. A Safe, Respectful Culture: Fostering a profound sense of belonging to improve attendance and reduce emotionally based school avoidance

		Assistant. Stakeholder Feedback: Termly pupiled-voice and staff surveys to evaluate confidence levels, reduction in anxiety, and the felt impact of classroom support.	
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Intended outcome Staff	Success criteria/Impact Measures	Impact Monitoring	Principle of Inclusion
To build a highly skilled, resilient, and proactive workforce capable of mitigating the systemic barriers of the national SEND crisis at the classroom level. By embedding specialist communication and self-regulation strategies into universal practice, the school intends to eliminate barriers to curriculum access, minimise sensory and transition anxiety, and shift the institutional culture from reactive crisis management to proactive, inclusive Wave 1 instruction. This initiative encompasses all teaching and support staff, ensuring a cohesive, school-wide approach to our cohort's elevated baseline of need: • Classroom Teachers: Upskilled to deliver communication-friendly classrooms, differentiate effectively for profound SEND, and integrate the <i>Zones of Regulation</i> framework directly into daily teaching. • Behaviour Assistant	Pedagogical Practice: 100% of classrooms demonstrating evidence of CPD implementation, including active use of <i>Zones of Regulation</i> visual tools, low-arousal adaptations, and communication-friendly environmental supports. Staff Confidence & Efficacy: A measurable increase in staff confidence regarding the management of complex SEND, neurodivergence, and severe emotional dysregulation within a mainstream setting, as captured by pre- and post-CPD auditing. Reduction in Complex Behaviour: A quantifiable decrease in the reliance on senior leadership call-outs for behavioural intervention, alongside a reduction in internal exclusions and lost learning time. Intervention Fidelity: Successful and consistent delivery of targeted speech, language, and self-regulation packages by the IMF-funded	The long-term success of the staff training and the SEND Assistant's deployment will be rigorously monitored through a structured, ongoing quality assurance cycle: Focused Learning Walks & Work Scrutiny: Bi-weekly learning walks by the SLT and SENDCo to monitor the fidelity of CPD strategies in daily practice and ensure the SEND Assistant is being deployed effectively to scaffold, rather than isolate, learners. Termly Staff Audits & Surveys: Evaluation of staff well-being, workload perception, and instructional confidence regarding complex cohorts to measure the supportive impact of the CPD and the assistant role. Data-Driven Review Meetings: Half-termly triangulation of	Ambitious Leadership and Governance: Embedding inclusion-focused cultures across the school with clear strategic oversight and accountability A Safe, Respectful Culture: Fostering a profound sense of belonging to improve attendance and reduce emotionally based school avoidance High-Quality Teaching: Designing an adaptable curriculum with accessible materials and tailored teaching methods that anticipate all learner needs Accessible Environments: Continually removing physical, sensory, and learning barriers to make all classroom spaces accommodating for various needs.

and PLW (IMF-Funded): Deployed targeted support to deliver high-ratio speech and language interventions, provide real-time co-regulation, and scaffold learning for high-needs pupils during lessons and key transitions. • Pastoral and Support Staff: Trained in ASD awareness and advanced SEMH strategies to provide a consistent, low-arousal, and emotionally secure environment across all non-structured times (e.g., lunchtimes, assemblies).	Behaviour Assistant, with documented progress for all participating pupils.	behavioural incident logs, speech and language tracking data (e.g., WellComm progress), and pupil attendance markers to objectively assess if staff interventions are successfully reducing pupil anxiety and dysregulation.	
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Intended outcome Whole School	Success criteria/Impact Measures	Impact Monitoring	Principle of Inclusion
This strategic approach fundamentally reshapes our collective institutional environment, affecting every layer of daily operations: The Physical and Sensory Environment: Upgrading communal areas, corridors, and classrooms into low-arousal, predictable spaces that feature consistent visual timetables and dedicated quiet zones to reduce sensory overload. School-Wide Systems and Policies: Aligning behaviour, attendance, and transition policies to move away from rigid, compliance-only models and toward proactive co-	Culture and Climate Shifts: A measurable, whole-school reduction in high-level behavioural incidents, internal exclusions, and lost learning hours across all year groups. Environmental Consistency: 100% compliance across the school site regarding the implementation of communication-friendly environments and the visible, active utilisation of the <i>Zones of Regulation</i> framework. Attendance and Wellbeing Benchmarks: A demonstrable increase in overall attendance and a corresponding decrease in persistent absence or	To ensure accountability and measure the systemic efficacy of these whole-school changes, the leadership team will utilise a continuous quality assurance loop: Whole-School Learning Walks & Environment Audits: Monthly site-wide reviews to assess the acoustic, visual, and structural adjustments made to the sensory environment, ensuring consistency across all key stages. Triangulated Behaviour and Attendance Data: Fortnightly analysis of	Ambitious Leadership and Governance: Embedding inclusion-focused cultures across the school with clear strategic oversight and accountability A Safe, Respectful Culture: Fostering a profound sense of belonging to improve attendance and reduce emotionally based school avoidance High-Quality Teaching: Designing an adaptable curriculum with accessible materials and tailored teaching methods that anticipate all learner

regulation frameworks (<i>Zones of Regulation</i>) that honour and address the root causes of SEMH distress. Cultural and Inclusive Ethos: Establishing a shared language across all stakeholders—including midday supervisors, administrative staff, teachers, and leadership—ensuring that communication support and emotional literacy are treated as universal rights rather than isolated SEND interventions.	school-refusal behaviours among our most vulnerable cohorts. Intervention Sustainability: Smooth, predictable daily transitions (e.g., line-ups, lunchtimes, assembly movements) characterised by low anxiety and rapid, calm readiness to learn at the start of subsequent lessons.	school-wide trends to identify high-friction times or locations, allowing for the rapid deployment of the IMF-funded SEND Assistant or adjustments to pastoral support. Community and Stakeholder Surveys: Termly feedback gathered from pupils, parents, and staff to evaluate changes in school climate, felt anxiety levels, and the perceived accessibility of the school day.	needs Accessible Environments: Continually removing physical, sensory, and learning barriers to make all classroom spaces accommodating for various needs.
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Impact Evidence: (e.g. attendance, behaviour data, progress, pupil/staff voice.) **Use here to narrate the impact the IMF funding has had.**

5. Review, Sustainability and Next Steps

What has worked well:

Areas for further development:

How inclusive practice will be sustained beyond IMF funding:

Reviewed by:

Date of Review:

Next Scheduled Review: