Inclusion Strategy – Tottenhall Infant 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	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body
School Type	LA Maintained Community School
Number on Roll	203
IMF	£11,123

School Context

Tottenhall Infant School is a two-form entry primary school situated in Palmers Green in Enfield, serving a diverse and vibrant community. The school is committed to providing an inclusive and supportive learning environment in which all pupils are encouraged to achieve their full potential. However, the school is experiencing a number of growing challenges that are placing increasing demands on staff and resources.

These include:

- Rise in the number of pupils with more significant and complex needs.
- An increase in pupils requiring speech and language support, alongside limited access to external specialist services.
- Increasing financial hardship for some families, impacting pupils' wellbeing and home circumstances.
- Longer waiting times for specialist mental health support, meaning pupils' needs may remain unmet for longer.
- A growing need for one-to-one adult support and targeted small-group interventions throughout the school day.
- An increase in pupils experiencing difficulties with attention, focus, self-regulation and maintaining engagement in learning.
- Increasing demands on staff time, capacity and resources to meet the diverse and changing needs of pupils.

Statement of intent

At Tottenhall Infant School we want every child to feel safe, valued, included and supported to achieve their individual potential. As an infant school with a high level of pupils with Special Educational Needs and Disabilities, we recognise that children have different needs and that inclusion does not mean every child receiving the same provision. Some pupils are able to access mainstream education with appropriate adaptations, while others require a more personalised or specialist approach.

Our inclusion strategy focuses on removing barriers to learning and participation**.** We provide high-quality, inclusive teaching alongside reasonable adjustments, targeted interventions and specialist support where needed. For pupils with more complex SEND, this may include individualised learning, visual and sensory support, communication systems, personalised timetables and specialist advice. Where pupils cannot access all aspects of mainstream education, we provide meaningful opportunities for them to remain part of the wider school community.

The seven principles of inclusion underpin our approach. We value diversity and recognise the strengths of every child; promote a strong sense of belonging; identify and remove barriers to learning; support meaningful participation; maintain high expectations; work closely with parents, pupils and professionals; and continually review and improve our provision.

For pupils who can access mainstream learning, we aim to maximise their participation through appropriate differentiation, scaffolding, adaptations and support, while developing independence. For pupils with more significant needs, we recognise that successful inclusion may look different and will be based on their individual strengths, needs and readiness.

We place a strong emphasis on communication, emotional wellbeing, sensory regulation and independence**,** alongside academic progress. We work closely with families and external professionals to ensure that provision is appropriate and responsive.
Ultimately, successful inclusion means that every child is known, valued, supported and able to participate in school life in a way that meets their individual needs. We measure success through progress, engagement, communication, independence, wellbeing and a child's sense of belonging.

Through the effective and strategic use of our core budget, Notional SEN Budget and Inclusive Mainstream Fund allocation, we will work to remove barriers to learning and participation wherever possible. This will enable us to respond to pupils' individual needs, provide targeted support and ensure that all children have equitable opportunities to access the curriculum and fully participate in school life.

This strategy reflects:

- DfE Inclusive Mainstream Fund guidance
- SEND Code of Practice
- Parent Voice
- Pupil Voice
- Staff Consultation
- School Improvement Priorities
- The Seven Principles of Inclusion

Principle	School Commitment
Ambitious leadership	Lead a culture of ambitious inclusion
Early Intervention (evidence-based support)	Needs are identified quickly, and support implemented promptly
High Quality Teaching	Quality first adaptive teaching is consistently delivered across the school
Enrichment	All pupils have access to enrichment activities
Belonging and Attendance	Strong culture in participation and attendance
Family Partnership	Families actively involved in decision making
Inclusive Environments	Physical and learning environments reduce barriers

Data

Measure	All Pupils	SEND	PP
Send Support %	47 (24%)		
EHCPs %	12 (6%)		
FSM %	57 (29%)		
Social Care %	2 (1%)		
Attendance	94.4%	87.5%	98%
Persistent Absence	17.3%	29.2%	20%
Suspensions – Fixed Term	1	1	1

Cohort Needs Analysis- Current SEND Profile

Area of Need	Number	Percentage
Speech, Language and Communication	38	81%
Autistic Spectrum Disorder	12	31%
SEMH	27	57%
Cognition and Learning	33	70%
Sensory and Physical	18	38%

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*	**Impact for pupils**
1	**Communication and Language** Increasing number of pupils, entering the school with delayed speech, language and communication skills, in the following areas: - Vocabulary Development - Expressive Language - Listening and Attention - Following instructions - Social communication	- Struggle to access teaching and learning - Experience frustration - Low confidence and self-esteem - Fall behind academically
2	**Lack of Independence** Greater number of pupils needing additional support with: - Toileting - Dressing - Eating - Managing routines - Manging transitions	Reduced independence, confidence and opportunities to develop essential life skills, potentially impacting their ability to access learning and participate fully in daily school/life routines.
3	**Poor Attendance** Attendance for SEND pupils remains below the whole school average, due to: - Medical Needs - High frequency of illness - Family circumstances - Inability to manage a full day	Pupils miss learning and enrichment activities. Progress and attainment falls
4	**Poor Attention and Concentration** Staff and leaders have identified: - Focus and attention difficulties - Processing information difficulties - Unable to manage distractions - Poor retention of learning	Pupils may struggle to access and retain learning, follow instructions, complete tasks independently and engage consistently in classroom activities, impacting their progress and achievement.
5	**Emotional Regulation and Wellbeing** Staff and leaders have identified more pupils showing signs of: - Anxiety - Emotional Dysregulation - Low Resilience	Pupils have difficulty with emotional regulation, low resilience and experience high anxiety, and struggle to engage positively and access learning successfully.
6	**Access to specialist support** Delay in accessing specialist services - Speech and Language Therapy	Missed opportunities for early intervention and

	- Occupational therapy - CAMHS appointments - Paediatric assessments	advice to support inclusion in mainstream.

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 *(noting evidence and barrier numbers addressed)* **Barrier number**	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Improve Early Identification • Assessments • S&L Screening in EYFS • SEND transition meetings • Half-termly Pupil progress review *Education Endowment Foundation (EEF) research shows that identifying developmental gaps early, particularly in communication, language, and self-regulation, is critical for closing the attainment gap for disadvantaged children and those with SEND.*	Universal	£1500
Improve Attendance • Attendance monitoring • Family support/meetings • Individual attendance plans *Education Endowment Foundation (EEF) research emphasises that improving attendance and fostering inclusion requires moving away from one-size-fits-all structural fixes and instead building a whole-school culture of safety and belonging. Evidence shows that persistent absence and exclusions disproportionately impact disadvantaged pupils and those with SEND, meaning schools must meticulously diagnose individual barriers*	Targeted	£1500

to learning. Highly targeted, personalized support		
Additional adult intervention • Small-group intervention • Additional teaching including repetition and overlearning • Pre-teaching • Practical resources including differentiated work and • specialist teaching approaches *EEF This approach is informed by the Education Endowment Foundation's Special Educational Needs in Mainstream Schools guidance and Deployment of Teaching Assistants guidance, which emphasise explicit instruction, scaffolding, structured support and the gradual development of pupil independence.*	Targeted	£5000
Enhance Family Partnerships • SEND Coffee mornings • Parent information workshops • SEND Newsletter • Parent Voice surveys • Home learning *Education Endowment Foundation (EEF) research emphasises that building strong family partnerships is highly impactful for children with SEND, as parents possess invaluable insights into their child's unique needs and communication styles. Rather than relying on generic advice or intensive courses, which often see low retention, effective settings prioritize proactive, two-way dialogue to co-produce supportive strategies.*	Universal	£1000
Improve Inclusive Environments-wellbeing • Personalised Visual timetables • Supported routines • Sensory equipment e.g. headphones/toys/timers • Ear defenders *Education Endowment Foundation (EEF) research shows that truly inclusive environments are built on deep personalization, moving away from rigid, one-size-fits-all layouts to focus on the unique barriers and strengths of individual pupils. According to the EEF's SEND*	Universal	£500

guidance, creating an inclusive setting requires teachers to flexibly adapt universal high-quality teaching, using granular diagnostics to tailor classroom environments, resources, and social-emotional support.		
Improve speech and language outcomes • Speech and Language Screener • VERBO • Colourful Semantics (HLTA support) • ELKLAN Strategies • Speech and Language referrals • Tales Toolkit	Targeted	£2000

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
Improved attendance	SEND attendance improved to 94%
Improved Communication and Language	80% of SEND pupils receiving speech and language intervention to meet planned targets, reducing the need for referrals.
Improved emotional wellbeing, resilience and readiness to learn	Improved emotional regulation, increased resilience and reduced anxiety, enabling pupils to feel safe, engage positively and access learning successfully