Inclusion Strategy – Leechpool Primary 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).

Statement of Intent

At Leechpool Primary School, we are committed to creating a truly inclusive environment where every child, including those with SEND, is valued, supported, and empowered to achieve their full potential. Our inclusion strategy is integral to our school vision of 'Empower, Enrich and Elevate' and is designed to ensure that all children, regardless of their starting points or additional needs, can access high-quality teaching, participate fully in school life, and develop the skills and confidence they need to thrive. We believe that every child should feel they belong, participate and achieve at Leechpool Primary School. Inclusion is not simply about access to education but about ensuring every child is valued as a full member of our school community.

Our ultimate objectives are to:

- Ensure that all children with SEND make strong progress from their individual starting points across the curriculum
- Remove barriers to learning and participation so that every child can access the best possible teaching and the full breadth of our curriculum
- Foster a culture of high expectations, belonging, and wellbeing where children with SEND feel safe, valued, and included in all aspects of school life
- Build the capacity and confidence of all staff to meet the diverse needs of our learners through evidence-based practice

Whilst this strategy focuses primarily on pupils with SEND, the principles underpinning our approach reflect our commitment to inclusion for all vulnerable learners. This includes disadvantaged pupils, children with a social worker or previously looked after children, young carers, pupils learning English as an additional language, those experiencing emotional or mental health difficulties, and pupils whose attendance or engagement places them at risk of underachievement. We recognise that many children experience multiple and overlapping barriers to learning, and our inclusive approach seeks to ensure that every child is supported to belong, participate and achieve**.**

This strategy addresses the DfE's 7 principles of inclusion by prioritising:

Ambitious leadership and governance that embeds inclusion – through strategic deployment of our IMF allocation, whole-school professional development, and distributed responsibility for SEND across all staff

Evidence-based support prioritising early intervention – using the graduated 'assess, plan, do, review' approach and targeted interventions informed by robust research

High quality adaptive teaching with curriculum designed for all learners – ensuring our curriculum is accessible to all through Quality First Teaching strategies, scaffolding, and flexible grouping

Enriching provision beyond the classroom that all children can access – maintaining our broad offer of clubs, experiences, and opportunities with appropriate support for children with SEND

A safe and respectful culture fostering belonging, attendance, and participation in learning – reflected in our values and our focus on emotional wellbeing and regulation

Strong partnerships with families and wider services – working collaboratively with parents, external agencies, and specialist professionals
Inclusive environments with continuous improvements to accessibility – through reasonable adjustments, assistive technology, and careful consideration of the learning environment

We have developed this strategy through extensive consultation with families, staff, governors, and our SEND team. Parent and pupil voice has been gathered through surveys, SEND reviews, and transition meetings. Staff have contributed through professional development sessions, phase meetings, and our SEND working group. Governors have been actively involved in reviewing our provision and challenging our approach to ensure we meet the needs of our SEND cohort, which at 22% is above the national average.

Our strategy recognises that while our overall absence and attainment data is strong, we must ensure that children with SEND benefit equally from the high-quality provision we offer. We are committed to building on our 'Good' judgement for Personal Development and Early Years provision, whilst addressing areas for improvement identified in our recent inspection, particularly around curriculum precision, behaviour consistency, and attendance for vulnerable groups.

At Leechpool Primary School, we are committed to ensuring that pupils are supported within their mainstream community wherever possible. Alongside high-quality adaptive teaching and targeted interventions, we have developed a graduated continuum of provision to meet an increasingly diverse range of needs. This includes universal classroom strategies, targeted intervention programmes, and enhanced provisions including Foxes Den, supporting pupils with significant communication, interaction and sensory needs, and Beehive, providing enhanced cognition and learning support for pupils requiring a highly personalised curriculum. These provisions are designed to build independence, improve access to learning and enable pupils to participate successfully in the wider life of the school, whilst maintaining high aspirations and a sense of belonging. These enhanced provisions complement, rather than replace, high-quality first teaching and are reviewed regularly to ensure pupils are supported within the least restrictive environment appropriate to their needs.

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.

	Details of barriers to learning
1	**Meeting increasingly complex SEND needs within a mainstream setting.** We have experienced a significant increase in pupils with complex neurodiverse profiles, social, emotional and mental health (SEMH) needs, and speech, language and communication needs (SLCN). Our SEND cohort (22%) is above the national average (19.4%), with particular concentrations in Years 1-3 and Year 6. The complexity of need has grown over recent years, with more children presenting with co-occurring needs (e.g., autism alongside anxiety, or ADHD alongside specific learning difficulties). We now support 14 pupils with EHC plans (3.5%) and 74 pupils on SEN Support (19%), many of whom historically may have accessed specialist provision. The limited availability of specialist placements locally means children with complex needs remain in mainstream for longer, requiring us to develop increasingly sophisticated and individualised support strategies. For some pupils, these increasingly complex needs also present barriers to regular attendance and engagement with school, particularly where anxiety, emotional regulation or communication difficulties affect their ability to access learning consistently. Our primary areas of need are Cognition and Learning (40%), Social, Emotional and Mental Health (28%), Speech, Language and Communication Needs (SLCN - 18%, ASC-13%), alongside Sensory and Physical (27%). Some children have more than one need.

2	Developing consistently adaptive teaching across every classroom. While pockets of excellent practice exist across the school, adaptive teaching is not yet consistently embedded in every classroom and for every child with SEND. This includes the consistent application of evidence-based strategies such as: reducing cognitive load through careful task design and clear instruction; scaffolding learning appropriately and fading support as independence develops; using communication strategies that support children with SLCN and autism; supporting emotional regulation and co-regulation in the classroom; implementing precision teaching approaches for children with specific learning difficulties; and creating inclusive classroom environments that meet sensory and physical needs; and using assistive technology, including Clicker, to reduce barriers from transcription and cognitive load where appropriate. Variability in practice means that some children with SEND do not consistently access the high-quality adaptive teaching they need to make strong progress, and some staff lack confidence in adapting their teaching without additional support from TAs or the SENCO. This barrier links directly to our school improvement priority around strengthening Quality First Teaching and ensuring curriculum implementation is consistently strong across all subjects and year groups.
3	**Building staff expertise and capacity to meet diverse needs.** This is not a question of staff commitment—our team is dedicated and caring—but rather one of confidence, knowledge, and capacity. The growing complexity and diversity of needs in our school requires staff to have increasingly specialist knowledge across a wide range of areas including: autism and understanding sensory processing differences; ADHD and supporting attention and executive function; trauma and attachment and their impact on learning and behaviour; speech, language and communication needs and how to develop language in the classroom; specific learning difficulties including dyslexia and dyscalculia; emotional regulation strategies and mental health support; and physical and sensory needs. While we have developed expertise in some areas, there are gaps in staff knowledge and confidence, particularly among teaching assistants who often provide frontline support. Staff need protected time for training, coaching, and collaborative planning to develop and embed new approaches. The turnover of staff and the need to induct new teachers and TAs each year means that building sustainable expertise is an ongoing challenge. Our school improvement priority around leadership at all levels and staff wellbeing recognises that we must invest in our staff's professional development whilst being mindful of workload.
4	**Creating systems that enable inclusion rather than react to it.** This is perhaps our biggest leadership challenge. The increasing administrative demands associated with SEND—including EHCP evidence gathering, provision mapping, communication with outside agencies, funding applications, attendance monitoring, safeguarding documentation, behaviour tracking, and family support—can mean that the SENCO and leadership team are responding to immediate pressures rather than strategically developing inclusive systems and practice. We need to move from a reactive model (where interventions and support are added on when children struggle) to a proactive model (where the curriculum, teaching, and environment are designed inclusively from the outset). This requires robust systems for the graduated approach; clear processes for identifying need early and putting in place timely support; effective deployment of teaching assistants so they enhance rather than replace teacher input; efficient use of data and assessment to track progress and adapt provision; streamlined communication with parents and external agencies; and strategic use of resources including the IMF. Current pressures on leadership time, combined with the demands of whole-school improvement priorities, mean that developing these systems requires careful planning and additional capacity. This barrier is directly linked to our school improvement priority around governance and leadership, and the need to ensure that SEND is embedded in all aspects of school improvement rather than sitting separately.

Activity in This Academic Year

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	Activity type	Total budgeted cost
Whole-school implementation of Zones of Regulation to develop emotional literacy and self-regulation across the school. Zones of Regulation is a central part of our whole-school approach to inclusion, supporting the emotional wellbeing, self-regulation and readiness to learn of all pupils. Introduced during 2025–26, it provides a consistent framework and shared language through which children learn to recognise, understand and manage their emotions. Zones of Regulation is embedded within our universal provision through explicit teaching, classroom routines, visual supports and opportunities for pupils to develop and practise regulation strategies. For pupils with additional social, emotional and mental health (SEMH) needs, this is complemented by targeted support, including individualised regulation strategies, co-regulation with trusted adults and access to appropriate regulation spaces and resources. The approach supports our commitment to creating safe, inclusive learning environments where children develop the skills and confidence to manage their emotions, build positive relationships and engage successfully in learning. Ongoing staff development ensures that consistent approaches are used across classrooms, Foxes Den, Beehive and the wider school. The impact of this provision is monitored through pupil voice, observations, behaviour and regulation information, and engagement in learning. Evidence from the Special Educational Needs in Mainstream Schools EEF guidance report indicates that explicitly teaching pupils strategies to monitor and regulate their emotions and behaviour can support learning, particularly for pupils with SEND. The Inclusive mainstream fund: best practice for schools DfE guidance emphasises the importance of whole-school approaches to supporting emotional wellbeing and reducing barriers to learning. This activity falls under **Principle 5: a safe and respectful culture fostering belonging, attendance, and participation in learning** and **Principle 3: high quality adaptive teaching with curriculum designed for all learners**. Barriers addressed: 1, 2, 4	Universal	IMF £0
Structured professional development programme to build staff expertise in adaptive teaching and meeting diverse SEND needs. This will include: targeted training on autism, ADHD, SLCN, and specific learning difficulties delivered through twilight sessions and PDM time; coaching and mentoring for teachers and TAs in adaptive teaching strategies including scaffolding, explicit instruction, and reducing cognitive load; collaborative planning time for phase teams to develop inclusive curriculum plans; and access to specialist training (e.g., WSCC courses, NPQ SENCO for the Inclusion Deputy Lead). The programme will be informed by the Special Educational Needs in Mainstream Schools EEF guidance report recommendations on high-quality teaching and the 'five-a-day' strategies (flexible grouping, cognitive and metacognitive strategies, explicit instruction, use of technology, and scaffolding). Staff will also access training through the RISE support for inclusive mainstream education programme and resources from Speech and Language UK. This activity falls under **Principle 1: ambitious leadership and governance that embeds inclusion** and **Principle 3: high quality adaptive teaching with curriculum designed for all learners**. Barriers addressed: 2, 3, 4	Universal	£12,000 IMF £5900 / School £6100 — (external trainers, coaching, cover for release)

Strategic deployment and training of teaching assistants to maximise impact on learning for pupils with SEND. Drawing on the EEF's Making Best Use of Teaching Assistants guidance, we will: review and revise TA deployment to ensure TAs supplement rather than replace teacher input; provide training for TAs in scaffolding techniques, questioning skills, and strategies to promote pupil independence; establish clear protocols for TA-teacher communication and joint planning; and train TAs to deliver structured, evidence-based interventions with fidelity. TAs will receive training in specific intervention programmes (e.g., phonics interventions, precision teaching, speech and language programmes) and in strategies to support pupils with autism, ADHD, and SEMH needs. Release time will be provided for TAs to meet with teachers and to receive coaching from the SENCO. The Special Educational Needs in Mainstream Schools EEF guidance report emphasises that TAs can have a positive impact when they are well-trained, properly supported, and deployed strategically. The Inclusive mainstream fund: best practice for schools DfE guidance highlights the importance of ensuring that pupils with SEND receive high-quality teaching from teachers, with TAs providing additional, targeted support. This activity falls under **Principle 1: ambitious leadership and governance that embeds inclusion** and **Principle 2: evidence-based support prioritising early intervention**. Barriers addressed: 2, 3, 4	Universal	£8,000 IMF £4000 / School £4000 — (TA courses, joint planning release, intervention training).
Targeted literacy and numeracy interventions for pupils with specific learning difficulties and those not making expected progress. We will implement evidence-based interventions including: structured phonics interventions for pupils with reading difficulties in KS1 and lower KS2; reading comprehension interventions focusing on vocabulary, inference, and understanding of text structure; precision teaching for pupils with specific learning difficulties to build fluency in key skills; and targeted maths interventions addressing number sense, calculation, and problem-solving. Interventions will be delivered by trained TAs under the direction of class teachers and the SENCO, with regular progress monitoring to ensure effectiveness. The Special Educational Needs in Mainstream Schools EEF guidance report provides strong evidence that small-group and one-to-one interventions can be effective when carefully targeted, well-delivered, and integrated with classroom teaching. The Inclusive mainstream fund: best practice for schools DfE guidance emphasises the importance of early identification and intervention to prevent gaps from widening. Programmes will be selected from EEF Promising Programmes and other evidence-based sources. This activity falls under **Principle 2: evidence-based support prioritising early intervention** and **Principle 3: high quality adaptive teaching with curriculum designed for all learners**. Barriers addressed: 1, 2	Targeted	£10,000 IMF £3,500 / School £6,500 — (programme licences, intervention resources, TA delivery time).

Enhanced speech, language and communication support through partnership with specialist services and embedding of language development strategies across the curriculum. This will include: commissioning additional speech and language therapy input to provide assessment, direct intervention, and consultancy support for pupils with SLCN; training for all staff in language development strategies including pre-teaching vocabulary, scaffolding talk, and using visual supports; implementation of targeted language interventions (e.g., NELI, narrative skills groups) for identified pupils; and development of language-rich environments and routines across the school. The Special Educational Needs in Mainstream Schools EEF guidance report highlights the importance of oral language skills for literacy development and overall learning, and the effectiveness of small-group interventions delivered by trained staff. Resources from Speech and Language UK will inform our approach. The RISE support for inclusive mainstream education DfE guidance emphasises the importance of developing communication skills to support inclusion and participation. This activity falls under **Principle 2: evidence-based support prioritising early intervention**, **Principle 3: high quality adaptive teaching with curriculum designed for all learners**, and **Principle 6: strong partnerships with families and wider services**. Barriers addressed: 1, 2, 3	Universal and Targeted	£9,000 IMF £3,000 / School £6,000 — (commissioned SALT consultancy, NELI licences, staff training).
Development of inclusive systems and processes to enable proactive rather than reactive support for pupils with SEND. This will include: streamlining the graduated approach (assess, plan, do, review) with clear processes, timelines, and documentation; developing efficient provision mapping and progress tracking systems; establishing clear protocols for communication with parents, external agencies, and within school; creating a SEND information hub for staff with resources, strategies, and guidance; and building leadership capacity through development of phase leaders' and subject leaders' understanding of SEND. The SENCO will have protected time to develop these systems and to provide coaching and support to staff. The Inclusive mainstream fund: best practice for schools DfE guidance emphasises the importance of effective systems and processes to support inclusive practice, and the RISE support for inclusive mainstream education programme provides tools and resources to support this. The Special Educational Needs in Mainstream Schools EEF guidance report highlights the importance of building a holistic understanding of pupils' needs through effective assessment and the graduated approach. This activity falls under **Principle 1: ambitious leadership and governance that embeds inclusion** and **Principle 7: inclusive environments with continuous improvements to accessibility**. Barriers addressed: 4	Universal	£5,435 IMF £363 / School £5,072 — (provision-mapping, SEND hub, SENCO protected time).

Whole-School Clicker Assistive Technology Purchase and implementation of a new whole-school Clicker assistive technology licence in October 2026 to improve curriculum accessibility and promote independence for pupils experiencing barriers to writing, spelling, working memory, language processing and recording their learning. Clicker will support pupils with SEND, including those with cognition and learning difficulties, dyslexia, speech and language needs and difficulties with transcription. Staff training has been booked to support effective implementation, enabling teachers and teaching assistants to use Clicker as part of high-quality adaptive teaching. This will include sentence-building grids, word banks, text-to-speech, word prediction and supported writing resources. The impact of Clicker will be evaluated through pupil voice, staff feedback, work scrutiny and evidence of increased independence in recording and communicating learning. DfE inclusion principles: 3 and 7. Barriers addressed: 1, 2 and 3	Universal and Targeted	£1,600 per year IMF £1,600 — annual whole-school Clicker licence.
Total overall cost: £52,035 — Total IMF contribution: £18,363 — Total school contribution: £33,672.		

Funding

Leechpool Primary School has received an Inclusive Mainstream Fund (IMF) allocation of £18,363 for the 2026–27 financial year. This funding will be used alongside the school's core budget, including the notional SEN budget, to strengthen inclusive teaching and provision across the school. This includes the purchase of a new whole-school Clicker licence in October 2026, funded through the IMF at a cost of £1,600. Staff training has been arranged to support effective implementation and ensure that the technology is used to improve accessibility, reduce barriers to writing and increase pupil independence. The school has identified a total planned inclusion investment of £46,035, comprising £18,363 from the IMF and £27,672 from the school budget. Expenditure and impact will be monitored termly by school leaders and governors.

Total cost shown; IMF is part-funding

Total budgeted costs are shown for each activity; the IMF amount is a part-contribution and the school contribution is identified where IMF does not cover the full cost.

Procurement & monitoring

Details of procurement, safeguarding checks for external providers and monitoring evidence will be retained by the SENCO and made available to governors. Governors will receive an itemised spend update and impact note at each termly monitoring meeting. All external providers will supply evidence of DBS, indemnity insurance and safeguarding compliance before work starts.

IMF budget summary

Structured PD for adaptive teaching	Total cost £12,000 IMF £5,900 School £6,100	External trainers, coaching, cover for release
TA deployment & training	Total cost £8,000 IMF £4,000	TA courses, joint planning release, intervention training

	School £4,000	
Targeted literacy & numeracy interventions	Total cost £10,000 IMF £3,500 School £6,500	Programme licences, intervention resources, TA delivery time
Enhanced SALT & language provision	Total cost £9,000 IMF £3,000 School £6,000	Commissioned SALT consultancy, NELI licences, staff training
Development of inclusive systems (SENCO time / admin / hub)	Total cost £5,435 IMF £363 School £5,072	Provision-mapping, SEND hub, SENCO protected time
Clicker assistive technology	Total cost £1,600 per year IMF £1,600 School £0	Whole-school licence; sentence grids, word banks, text-to-speech, word prediction and supported writing resources
Totals Total overall cost: £46,035 Total IMF contribution: £18,363 Total school contribution: £27,672		

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**
All pupils with SEND, including those with complex needs, make strong progress from their individual starting points across the curriculum.	• Progress data for pupils with SEND shows that the majority are making at least expected progress from their starting points in reading, writing, and mathematics, with progress rates comparable to or exceeding those of non-SEND pupils nationally. • The gap between pupils with SEND and their peers at Leechpool narrows over time in key assessments (phonics screening, end of EYFS, end of KS2). • Pupils with EHC plans make good progress towards their individualised outcomes as evidenced through termly reviews and annual reviews. • Book looks and lesson observations show that pupils with SEND are accessing an ambitious, well-sequenced curriculum with appropriate scaffolding and support. • Pupil voice indicates that children with SEND feel challenged and supported in their learning and can articulate what helps them to learn.
Adaptive teaching is consistently embedded across all classrooms, enabling all pupils including those with SEND to access high-quality teaching.	• Lesson observations and learning walks show consistent use of adaptive teaching strategies (scaffolding, explicit instruction, flexible grouping, cognitive and metacognitive strategies) across all year groups and subjects. • Teachers demonstrate confidence in adapting teaching to meet the needs of pupils with SEND without over-reliance on TA support. • Planning and assessment show that teachers have a clear understanding of the individual needs of pupils with SEND in their class and how to address these through Quality First Teaching. • Pupils with SEND spend the majority of their time in whole-class teaching, accessing the same curriculum as their peers with appropriate adaptations.

	• Staff surveys show increased confidence in meeting the needs of pupils with SEND and using evidence-based adaptive teaching strategies. • Pupils who experience significant barriers from transcription, spelling, working memory or the physical/cognitive demand of writing have appropriate access to Clicker and other assistive technology. • Work scrutiny and pupil voice show that Clicker enables identified pupils to record more of what they know, sustain independence and access ambitious curriculum tasks without unnecessary reduction in content or over-reliance on adult scribing.
All staff have the expertise and confidence to meet the diverse needs of pupils with SEND.	• 100% of teaching and support staff have received training in adaptive teaching strategies and in supporting pupils with SEND. • Staff can articulate the specific needs of pupils with SEND in their class/group and the strategies they are using to support them. • Staff surveys show increased confidence in supporting pupils with autism, ADHD, SLCN, and specific learning difficulties. • Teaching assistants demonstrate effective use of scaffolding techniques and questioning strategies that promote pupil independence. • Phase leaders and subject leaders can identify and address barriers to learning for pupils with SEND within their areas of responsibility. • The SENCO and leadership team have capacity to provide coaching and support to staff rather than solely responding to immediate pressures.
Pupils with SEND demonstrate improved emotional regulation, wellbeing, and engagement in learning.	• Behaviour data shows a reduction in emotional outbursts, dysregulation incidents, and time spent out of class for pupils with SEMH needs. • CPOMS logs show that staff are using Zones of Regulation language and strategies consistently to support pupils' emotional regulation. • Pupil voice indicates that children can identify and use strategies to manage their emotions and that they feel safe and supported at school. • Attendance data for pupils with SEND shows improvement, with persistent absence rates for this group reducing towards the national average. • Parent feedback indicates that children are more able to regulate their emotions at home and that families feel supported by the school. • Observations show that pupils with SEND are actively engaged in learning and participating in classroom activities.
Pupils with SEND have full access to enrichment opportunities and the broader curriculum, fostering belonging and participation.	• Participation data shows that pupils with SEND are represented across the full range of clubs, trips, and enrichment activities in line with their proportion of the school population. • Reasonable adjustments and support are in place to enable pupils with SEND to participate fully in all aspects of school life, including PE, music, art, and outdoor learning. • Pupil voice indicates that children with SEND feel included in all aspects of school life and have opportunities to develop their talents and interests. • Parents report that their children are excited about and able to participate in school trips, clubs, and events. • Evidence from observations and pupil outcomes shows that pupils with SEND are accessing a broad and balanced curriculum including foundation subjects.
Strong partnerships with families and external agencies support pupils with SEND to thrive.	• Parent surveys show high levels of satisfaction with communication, involvement in decision-making, and support provided for their child with SEND. • Attendance at parents' evenings, SEND reviews, and information sessions for families of pupils with SEND is high (above 90%). • Systems are in place for regular, two-way communication with parents about their child's progress, needs, and support.

	• External agencies (speech and language therapy, educational psychology, occupational therapy, CAMHS) are effectively involved in supporting pupils with SEND, with clear communication and joint planning. • Transition arrangements for pupils with SEND (between year groups, key stages, and to secondary school) are robust, with effective information sharing and support for pupils and families. • Parents report feeling listened to, valued as partners, and confident that the school understands and is meeting their child's needs.

Review of Previous Academic Year (2025–26)

This is Leechpool Primary School's first Inclusion Strategy, developed following the introduction of the Inclusive Mainstream Fund in 2026–27. As such, there is no previous IMF-funded strategy to evaluate. During 2025–26, the school continued to develop its inclusive provision, including introducing Zones of Regulation, strengthening adaptive teaching and developing targeted support for pupils with SEND. These developments, alongside our ongoing evaluation of pupil needs and outcomes, have informed the priorities identified in this strategy. The impact of the 2026–27 Inclusion Strategy will be monitored throughout the academic year and formally reviewed as part of the school's next annual inclusion strategy statement.

Monitoring and Evaluation

Progress against this strategy will be reviewed termly through analysis of pupil outcomes, attendance, behaviour, participation, staff confidence, parent and pupil voice, and governor monitoring. Findings will inform ongoing school improvement priorities and ensure that inclusion remains central to leadership decision-making, resource allocation and curriculum development. At Leechpool Primary School, inclusion is not a programme or an intervention—it is the way we think, teach, lead and work together so that every child belongs, participates and achieves.

Review date: This strategy and the IMF spend summary will be published on the school website and reviewed annually in Autumn Term, with termly monitoring of progress towards intended outcomes through SLT, governor, and SEND working group meetings.

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