

Benchill Primary School Inclusion Strategy 2026 to 2027

Academic year 2026 to 2027

This strategy sets out how Benchill Primary School will identify and remove barriers to learning and participation for pupils with additional needs and SEND. It describes our whole-school approach and how the £28,000 inclusive mainstream funding allocation supports speech and language provision in 2026–27.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Steven Rooney (Headteacher) Rachel Rosewell (Chair of Governors)

Statement of intent

Our aim is for every child to belong, communicate, participate and make progress in a safe and ambitious school community. We will identify needs early, listen to children and families, and adapt teaching and the environment so that pupils can access learning alongside their peers wherever appropriate. Our values of Conquering Challenges, Succeeding Together and Celebrating Difference guide this work.

- Speech, language and communication are a priority because difficulties with understanding, expressing ideas and social interaction can affect access to the curriculum, friendships, behaviour and independence. We will use Speech Leap for two days each week: one day focused on pupils in the Treetops

SEND unit and one day focused on pupils in mainstream classes. The service will combine assessment, direct work, advice to staff and families, and support for communication-rich teaching.

- Teachers retain responsibility for planning and assessing learning. The SENDCo and unit leaders will coordinate referrals, agree priorities with Speech Leap and ensure recommendations are included in individual learning plans, EHCP provision and classroom practice. Staff will use visual supports, adapted language, structured opportunities to communicate and suitable alternative or augmentative communication approaches when indicated by assessment. Teaching assistants and teachers will receive modelling and coaching so that communication strategies are used throughout the week, beyond the therapist's visits.
- We will work with pupils and parents to agree meaningful communication goals, share practical strategies for home and school, and review progress together. We will monitor access, participation, wellbeing, attendance and progress as well as the completion of therapy activities. Provision will be adjusted when evidence shows that a pupil needs a different approach or further specialist assessment.
- This strategy brings together the school's planned SEND and inclusion priorities for 2026–27. Pupil and family views will inform individual plans and review meetings during the year; we will record what they tell us and how provision changes in response.

Barriers to learning and participation

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Speech and language needs in mainstream classes can make it difficult for pupils to understand instructions, express ideas, develop vocabulary and access reading and writing. Needs may be identified at different points in schooling.
2	Pupils in the Treetops SEND unit have varied and sometimes complex communication profiles, including pupils who use limited or no spoken language. They need individually adapted communication approaches that are used consistently across activities and settings.
3	Without staff training, modelling and regular review, specialist recommendations may not become consistent daily practice. Families also need clear, usable advice to support communication beyond school.

Activity in this academic year

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Speech Leap speech and language service: two days per week across the school year, subject to the agreed service schedule. One day supports Treetops pupils through assessment, individual communication targets, direct or group intervention as appropriate, advice on communication systems, and modelling for unit staff (barriers 2 and 3). One day supports mainstream pupils through screening or assessment, prioritised interventions, classroom observation and recommendations, staff training and coaching, and advice for families (barriers 1 and 3). The SENDCo will coordinate referrals, monitor delivery and embed recommendations in pupil plans.	Targeted specialist provision and universal staff development	£27,035 inclusive mainstream funding allocation

Intended outcomes

Intended outcome	Success criteria
Pupils with identified communication needs make progress against meaningful individual goals.	Speech Leap and school staff establish a baseline and agreed goals after assessment. Progress is reviewed at least termly using the same measure or evidence source, including observation, work samples and pupil or family feedback. The review records goals met, partially met or revised and the next action.

Communication strategies are embedded in teaching across mainstream and Treetops.	Staff receiving advice or training can explain and demonstrate agreed strategies. The SENDCo samples plans, learning walks and pupil reviews termly to check that visual supports, vocabulary teaching and any recommended communication systems are used consistently; findings lead to coaching or adjustments.
Pupils have better access to learning and participation.	Termly reviews consider whether pupils can understand classroom routines, contribute to lessons, communicate choices or needs, and interact with peers, using starting points appropriate to each child. Pupil and parent views inform any changes.
Referrals, therapy input and follow-up are coordinated and equitable.	The SENDCo maintains a confidential record of referrals, assessment, therapy or consultation, staff and family advice, actions and review dates for each strand. Termly monitoring checks waiting times, the balance of direct work and capacity building, and whether priority pupils receive timely support.

Review of the previous academic year