Sandown Primary School and Nursery

Inclusion Strategy 2026- 2027

"Everybody working together so that all children and young people access education and are supported in their safety, wellbeing and learning to belong, thrive and achieve." ESCC Vision Statement

The best that we can be – Sandown School and Nursery

Phase and size	Maintained mainstream primary school and nursery from age 2-11 years.
Community	Sandown is an urban primary school and nursery serving a diverse community in Hastings, with a significant proportion of pupils experiencing socioeconomic disadvantage and a range of additional needs.
SEND profile	20% at SEN support and 1.5% with an EHCP. 46% receive free school meals. Communication and interaction and cognition and learning are the most frequently identified broad areas.
Evidence considered	Pupil voice, Staff questionnaires, pupil progress meetings, data, parent voice.
Current strengths	The January 2025 Ofsted inspection described Sandown as a highly inclusive school, noting that pupils feel safe and listened to, behaviour is exemplary, attendance is above the national average for all groups, and the school's nurture and pastoral provision effectively addresses pupils' social and emotional needs. Ofsted also found that the curriculum meets pupils' needs and that disadvantaged pupils are achieving well.
Priority barriers	Knowledge of specific SEND needs Early speech and language needs Awareness and accessibility of resources

Strategic overview

Detail	Date/Information
Academic year covered	2026-2027
Date this statement was published	21st December 2026
Date on which it will be reviewed	Termly monitoring, formal annual review by 30th September 2027
Statement authorised by	Chris Wright - Headteacher and Governing Body
Illustrative IMF allocation	£23,300
Total activity budget represented below	£ 14,788 + £23,300 from IMF and relevant core budget = £38,088

Statement of Intent

The school has high expectations for all children, including those with SEND. Staff know the children well and adapt lessons, resources and approaches to ensure everyone can access learning while remaining appropriately challenged. Practical resources, visuals, interventions and specialist support are used effectively.

A key strength is the caring, inclusive culture across the school. Staff go the extra mile to support pupils and create a safe, calm and happy environment where every child feels valued. Children are also kind and nurturing towards their peers with SEND, creating a strong sense of belonging.

Teamwork and consistency are evident throughout the school. Staff share strategies, advice and resources and work together to overcome barriers to learning. Teaching assistants, external professionals and targeted interventions provide additional support, while positive relationships with children and parents help ensure individual needs are understood and addressed.

Pupil voice informs our inclusive school intent. Pupils value the wide range of clubs, school trips and residential visits that help them build friendships, get to know staff in different ways and make lasting memories. They describe teachers as kind and helpful and their friends as caring and supportive.

Pupils say that clearly labelled classroom resource banks help them access learning, with teachers providing guidance when they cannot find what they need. They identify mini whiteboards, story planners and step-by-step instructions used by teachers and teaching assistants as helpful tools that build confidence and independence.

Parents feel their children are included, valued and well supported. They appreciate the school's swift response to emerging needs and feel staff go above and beyond to help their children thrive. Speech and language support is particularly highly valued. Parents welcome the support put in place and describe the advice they receive as timely, practical and reassuring.

Barriers to learning and participation

The following cohort-level barriers have been identified through the school's existing assessment, attendance, behaviour and participation information, together with observation and the views of pupils, families, staff and relevant professionals.

Number	Detail of barrier to learning and participation
1	**Knowledge of specific SEND needs – high quality adaptive teaching with curriculum designed for all learners** The wide range and complexity of SEND can make it challenging to meet individual needs. Targeted staff training on specific additional needs and effective strategies will support staff to ensure all children access learning from their own starting points, with appropriate adaptations while maintaining high expectations.
2	**Early language development – evidence-based support prioritising early intervention** A growing number of pupils have poor early language acquisition skills which result in barriers to accessing the curriculum particularly early literacy skills. Many of these children's needs are more complex than previously noted and require 1:1 support rather than small group.
3	**Awareness and accessibility of resources – inclusive environments with continuous improvements to accessibility** Although the school has a wide range of resources, staff are not always aware of what is available, where to find it or which resources and strategies are most appropriate for particular needs.

Activity in this academic year

Activity includes work to strengthen the school's universal offer as well as carefully selected targeted provision. Costs show the total budgeted investment from IMF and relevant core funding, they are not intended to imply that every listed cost is met from IMF alone.

Description of activity (evidence, principle and barrier number)	Type	Total budget cost
1) Knowledge of Specific SEND Needs Provide focused training on specific SEND needs, including dyslexia, autism, ADHD and speech and language. Staff will develop practical strategies, share effective practice and link approaches to Universal Provision to improve confidence and consistency across the school. Rationale and evidence: All staff are responsible for inclusion and should have the knowledge and confidence to identify and remove barriers to learning. Staff	Universal	£5,000 - Total Two days INSET training from Abigail Hawkins (SENCO Solutions) £2,902.32 £2,000 allocated or staff's own CPD

feedback identified differing levels of knowledge and confidence in supporting specific SEND needs and a desire for more targeted training. Alignment: Barrier 1 – universal, evidence-based research of what works, support from outside agencies		
1) Knowledge of Specific SEND Needs Ensure all children can access learning through flexible approaches, which may include different tasks, resources, levels of support or ways of demonstrating learning, while working towards the same intended outcome. Rationale and evidence: Every child should have equitable access to learning, with barriers removed while maintaining high expectations. Staff feedback highlights the challenge of meeting a wide range of needs and starting points within the same class. Alignment: Barrier 2: universal, high-quality teaching	Both	£2,500 Total OLT training programme £1,020 Specific learning needs booster – 3 x weekly £1,368
2) Targeted language support connected to Early Excellence: Train staff to deliver structured small-group support with clear entry information, outcomes and links to current classroom language and vocabulary. Rationale and evidence: Little Link language screening identifies pupils needing additional support beyond the universal offer. Delivery and pupil response will be reviewed three times a year. Alignment: Barrier 2- targeted, evidence-based early support and partnership with wider services.	Targeted	£1,800 Total Nursery Staff training – claims
2) Explicit Vocabulary Activity: Reception staff and speech and language TA identify essential vocabulary, support explicit teaching and retrieval, and provide accessible pre-exposure/teaching where needed. Rationale and evidence: Language Link assessments pre and post. The approach is embedded in curriculum teaching rather than delivered as an isolated programme. Alignment: Barrier 2- universal, adaptive teaching and curriculum principle.	Universal	£9,000 Total Qualified speech and Language Therapist – 18 days support

3) Awareness and accessibility of resources Create an accessible SEND resource bank, clearly organised by area of need, with guidance on where resources are located and how they can be used. Rationale and evidence: Ensuring resources are easy to find and understand will help staff select appropriate support quickly and consistently, enabling pupils to access learning more independently. Staff feedback identified that, although a wide range of resources is available, staff are not always aware of what exists, where it is located or which resources are most appropriate for different needs. Alignment: Barrier 3 – Both, Supports Universal Provision by ensuring appropriate, evidence-informed resources are readily available and used consistently to remove barriers to learning.	Both	£5,000 Total Twinkl subscription £2,200 Cupboards and resources in PPA room –£2,800

Intended outcomes

Intended outcome	Success Criteria and evidence
Staff confidence is evident in managing a range of specific SEND needs.	By the end of the academic year, at least 80% of pupils with SEND will meet their individual progress targets in reading, writing and maths, measured against baseline assessments and reviewed three times a year.
Ensure all children can access learning from their individual starting points through flexible approaches.	By the end of the academic year, 100% of sampled planning and lessons will show tasks, resources and adaptations matched to pupils' assessed needs. Termly learning walks, book looks and pupil voice will demonstrate that at least 90% of sampled pupils can access learning.
Targeted language provision contributes to identified outcomes	By the end of the academic year, at least 80% of participating pupils will meet their individual communication and language targets, measured against baseline assessments and reviewed termly.
Pupils develop and retain essential vocabulary, enabling them to understand instructions, communicate more confidently and access learning with increasing independence.	By the end of the academic year, 100% of sampled Reception planning will identify essential vocabulary and show how it is explicitly taught.
Consistent support and improved access to learning for pupils with additional needs through a range of resources.	By the end of the academic year, 100% of staff can confidently locate and select appropriate resources from the SEND resource bank.

Review of the previous academic year

This is Sandown Primary School and Nursery's first published IMF inclusion strategy, so there is no previous IMF strategy statement to evaluate. Leaders reviewed existing inclusive practice when establishing the 2026 baseline.

The formal 2027 review will report progress against the intended outcomes above and explain how learning has informed the next strategy.

Monitoring and review arrangements

The Assistant headteacher/SENCO and Headteacher will coordinate half-termly implementation checks with SLT members

The SENCO will review sampled pupil progress and targeted provision three times a year. The attendance officer will review individual trajectories at least half-termly. Pupil and parent/guardian feedback will be gathered proportionately at parent consultations. The governing body will scrutinise expenditure, implementation and outcomes three times a year and formally authorise the annual update.

Further information

This strategy should be read alongside the school's SEN information report, accessibility plan, pupil premium strategy and school development plan. Those documents retain their own purposes and requirements; this strategy does not replace them.