

Inclusion strategy — actions and impact of IMF allocation (published 2026–27)

Hanging Heaton CE (VC) J & I School — Inclusive Mainstream Fund allocation £6,000

Action	What this looks like in school (implementation)	Expected impact / success measures	Evidence to collect	Lead
TA trained in ELKAN to lead early language development	A TA receives accredited ELKAN training and delivers short-cycle, small-group language work in Reception/KS1; TA also models language-rich strategies for staff and shares targets to shape classroom talk and storytime across the school.	Increased proportion of targeted Reception/KS1 pupils meeting age-related language targets at end of programme; whole-school classroom talk and vocabulary-rich practice evident.	Baseline ELKAN language screen; exit checks; teacher notes showing classroom adaptations; pupil case studies.	SENCo / trained TA
Targeted phonics / reading fluency groups (KS1 / early KS2)	Short, intensive small-group run by TAs under teacher direction/	Majority of pupils in blocks show accelerated fluency (improvement on 2–4 probe checks over a 10-week block).	Baseline and interim fluency probes; phonics trackers; reading records.	Teachers / ETAs / SENCo
Universal classroom adjustments (visual supports, scaffolds)	Consistent visuals/timetables used across classes; lesson planning shows scaffolds and differentiation.	Improved lesson access for pupils with communication needs; teachers report increased confidence using adjustments.	Lesson plans; learning walks; staff confidence surveys; examples of adapted work.	SENCo / Headteacher

Outdoor zones for inclusive play and social skills	Playground organised into named zones with visual prompts and simple routines; activities linked to social-skill goals.	Reduction in playtime incidents for targeted pupils; more sustained, positive peer interactions; improved social skills.	Playtime incident logs (baseline vs follow-up); pupil voice; midday supervisor feedback.	Headteacher / Deputy Headteacher / Lunchtime supervisors
Lunchtime sports coach to run inclusive games	Sports coach organises structured, inclusive games and small-group activities; midday staff given scripts to reinforce approaches.	Increased participation in lunchtime activities among targeted pupils; improved turn-taking, cooperation and engagement at unstructured times.	Session registers; participation rates; observations; pupil/MDAs feedback.	Sports coach / Lunchtime supervisor
Parental engagement (workshops, translated takeaways, home activity packs)	Short workshops on early language and reading; translated materials and simple home activities distributed.	Increased parent use of home-learning strategies; stronger home-school partnership supporting language and reading.	Workshop attendance; translated materials issued; parent feedback; uptake of home activities.	SENCo / Headteacher / ELKLAN TA