THE FEDERATION OF TROSNANT SCHOOLS

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FEDERATION OF TROSNANT SCHOOLS

Inclusion Strategy 2026–2029 - Inclusive Mainstream Fund (IMF) Strategy

This statement details the Federation's approach to delivering inclusive practice for all children, including those with SEND, through the effective use of core school funding, notional SEN funding and the Inclusive Mainstream Fund (IMF). The strategy sets out how the Federation will strengthen inclusive mainstream provision, improve outcomes for pupils with additional needs and ensure that barriers to learning and participation are reduced across all phases of education.

Strategy Overview

Detail	Information
Schools covered	Trosnant Infant School and Trosnant Junior School
Academic Years Covered	2026–2029
Date Published	September 2026
Annual Review Cycle	July each year
Full Strategy Review	July 2029
Authorised By	Executive Headteacher and Governing Board
Federation Inclusion Lead	SENDCo / Inclusion Leadership Team

Statement of Intent

The Federation of Trosnant Schools is committed to ensuring every child feels safe, valued, respected and able to achieve their full potential regardless of background, need or starting point. Inclusion is a shared responsibility and is embedded across leadership, curriculum design, teaching, pastoral systems and wider school life.

The Federation includes Trosnant Infant School, Trosnant Junior School, an on-site Nursery and a specialist SEMH Resource Provision. The expertise within the Federation enables children with a wide range of needs to access ambitious learning opportunities alongside their peers wherever possible.

Our approach reflects DfE expectations that pupils should receive support at the earliest opportunity and that schools should build capacity to meet commonly occurring and predictable needs through strong universal provision rather than relying solely upon diagnosis or statutory processes.

Over the next three years the Federation will:

- Strengthen adaptive teaching and inclusive classroom practice.
- Improve early identification and graduated response systems.
- Develop a shared SEND outcomes framework across both schools.
- Build staff expertise in SEND, SEMH and neurodiversity.
- Improve attendance, engagement and belonging.
- Strengthen communication and language provision.
- Ensure that inclusion is embedded within curriculum design and school improvement planning.

Inclusion and Achievement

The Federation believes that inclusion and achievement are inseparable. While ensuring that pupils feel safe, valued and supported, leaders maintain high expectations for all pupils, including those with SEND and disadvantage.

Inclusive practice will be evaluated not only through provision, participation and wellbeing, but also through the impact it has on pupils' attainment, progress and readiness for the next stage of education.

The Federation's Inclusion Strategy therefore supports the Federation Improvement Plan priorities relating to reading, writing, mathematics, attendance and strong foundations in Early Years.

All pupils, regardless of need or starting point, will be supported to access an ambitious curriculum and achieve their best outcomes

Three-Year Strategic Priorities

Year	Strategic Purpose
2026–2027	Strengthen consistency, systems and the existing foundations for inclusion
2027–2028	Embed and deepen inclusive practice across the Federation
2028–2029	Sustain, evaluate and demonstrate long-term impact

These priorities align with the Federation's wider ambition to ensure inclusion is embedded within teaching, learning, leadership and curriculum development.

Barriers to Learning and Participation

The Federation serves communities with:

- High levels of disadvantage.
- Higher than average levels of SEND.
- Significant SEMH need.
- A specialist SEMH Resource Provision.
- Increasing communication and language needs.

Leaders recognise that these factors can impact attendance, engagement and attainment. The Inclusion Strategy therefore seeks to reduce barriers while simultaneously improving achievement and curriculum outcomes.

This reflects the Federation's vision that everyone will achieve their best.

Federation data, provision reviews, professional observations and pupil needs analysis have identified the following key barriers to learning and participation.

No.	Detail of Barrier
1	Increasing complexity of SEMH needs including emotional regulation, anxiety and wellbeing concerns.
2	Speech, language and communication needs affecting access to learning and social interaction.
3	Attendance and engagement challenges for a minority of vulnerable pupils.
4	Delays in specialist assessment pathways requiring effective support prior to diagnosis.
5	Literacy, vocabulary and language gaps impacting curriculum access.
6	Sensory processing and regulation needs requiring environmental adaptations and resources.
7	The continuing need to develop staff expertise in SEND, neurodiversity, adaptive teaching and inclusive practice.

Inclusive Mainstream Fund Allocation 2026–2027

School	IMF Allocation
Trosnant Infant School	£9,470
Trosnant Junior School	£12,782
Federation Total	**£22,252**

The Federation will utilise IMF funding alongside core and notional SEN funding to strengthen mainstream provision and improve outcomes for pupils with additional needs and SEND. IMF funding supplements existing provision and is not used as a replacement for statutory or core school funding.

Activity in Academic Year 2026–2027

The activities below represent the Federation's planned deployment of the 2026–2027 Inclusive Mainstream Fund allocation.

Description of Activity (including barriers addressed)	Activity Type	IMF Allocation
Development of a Federation SEND Outcomes Framework, linked directly to reading, writing, mathematics, communication, attendance, behaviour, personal development and curriculum progression. The framework will ensure that SEND outcomes are measured from individual starting points whilst maintaining ambition for age-related expectations wherever appropriate. The framework will provide leaders and governors with clear evidence of both provision impact and pupil achievement. Develop assessment systems and graduated response processes to strengthen early identification and provision planning. (Barriers 4, 5, 7)	Universal	£5,200
Curriculum-led SEND provision development, adaptive teaching implementation and SEND review processes across both schools. (Barriers 4, 5, 7)	Universal	£6,000
SEND coaching programme, neurodiversity awareness training and professional development for teachers and support staff. (Barriers 1, 2, 7)	Universal	£5,552
Communication, sensory and SEMH resources to strengthen participation, regulation, engagement and access to learning. (Barriers 1, 2, 3, 6)	Universal and Targeted	£5,500
Total IMF Allocation		**£22,252**

These activities complement wider Federation investment in Family Support Workers, ELSAs, Thrive-informed practice, SEMH provision, Speech and Language Therapy, Educational Psychology support, Forest School and specialist Resource Provision staffing.

Year 2 Priorities (2027–2028)

Embed and Deepen Inclusive Practice

The Federation will focus on:

- Embedding adaptive teaching practices within all classrooms.
- Coaching staff to improve consistency of inclusive practice.
- Strengthening curriculum accessibility and participation.
- Developing communication-friendly classrooms.
- Improving attendance and engagement for vulnerable learners.
- Embedding the SEND Outcomes Framework across all phases.

Indicative IMF Priorities

Area	Approximate Allocation
Adaptive Teaching and Coaching	45%
SEND Outcomes Framework Development	30%
Curriculum and Inclusion Training	25%

Year 3 Priorities (2028–2029)

Sustain and Demonstrate Impact

The Federation will focus on:

- Evaluating long-term outcomes and progress.
- Sustaining effective inclusive practice.
- Building leadership capacity and SEND expertise.
- Demonstrating impact through pupil outcomes, participation and attendance measures.
- Ensuring inclusive approaches are fully embedded within Federation systems and practice.

Indicative IMF Priorities

Area	Approximate Allocation
Sustaining Adaptive Teaching	40%
Evaluating SEND Outcomes and Impact	35%
Leadership Capacity and Expertise	25%

Reading, Oracy and Communication

The Federation recognises that communication, language and literacy underpin success across the curriculum.

Inclusion funding and SEND development work will support the Federation Reading and Oracy Strategy through:

- Early identification of speech, language and communication needs.
- Vocabulary development.
- Communication-friendly classrooms.
- Reading fluency support.
- Communication interventions.
- Adaptive teaching approaches that improve curriculum access.
- Increased opportunities for meaningful talk and pupil participation.

Particular focus will be given to reducing literacy and language barriers which limit access to learning.

Early Identification and Early Years

The Federation recognises that the greatest impact is achieved when barriers are identified and addressed early.

Work will therefore include:

- Transition planning from Nursery to Reception.
- Early language screening.
- Communication and interaction support.
- Early assessment of emerging SEND needs.
- Enhanced transition arrangements from Reception to Year 1.
- Early intervention for vulnerable pupils.
- Close collaboration with families and external agencies.

This work directly supports the Federation priority of establishing strong foundations in Early Years.

Intended Outcomes by July 2029

Intended Outcome	Success Criteria
Improved participation and belonging	Pupil voice demonstrates increased feelings of belonging and participation.
Improved attendance	Attendance for identified vulnerable pupils improves over the three-year period.
Enhanced adaptive teaching	Monitoring demonstrates consistent inclusive practice across both schools.
Stronger communication outcomes	Pupils demonstrate improved communication skills and curriculum access.
Earlier identification of needs	Intervention and support are implemented more rapidly through graduated response systems.
Increased parental confidence	Parent feedback demonstrates confidence in the school's inclusive approach.
Enhanced staff expertise	Staff confidence and competence in inclusive practice continue to improve.
Stronger mainstream inclusion	Reduced reliance on escalation to statutory processes where needs can be met through effective universal provision.
Improved SEND Achievement	SEND pupils demonstrate improved attainment in reading, writing and mathematics. Internal progress measures show strong progress from individual starting points. Curriculum gaps between SEND and non-SEND pupils reduce over time. Increasing numbers of SEND pupils achieve age-related expectations where appropriate.
Improved Reading and Communication	Pupils identified with communication needs make measurable improvements in communication and language. Reading fluency and curriculum vocabulary improve. Teachers report increased independence and engagement in learning.
Successful Transition	Reception and Year 1 transition is effective for vulnerable pupils. Year 6 pupils move successfully to secondary education with appropriate support and information-sharing processes in place.

Review of the Previous Academic Year

This strategy represents the Federation's first formal Inclusion Strategy under the Inclusive Mainstream Fund framework. Analysis of SEND, attendance, SEMH and inclusion information identified priorities including strengthening universal provision, enhancing communication support, improving attendance and belonging, developing staff expertise and ensuring earlier intervention for pupils with emerging needs. These priorities have informed the strategic actions identified within this plan.

Governance, Monitoring and Accountability

Key Inclusion Performance Indicators

Governors will receive termly reports relating to:

Measure	Monitoring Indicator
SEND attainment	Reading, Writing, Mathematics
SEND progress	Progress from starting points
Attendance	Overall and persistent absence
Behaviour	Suspensions, exclusions and incidents
Participation	Clubs, trips and enrichment
Parent confidence	Parent surveys
Pupil voice	Belonging and engagement
EHCP outcomes	Annual review effectiveness
Transition	Reception-Year 1 and Year 6-Year 7
Staff expertise	SEND CPD and confidence measures

Further Information

This strategy should be read alongside the Federation SEND Policy, SEND Information Report, Accessibility Plan 2025–2028, Equality Objectives, Behaviour Policy, Attendance Policy and School Development Priorities. The strategy forms part of the Federation's wider commitment to inclusive, ambitious and curriculum-led education for all pupils.

Federation Assurance Statement

The Federation of Trosnant Schools uses its Inclusive Mainstream Fund allocation to strengthen mainstream inclusion, improve universal provision and develop long-term capacity to meet the needs of pupils with SEND. IMF funding is used strategically alongside core and notional SEN funding to ensure that all pupils can access an ambitious curriculum, participate fully in school life and achieve their full potential.