



# **The Mandeville School Inclusion Strategy 2026 to 2027**

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## **Inclusive Mainstream Fund Strategy Statement**

**Believe | Achieve | Succeed**

**Working draft for consultation and approval**

Academic year 2026 to 2027

Publication deadline 31 December 2026

Review date Autumn 2027

## Strategy overview

This strategy explains how The Mandeville School will strengthen inclusive practice for all pupils, including pupils with special educational needs and disabilities and pupils experiencing other barriers to learning and participation. It describes the needs evident within our cohort, the provision already supported through core funding and the notional SEN budget, and the additional activity proposed through the Inclusive Mainstream Fund.

The strategy should be read alongside the SEND Inclusion Policy, SEND Information Report, Accessibility Plan, Pupil Premium Strategy, Attendance Policy, Behaviour Policy and Supporting Pupils with Medical Conditions Policy.

| Detail                               | Information                                                                                                  |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------|
| School                               | The Mandeville School                                                                                        |
| Academic year                        | 2026 to 2027                                                                                                 |
| Inclusive Mainstream Fund allocation | £26,000 confirmed internally by the Executive Head and subject to final financial verification               |
| Strategy leads                       | Assistant Headteacher & SENDCo Mrs Jones Rayson and Assistant Headteacher & Pupil Premium Lead Mr. Neil Hart |
| Statement authorised by              | Local Governing Body pending                                                                                 |
| Date of publication                  | To be confirmed                                                                                              |
| Review date                          | Autumn 2027                                                                                                  |

## Statement of intent

At The Mandeville School, inclusion means anticipating and removing barriers so that pupils can participate, belong and achieve. Our vision is that every pupil will Believe, Achieve and Succeed through access to a broad, balanced and ambitious curriculum, high expectations and timely support.

We will strengthen provision that is inclusive by design. High quality adaptive teaching is the foundation of our approach. Where pupils require more, we will identify need early and provide evidence informed targeted support without waiting for a diagnosis or statutory process. Support will be proportionate, purposeful and reviewed for impact.

The strategy recognises that disadvantage, SEND, attendance, literacy, social and emotional needs, medical needs and family circumstances can overlap. Leaders will consider the whole pupil while avoiding assumptions based on labels. Pupils and families will be involved in decisions about support, and staff will remain accountable for the progress and participation of every pupil they teach.

## Leadership and accountability

The Headteacher retains overall responsibility for inclusion. The Assistant Headteacher and SENDCo leads SEND provision and works with the Assistant Headteacher and Pupil Premium Lead, Assistant SENDCos, pastoral and attendance leaders, curriculum leaders, safeguarding staff and the SEND team. The Local Governing Body will scrutinise this strategy, the proposed use of funding and the outcomes achieved.

Leaders will monitor inclusion through attainment and progress information, reading and mathematics assessments, attendance and persistent absence, behaviour and suspension information, intervention records, learning walks, work scrutiny, Pupil Passports, pupil and parent voice, participation data and destination information.

## Needs and barriers within our cohort

The following barriers reflect evidence from the Pupil Premium Strategy, SEND processes, assessment information, attendance and behaviour records, teacher feedback and pupil voice. They describe cohort needs and do not imply that every pupil in a particular group experiences the same barrier.

| No | Barrier                                | Evidence and impact                                                                                                                                                                                                                                                                                                  |
|----|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Literacy and numeracy                  | A significant proportion of pupils enter with gaps in reading, comprehension, vocabulary, numeracy or mathematical reasoning. Disadvantaged pupils and some pupils with SEND are represented disproportionately among pupils working below age related expectations. These gaps affect access across the curriculum. |
| 2  | Attendance and participation           | Attendance for disadvantaged pupils remains below that of their peers despite improvement. Persistent absence, emotionally based school non attendance, medical needs and practical family circumstances can create fractured learning and reduced participation.                                                    |
| 3  | Attainment and curriculum access       | Gaps in prior attainment, literacy, attendance and access can contribute to lower attainment for disadvantaged pupils and pupils with SEND. Some pupils require more consistent adaptive teaching, accessible resources and timely feedback to demonstrate what they know.                                           |
| 4  | Executive functioning and independence | Some pupils experience difficulty with working memory, organisation, task initiation, sustained attention, self regulation and responding to feedback. This can lead to avoidance, reduced confidence and over reliance on adult support.                                                                            |
| 5  | Social emotional and mental health     | An increasing number of pupils require support with emotional regulation, anxiety, relationships, trauma related needs and belonging. If needs are not recognised early, distress may present through absence, withdrawal, dysregulation or unsafe behaviour.                                                        |
| 6  | Family partnership and transition      | Some families experience barriers to engagement, including time, language, previous experiences of education and complex family circumstances. Pupils with additional needs may require enhanced transition into school, between key stages and into further education.                                              |
| 7  | Access beyond the classroom            | Financial, sensory, physical, social or emotional barriers can limit access to trips, enrichment, technology and wider opportunities. Some pupils need reasonable adjustments or planned adult support to participate safely and confidently.                                                                        |

## Existing inclusive provision

The Inclusive Mainstream Fund is not the sole source of funding for inclusion. The school already uses core funding, the notional SEN budget and other relevant funding streams to maintain the following inclusive offer.

| Area                          | Current provision                                                                                                                                                                             |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and identification | Graduated response using Assess Plan Do Review, SEND Concern Forms, assessment information, teacher feedback, pupil voice, Pupil Passports and the SEND Tracker Dashboard.                    |
| Adaptive teaching             | SEND Toolkit guidance, annotated seating plans, classroom strategies, modelling, scaffolding, vocabulary support, accessible resources and reasonable adjustments.                            |
| Targeted intervention         | Reading Plus, Lexonik and phonics, Leap, Advance, Fix It, Power of 2, English and mathematics intervention, EAL support, Nurture and emotional regulation support.                            |
| Curriculum pathways           | The Thrive Pathway provides English, mathematics and life skills teaching for identified pupils, informed by reading ages and baseline mathematics assessments.                               |
| Regulation and wellbeing      | A designated Regulation Room, agreed regulation procedures, key worker support, mentoring, counselling links, MHST work and referrals to relevant external services.                          |
| Support and independence      | Assistant Teachers are deployed according to level of need. They scaffold learning, prompt agreed strategies and promote independence under the direction of teachers and SEND leaders.       |
| Assessment and access         | Exam access arrangements are considered from evidence of normal way of working. Assistive technology, adapted equipment and specialist advice are used where appropriate.                     |
| Transition and participation  | Enhanced transition visits, liaison with feeder schools, personalised planning, annual review transition work, preparation for adulthood and reasonable adjustments for trips and enrichment. |

## Priorities for 2026 to 2027

The school will focus the additional allocation on three connected priorities that respond directly to the identified barriers. The actions below describe the intended delivery and impact.

| Priority                                                  | DfE principle                                                            | Cost status     |
|-----------------------------------------------------------|--------------------------------------------------------------------------|-----------------|
| 1 My Future Self Matters and targeted belonging support   | Safe and respectful culture fostering belonging and attendance           | To be confirmed |
| 2 Expanded literacy numeracy and early identification     | Evidence-based support prioritising early intervention                   | To be confirmed |
| 3 Adaptive teaching and executive functioning development | High-quality adaptive teaching with curriculum designed for all learners | To be confirmed |

### 1. My Future Self Matters and targeted belonging support

**Additional action:** Identify a defined cohort using attendance, behaviour, pastoral, SEND and Pupil Premium information. Deliver a planned My Future Self Matters programme within the Trust entitlement, with baseline and review measures. Where needs extend beyond the programme, provide a time limited cycle of targeted

mentoring, regulation teaching or attendance support. Record attendance, engagement and agreed next steps after each review.

**Intended outcome and success criteria:** The programme is timetabled and completed by the agreed cohort. Target pupils show improved engagement, confidence, attendance or successful return to learning against their individual baselines. Pupil voice shows a stronger sense of belonging and clearer understanding of how to seek support.

## 2. Expanded literacy numeracy and early identification

**Additional action:** Use reading, mathematics, SEND and teacher information to identify pupils whose gaps are restricting curriculum access. Complete appropriate baseline assessment, place pupils into defined intervention cycles and set entry and exit criteria. Fund only additional capacity, assessment or resources needed to extend the current offer to an agreed cohort. Review progress at the end of each cycle and decide whether support should stop, continue or change.

**Intended outcome and success criteria:** Identified pupils begin support promptly. Intervention records show attendance, starting points, delivery and review decisions. Entry and exit information demonstrates improved identified skills and greater access to classroom learning.

## 3. Adaptive teaching and executive functioning development

**Additional action:** Complete a focused audit of classroom barriers and staff development needs. Provide an additional cycle of practical training, supported planning and coaching on scaffolding, cognitive load, vocabulary, working memory, task initiation, organisation and effective deployment of Assistant Teachers. Develop model resources for agreed departments and check implementation through learning walks, work scrutiny and pupil voice.

**Intended outcome and success criteria:** Staff implement the agreed approaches more consistently. Classroom evidence shows improved access, participation and independence for target pupils. Pupils rely less on unnecessary adult prompting and are better able to begin, organise and complete learning tasks.

**Allocation available for planning:** £26,000. This is the maximum expected allocation and is not yet a committed budget. The final table will show the approved cost of each activity, the calculation used and the funding source. The total charged to the Inclusive Mainstream Fund will not exceed the confirmed allocation.

**Costing evidence required before approval:** staff role and additional hours, salary on costs where relevant, supplier quotation, number of pupils, delivery period, unit cost, other funding contribution and confirmation that the activity is additional to existing provision.

## Implementation and monitoring

| Timing      | Action                                                                                                                                                                                         |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 2026 | Confirm final allocation and permitted expenditure. Agree baseline data, target cohorts, delivery leads and measures. Obtain governance scrutiny and publish the strategy by 31 December 2026. |
| Spring 2027 | Review implementation, participation, fidelity and emerging impact. Adjust delivery where evidence shows limited engagement or impact. Report progress to senior leaders and governors.        |

| Timing      | Action                                                                                                                                                  |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summer 2027 | Evaluate outcomes against baselines and intended success criteria. Record expenditure and evidence. Identify activity to sustain, amend or discontinue. |
| Autumn 2027 | Publish the annual review and updated inclusion strategy.                                                                                               |

## Measures of impact

- Attainment and progress for pupils with SEND, disadvantaged pupils and pupils who belong to both groups
- Reading and mathematics assessment information, including entry and exit measures for intervention
- Attendance, persistent absence and successful reintegration into lessons
- Behaviour, suspensions, repeated removals and use of regulation support
- Participation in enrichment, trips, transition activity and preparation for adulthood
- Staff implementation through learning walks, supported planning and work scrutiny
- Pupil and parent voice concerning access, belonging, confidence and trust
- Intervention attendance, completion, progress and decisions following review

## Roles and responsibilities

| Role                                         | Responsibility                                                                                                                                         |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Headteacher                                  | Ensures that inclusion is embedded in school improvement, staffing and resource decisions and that grant conditions are met.                           |
| Assistant Headteacher and SENDCo             | Leads the identification of cohort needs, coordinates SEND and inclusion provision, monitors quality and impact, and reports to leaders and governors. |
| Assistant Headteacher and Pupil Premium Lead | Ensures alignment with the Pupil Premium Strategy, avoids double counting expenditure and monitors outcomes for disadvantaged pupils.                  |
| Assistant SENDCos and Intervention Leads     | Coordinate identified provision, support staff, monitor intervention information and contribute to review.                                             |
| Curriculum and pastoral leaders              | Implement inclusive practice, identify barriers, monitor pupils and provide evidence of impact.                                                        |
| Teachers                                     | Remain responsible for pupil progress, adaptive teaching and implementation of agreed strategies.                                                      |
| Assistant Teachers                           | Provide planned scaffolding and targeted support while promoting independence and feeding back on pupil response.                                      |
| Governors and trustees                       | Scrutinise the strategy, expenditure, implementation and outcomes and hold leaders to account.                                                         |

## Financial assurance

The Inclusive Mainstream Fund will be recorded separately and used only for evidence informed activity aligned with the Department for Education principles of inclusion. It will not be used for general operational expenditure, capital works, activity unrelated to inclusion or the retrospective subsidy of existing provision.

Where funded activity also supports the aims of the Pupil Premium Strategy, the intended impact and expenditure will be reflected appropriately in both statements without double counting. Clear records of income, expenditure, delivery and impact will be retained. Any unspent allocation may be carried forward in accordance with the conditions of grant and must be used by 31 March 2028.

## Review of outcomes

This is the first year of the Inclusive Mainstream Fund. The review of outcomes will be completed in Summer 2027 and published with the updated strategy in Autumn 2027. It will evaluate delivery, expenditure and impact against the measures set out in this strategy.

## Approval record

| Approval stage             | Name or body                                                                  | Date |
|----------------------------|-------------------------------------------------------------------------------|------|
| Joint review               | Assistant Headteacher & SENDCo and Assistant Headteacher & Pupil Premium Lead |      |
| Financial confirmation     | School finance or Trust finance                                               |      |
| Senior leadership approval | Headteacher                                                                   |      |
| Governance scrutiny        | Local Governing Body                                                          |      |