Trefonen CE Primary School - Inclusion Strategy Statement and Plan 2026-2029 (3 Year Plan) V3 -241126

This strategy is aligned with DfE Inclusion Strategy Expectations and the 7 Principles of Inclusion

Strategy Overview

School Name	Trefonen CE Primary School	**Academic Years Covered (3 Year Plan)**	2026-2029 (Reviewed Annually)
Date Published	November 2026	**Review Date**	October 2029
Approved By	Trefonen School Governing Body	**Lead Officers**	Headteacher: Cathy Dunleavy, Deputy head – Naomi Phillips, SENCO – Lucy McKinney, Pastoral/Mental Health Leader – Cath Lewis.
Year 1: Inclusive Mainstream Fund Allocation 2026/27	£ 8,800	**Key Focus**	Universal offer / Adaptive Provision
Year 2: Inclusive Mainstream Fund Allocation 2027/28	£ TBC	**Key Focus**	TBC
Year 3: Inclusive Mainstream Fund Allocation 2028/ 29	£ TBC	**Key Focus**	TBC

Statement of Intent

At Trefonen CE Primary School, we believe every child is uniquely created in the image of God and deserves to belong, participate, achieve and thrive. Guided by our Christian vision,**"Shine Your Light"**, and our core values of **Kindness, Respect and Friendship**, we are committed to creating an inclusive school where barriers to learning, participation and belonging are identified early and addressed through high-quality, adaptive provision. Our inclusion strategy aligns with the Department for Education's seven principles of inclusion and supports our ambition that all pupils, including those with SEND, disadvantage, vulnerability or other additional needs, can access a rich curriculum, develop positive relationships and flourish academically, socially and emotionally. This strategy is funded through the DfE Inclusive Mainstream Fund (IMF). There will be links with other school funding streams including: Core school funding, Notional SEND budget, Pupil Premium, High Need Top-up Funding, LA primary inclusion grant funding (PIGF – School Inclusion base).

School Context

Our School Context and Characteristics Summary: A Strategic Summary of Trefonen School's Context with an Inclusion Focus (November 2026)

Trefonen CE Primary School is a small rural Church of England primary school situated in Shropshire close to the Welsh border. Although the immediate locality appears relatively affluent, this reflects Trefonon's status as an attractive location for retiring affluent professionals. The local demographic data does not accurately reflect Trefonen school's intake. Approximately half of pupils live outside our school's catchment area, including a significant number from neighbouring Powys. Trefonen school serves a diverse community that includes many pupils from low-income households, farming families, pupils who transfer mid-phase from other settings, pupils who live across the border in Powys and an increasing number of children with higher special educational needs and disabilities (SEND).

Trefonen School has recently had a significant intake of pupils who live in Powys, Wales and were formerly educated in Powys, Wales. This is due to Powys school strategy that has closed a number of schools in Powys that sit close to the Shropshire border. The Welsh curriculum differs significantly from the English curriculum. Powys pupils moving to England, Shropshire are approximately 2-3 years behind English peers in their curriculum development, requiring significant support to catch up with their English peers. The support for higher need pupils in Powys,

Wales is significantly different from that for pupils in Shropshire, England and there is no working protocol between Shropshire and Wales to manage this gap. As a result, Trefonen School has been forced into a position of providing significant additional support to transitioning Powys pupil, funded by our own school budget without any additional funding from Powys or Shropshire. This funding gap currently stands at £65K over the last three years.

Trefonen school has developed a strong reputation for inclusion and consequently attracts a higher-than-average proportion of pupils with additional and often complex needs. Many of these pupils require substantial support but do not attract corresponding EHCP or local authority top-up funding. This creates significant pressure on school finances and staffing capacity while increasing demand for specialist provision, intervention and pastoral support. Trefonen's affluent professional retirement community hold strong influence over Trefonen's local community growth and have successfully prevented any new building within Trefonen. There is currently an absence of affordable family homes within our local community, which means that growing Trefonen families are having to move out of the local community and there is restricted community growth through new families.

Key Inclusion Strengths	**Key Inclusion Challenges**
Inclusive Ethos and Culture Inclusion is a defining strength of the school. Every pupil is known as an individual and supported to succeed irrespective of background, need or starting point. Strong relationships between staff, pupils and families promote a sense of belonging and emotional security.	**Inclusion Challenges and Barriers to Learning** Despite many strengths, the school faces a number of significant contextual challenges that influence pupils' readiness to learn and the resources required to meet their needs.
Provision for SEND and Vulnerable Learners Effective identification and support for pupils with SEND and additional needs. Strong pastoral systems enable pupils with social, emotional and mental health needs to engage positively in school life.Successful integration of pupils joining the school mid-year, including those transferring from Powys and other settings.	**High Levels of Additional Needs** A higher-than-average proportion of pupils require SEND support. Increasing complexity of need, particularly with neurodiversity, communication and interaction, cognition and learning, and social, emotional and mental health. Growing demand for personalised support and intervention.
Pupil Outcomes Pupils generally achieve well from their starting points. Reading, writing and mathematics are established strengths across the school. Early identification and intervention ensure pupils receive support before gaps widen.	**Cross-Border Admissions** The school educates a significant number of pupils resident in Powys. Variations in assessment, funding arrangements and support systems can create challenges in securing timely external support and appropriate funding.
Attendance and Engagement Attendance is consistently above local and national averages. Strong parental partnerships contribute to high levels of pupil engagement and positive attitudes to learning.	**Financial Pressures** A number of pupils require support beyond the level funded through the school's delegated budget. Delays or absence of top-up funding place considerable pressure on staffing and resources. The school's inclusive ethos results in the school absorbing costs to ensure pupils' needs are met.

Personal Development Rich curriculum enrichment opportunities broaden experiences and raise aspirations. Pupil leadership opportunities contribute positively to confidence, responsibility and community engagement.	**Rural Isolation** Limited public transport and access to local services restricts opportunities for some families. Access to specialist services and external agencies is more challenging than in urban areas. Cost-of-living pressures continue to affect a proportion of families.
Early Years Provision High-quality Early Years provision, including outdoor and community-based learning, provides children with a strong foundation for future learning and development.	**Mobility and Mid-Year Admissions** Regular admissions from outside the catchment area and mid-phase transfers creates gaps in learning and require additional support to secure successful transitions.

Implications for School Improvement

To maintain our highly inclusive culture and strong outcomes, school leaders continue to prioritise:

- Securing appropriate funding for pupils with complex SEND.
- Developing adaptive teaching approaches that enable all pupils to access a broad and ambitious curriculum.
- Strengthening early identification and intervention systems.
- Supporting pupils' social, emotional and mental wellbeing.
- Sustaining high attendance and engagement.
- Working closely with local authorities, external agencies and families to ensure vulnerable learners receive appropriate support.
- Building staff expertise in meeting increasingly complex needs.

Trefonen CE Primary School is a highly inclusive and nurturing school that successfully combines high expectations with exceptional pastoral care. Despite significant financial and contextual challenges, leaders, staff and governors remain committed to ensuring that all pupils, particularly those who are vulnerable or have additional needs, are fully included in school life and achieve their potential. The school's inclusive culture, strong outcomes, high attendance and positive relationships provide a secure foundation from which every child can flourish academically, socially and emotionally.

Summary of Inclusion Strengths and Challenges

Key Inclusion Strengths	Key Inclusion Challenges
• Strong family and local community relationships • High levels of pastoral support • Strong knowledge of individual children • Strong Inclusive Christian ethos • Strong collaboration with parents	• Limited access to specialist services • Financial pressures due to small cohorts • Increasing complexity of SEND profiles • Attendance barriers linked to poor local infrastructure, transport or family circumstances • Isolation affecting family access to support services

	• Staff capacity in small teams • Challenges related to cross border pupils / transfer living in Powys

Barriers to Learning and Participation

Identified Barrier	**Evidence Source**
LAMP (language & Communication, Attention, Short term memory, Processing)	MHM Mapping Tool, SEND register,
EY Speech, language and communication needs	EYFS assessments (Incoming data. Baseline Asst outcomes . Black Sheep Asst. SNAP outcomes. End of yr EYFS Asst outcomes)
Emotional wellbeing and SEMH needs	Behaviour logs, pupil voice, outcomes of 'Emotional Me' & ELSA assts. Boxall Assts outcomes, Records of referrals to Mental Health practitioner.
Literacy and language development	Class asst data. SNAP outcomes.
Attendance (including emotionally based school avoidance)	Half termly Attendance monitoring, daily attendance linked with family communication. 'Outshine' referrals & reports.
Sensory regulation and neurodivergent needs	Pupil assets, SEND reviews, professional reports
Access to specialist assessment and advice	Professional reports (Rural location challenges)
Family vulnerability and disadvantage	PP Data, Pastoral monitoring, Pupil Voice, Family Voice, Early Help records

Strategic Priorities Aligned to the DfE 7 Principles of Inclusion

Principle 1: Ambitious Leadership and Governance that Embeds Inclusion:

Strategic Aim; Ensure inclusion is a whole-school responsibility and a central feature of leadership, governance and school improvement.

Actions	Success Measures	IMF Contribution	RAG Rating / Review
• Inclusion embedded within School Development Plan. • Governors receive termly inclusion reports (SCC). • Annual Inclusion Self-Evaluation. • SENDCo represented in strategic decision-making. • Use of school-wide inclusion audit tools. • Monitor participation, achievement and attendance of vulnerable groups. • Pupil 'Belonging' Survey • Termly Parent Survey	• Governors demonstrate strategic oversight. • Inclusion priorities evident in all improvement planning. • Improved outcomes for vulnerable learners.	• Inclusion leadership release time. • Staff training and coaching. • Inclusion leadership release time. • Staff training and coaching. • Inclusive practice audits and reviews. • Gov training (NGA / National College)	

Principle 2: Evidence-Based Support Prioritising Early Intervention

Strategic Aim: Identify needs early and provide timely support before difficulties escalate:

Actions	Success Measures	IMF Contribution	RAG Rating / Review
• Early Years developmental screening. • Graduated Approach embedded. • Use of "No More Labels" class profiling tool & Regular class mapping reviews. • Implementation of Boxall Asst Programme (SEMH)	• Timely identification of emerging needs. • Increased staff confidence in supporting pupils with SEMH needs (Boxall Programme, 'Emotional Me' Programme, ELSA Programme)	• Purchase of and training in high quality assessment tools and early intervention resources. • Cost of Boxall Training, staff release to attend and cascade, cost of online Boxall Asst Programme.	

• Strengthen early identification of pupil need through timely assessment using high quality asst tools. • Early family engagement, including Solihull Approach. • Termly pupil progress meetings with parents	• Reduced escalation to crisis intervention. • Improved pupil wellbeing. • Increased family engagement.	• Cost of Solihull Approach training and staff release to deliver programme to parents. • Staff release for SEND planning - TBC	

Principle 3: High-Quality Adaptive Teaching and Curriculum Designed for All Learners

Strategic Aim: Ensure adaptive teaching is the primary approach for meeting diverse needs.

Actions 1	Actions 2 Small School Best Practice	IMF Contribution	Success Measures	RAG Rating / Review
Universal Offer • MH Model, including Class Mapping Tool Implemented in all classes. • Training programme for all staff in LAMP implemented. • High quality adaptive teaching implemented in all classrooms, including: scaffolding and graduated support, flexible grouping, explicit vocabulary teaching, retrieval practice and visual supports. • Consistent use of assistive technologies where appropriate.	• Mixed-age curriculum planning designed around inclusivity. • Shared interventions across year groups. • Flexible deployment of support staff.	• Cost of leaders attending MHM Conference. • Purchase of MHM Class Mapping Tool. • Staff training in use of Class Mapping Tool and LAMP barriers. • Assistive technology. • Teacher coaching and lesson study.	• All teachers using class mapping tool to identify pupil barriers & adapt lessons. • High quality adaptive teaching evident in all classes. • Increased pupil engagement in lessons. • Reduced dependence on adult support. • Reduction in class disruption / lesson hi-jacking • Increased progress for SEND pupils and all pupils.	•

Principle 4: Enriching Provision Beyond the Classroom (Access & Belonging) – Refer to Enrichment Strategy & Enrichment Benchmarks

Strategic Aim: Ensure all children access wider opportunities regardless of need or circumstance – focus on 'Belonging'

Actions	Success Measures	IMF Contribution	RAG Rating / Review
• Inclusive clubs and extracurricular activities. • Adapted educational visits. • Participation monitoring. • Financial support where needed. • Community partnership opportunities. • Leadership opportunities for all pupils.	• Increased participation rates. • SEND pupils represented in wider school life. • Enhanced confidence and belonging.	• Adjustments to clubs and visits. • Inclusion resources and staffing.	

Principle 5: Safe and Respectful Culture Fostering Belonging, Attendance and Participation

Strategic Aim: Develop a school culture where every child feels safe, valued and known

Actions	Success Measures	IMF Contribution	RAG Rating / Review
• Relational practice approach & trauma-informed principles continuously implemented. • Behaviour seen as communication. • Attendance support pathways. • Pupil voice activities. • Spiritual, moral and emotional development opportunities.	• Improved attendance. • Increased pupil engagement. • Reduced exclusions. • Positive pupil wellbeing measures.	• Emotional wellbeing provision: Staff training: Boxall Profile 'Emotional Me', ELSA Training & associated SEMH resources.	

Principle 6: Strong Partnerships with Families and Wider Services

Strategic Aim: Build co-productive partnerships with parents and external agencies

Actions	Success Measures	IMF Contribution	RAG Rating / Review
• Termly person-centred reviews with parents & pupils. • Parent workshops, including Mental health & Solihull Approach • Family support signposting. • Multi-agency support meetings. • Early Help engagement. • Clear communication pathways. • LA 'Helping Hands' provision - TBC	• Improved parental confidence. • Positive family feedback. • Effective multi-agency working.	• Family engagement programmes. • SEND review meeting release time.	

Principle 7: Inclusive Environments with Continuous Improvements to Accessibility

Strategic Aim: Ensure the physical and sensory environment enables participation for all children

Actions	Success Measures	IMF Contribution	RAG Rating / Review
• Accessibility Plan implementation. • Sensory-friendly classroom adaptations. • Calm regulation spaces. • Visual communication supports. • Environmental audits. • Continuous review of physical accessibility, including within the development our new school inclusion base.	• Environmental improvements / adjustments support increased pupil independence, pupil self-regulation and executive function. • Improved pupil access and engagement. • Reduced sensory-related barriers.	• Sensory equipment. • Environmental adaptations. • Accessibility resources.	

Inclusive Mainstream Fund (IMF) Summary Spending Plan – Year 1 2026/27: Focus on Inclusion Tier 1 – Our school's Universal Offer

Spending Priority	CPD Costs	Supply Cover	Learning Resources	Total IMF Funding Allocated	% of 2026/27 IMF Funding
1.CPD to support adaptive teaching and early intervention	**£978**	**£2,550**	**£1,575**	**£3,528**	**40%**
2.Early Identification Assessment Resources			**£1,149**	**£1,575**	**18%**
3.Environmental resources to support whole school adaptive provision			**£748**	**£1,149**	**13%**
4. Physical resources to support whole school adaptive provision		**£1,800**		**£ 748**	**8%**
5.Family Engagement, co-production & multi-agency support				**£1,800**	**20%**
TOTAL	**£ 978**	**£4, 350**	**£3, 472**	**£8, 800**	**100%**

Monitoring and Evaluation

The impact of this strategy will be reviewed through:	Reviews will take place through:
• SEND outcomes • Pupil outcome / progress data • Attendance analysis • Participation records • Pupil voice • Parent feedback • Staff feedback • External professional advice • Governor monitoring	• Termly through leadership monitoring • Termly through governor scrutiny (SCC) • Annually through publication of an updated Inclusion Strategy Statement

Success Indicators by 2029	RAG Rating / Review
• Inclusion embedded as a whole-school responsibility. • Strong adaptive teaching evident in every classroom, in every lesson. • Improved attendance and belonging for vulnerable pupils. • Reduced need for reactive interventions. • High parental confidence in school support. • Increased participation in wider school life. • Accessible and inclusive learning environments. • SEND pupils achieving and thriving alongside their peers.	

Governing Body Approval Statement

The Governing Body of Trefonen CE Primary School recognises inclusion as a core strategic responsibility and commits to monitoring the implementation and impact of this Inclusion Strategy annually, ensuring alignment with our Christian vision, school values and the Department for Education's seven principles of inclusion.

This version is written in the style and structure expected by the 2026 DfE Inclusion Strategy Statement guidance while being fully contextualised for our small rural Church of England primary school.

Agreed by Governing Body on: 26/11/26

Signed by Chair of Governors: Malcolm Kirk