Inclusion Strategy – Weston 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).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27 2027/28 2028/29
Date this statement was published	10th November 2026
Date on which it will be reviewed	10th November 2027
Statement authorised by	HL Pitt

Statement of intent

At Weston Primary School, our ambition is that every pupil is known, valued, safe and able to participate fully in school life. We want all pupils, including pupils with SEND, disadvantaged pupils, young carers, pupils with communication and interaction needs, and pupils

experiencing social, emotional or mental health difficulties, to enjoy school, attend regularly, achieve well and develop the confidence, resilience and independence to succeed.

Our approach reflects our vision of **Working ~ Enjoying ~ Succeeding ~ Together** and our values of respect, responsibility and resilience. We will maintain high expectations for all pupils while recognising that some pupils require reasonable adjustments, additional support or carefully planned intervention to access the same ambitious curriculum and wider opportunities as their peers. This is particularly important in a one-form-entry mainstream school with 26.3% of pupils identified as having SEN, 3.5% with an EHCP and a growing number of pupils presenting with increasingly complex communication, interaction, sensory, attention, regulation and SEMH needs.

This strategy focuses on a small number of high-impact activities rather than a large menu of provision. It strengthens the universal offer first: high-quality adaptive teaching, a consistent approach to communication and regulation, inclusive curriculum and enrichment, and a culture in which attendance, belonging and participation are prioritised. Targeted support will be provided where the universal offer alone cannot meet an individual pupil's needs.

The strategy addresses all seven DfE principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

The strategy supports Weston's school improvement priorities, including retrieval and long-term memory, quality-first teaching, effective intervention, behaviour and culture, attendance, early years curriculum development, subject leadership and pupil participation. It also responds to the previous inspection findings about attendance for some pupils, including pupils with SEND, and

the need to finalise the EYFS curriculum. Future evaluation will consider the 2025 inspection areas of safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and well-being, early years, post-16 provision where applicable, and leadership and governance.

The strategy has been shaped by the school's current assessment information, pupil, staff and parent voice priorities, attendance and behaviour monitoring, school improvement planning and the identified barriers to learning and participation. It will be reviewed with pupils, families, staff, governors and relevant local partners so that provision remains responsive to lived experience and changing need.

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.

	Detail of barrier to learning
1	**Increasing complexity of need.** A growing number of pupils present with communication and interaction, autism spectrum condition, social, emotional and mental health, attention and self-regulation needs, sometimes without a formal diagnosis or EHCP. Speech, language and communication difficulties may affect pupils' ability to understand whole-class teaching, follow instructions, express ideas, demonstrate learning and develop relationships. Social communication differences may affect pupils' interpretation of language, social expectations and peer interaction. Some pupils also experience sensory or environmental needs and may require adaptations to noise, lighting, movement, seating, transitions, access to calm spaces and opportunities to regulate before they are ready to learn.
2	**Access to specialist services and the capacity of mainstream provision.** Waiting times and limited capacity in Educational Psychology, Speech and Language Therapy, occupational therapy and specialist advisory services can delay assessment,

	advice and intervention. As a one-form-entry mainstream school, Weston must balance increasingly diverse and complex individual needs with available staffing, space, intervention time and deployment. This creates a need for strong in-school expertise, early identification, clear graduated support and effective use of specialist advice when it becomes available.
3	**EHCP thresholds and funding pressures.** Requests for statutory assessment and additional funding may require evidence of a sustained graduated approach over time. During assessment and decision-making, the school may need to meet needs from its core budget, including the notional SEN budget, while maintaining an ambitious curriculum for all pupils. This can place pressure on staffing, specialist resources, intervention time and leadership capacity, particularly where a pupil's needs are complex or overlapping.
4	**Staff capacity and expertise.** Staff support pupils with increasingly complex needs alongside the wider needs of the class. Continued professional development, coaching, modelling and access to practical guidance are required so that all adults can confidently adapt teaching, communication, routines, environments and responses. Consistency is particularly important across classrooms, transitions, playtimes, lunchtimes and other less structured parts of the day.
5	**Emotional regulation and SEMH.** Some pupils experience difficulties with emotional regulation, relationships, attention, behaviour, anxiety and readiness to learn. These needs can affect participation, engagement, peer relationships, behaviour and attendance. Emotional distress may also make transitions, unstructured times, separation from family, challenging learning or changes in routine more difficult. Without early support, pupils may lose learning time, become less confident and find it harder to attend regularly.

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."

The school will apply the following definitions:

- **Universal offer:** "Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive."
- **Targeted support:** "For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive."

The activities below reflect the DfE steer to focus on implementing fewer approaches well, ensuring that inclusive practice is embedded with impact, consistency and quality in mind.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
1. Embed a consistent whole-school adaptive teaching and communication approach. Weston will strengthen quality-first teaching from EYFS to Year 6 through staff training, coaching, modelling and subject-leader review. This will include clear explanations, explicit vocabulary teaching, visual and verbal scaffolds, chunking of instructions, checks for understanding, structured talk, worked examples, guided practice, retrieval and carefully planned opportunities for pupils to rehearse and apply knowledge. Knowledge organisers and retrieval strategies will be designed so that pupils with language, attention, memory or processing needs can access the same ambitious curriculum. Teachers will use assessment information to identify gaps quickly	Universal	£3000

and adapt teaching without lowering expectations. This activity is supported by the **Special Educational Needs in Mainstream Schools (EEF guidance report)**, which identifies excellent teaching and adaptive approaches as central to supporting pupils with SEND in mainstream schools. It also supports the school's priorities for retrieval practice, Rosenshine's Principles, quality-first teaching, mathematics and writing. **Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2, 4.**		
2. Develop a whole-school regulation, wellbeing and participation framework. The school will embed a consistent, nurturing and ACES-informed approach to emotional wellbeing, regulation and behaviour. Staff will use shared language, predictable routines, co-regulation strategies, emotion coaching, planned movement and sensory breaks, visual timetables, transition preparation and calm spaces. The approach will be integrated with the behaviour policy, Track It Lights, the school's values and code of conduct, and the half-termly reset days. It will be applied positively and restoratively, recognising that behaviour may communicate an unmet need while maintaining clear boundaries and high expectations. Staff will review incidents and patterns to identify environmental, relational, curricular or timing factors that can be changed. **Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 1, 4, 5.**	Universal	£20,000
3. Establish a graduated response and targeted inclusion cycles. For pupils whose needs cannot be met through the universal offer alone, the SENCO and class teacher will coordinate a structured cycle of assess, plan, do and review. This will include pupil and family voice, baseline information, clearly identified outcomes, time-limited provision, pre- and post-learning assessment, review of attendance and engagement, and prompt adjustment where an approach is not working. Targeted provision may include individual communication support, speech and language-informed programmes, precision teaching, targeted literacy or mathematics intervention, mentoring, regulation plans, supported transitions and carefully planned support at playtime and lunchtime. Staff will record the impact of provision in a workload-conscious way and use evidence to inform referrals, specialist advice and any request for statutory assessment. The school will use evidence and professional advice rather than waiting for a formal diagnosis before responding to an identified need. This activity draws on the EEF's **Special Educational Needs in Mainstream Schools guidance** and its emphasis on a graduated approach, evidence-	Universal	£15,000

informed intervention and effective deployment of support. Implementation will be managed in line with the **EEF Guide to implementation** so that new approaches are introduced consistently and reviewed for impact. **Principle: evidence-based support prioritising early intervention. Barriers addressed: 1, 2, 3, 4, 5.**		
4. Improve inclusive attendance and re-engagement. Weston will strengthen its attendance approach for all pupils, with particular attention to pupils with SEND, pupils experiencing SEMH barriers, young carers, disadvantaged pupils and pupils whose attendance is beginning to decline. Leaders will analyse attendance weekly and half-termly by individual pupil, year group and relevant cohort; identify emerging patterns early; listen to pupils and families about the reasons for absence; and agree practical support and reasonable adjustments. Support may include a named trusted adult, a morning arrival plan, transition support, reduced sensory demands at key points, a phased reintegration where appropriate, learning-gap support after absence and coordinated work with the local authority or other services. Attendance communication will remain relational, clear and non-stigmatising, with statutory escalation used only where appropriate and following support. This reflects the **Attendance toolkit for schools (DfE)** and the DfE expectation that schools identify barriers, work with pupils and families, intervene early and provide targeted support. **Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 1, 3, 5.**	Universal	£5000
5. Make enrichment, playtimes, leadership and the physical environment accessible to all. The school will review clubs, trips, visits, playtimes, lunchtimes and pupil leadership opportunities so that pupils with SEND and disadvantaged pupils can participate meaningfully. This will include advance preparation, accessible information, reasonable adjustments, supported peer interaction, structured play options, quiet or lower-stimulation choices, equipment that promotes cooperation and physical activity, and adult facilitation where needed. Pupil leadership will be broadened beyond the school council to include roles such as house, sports, play, wellbeing and community ambassadors, with access actively promoted to pupils who may not otherwise volunteer. EYFS indoor and outdoor provision will be reviewed for communication, independence, sensory access, safety, exploration and challenge, while the EYFS curriculum is finalised across all areas of learning. The school will draw on practical communication resources from the **Resource library for educators (Speech and Language UK)** and inclusion	Universal	£1000

examples from Inclusion in Practice case studies. **Principle: enriching provision beyond the classroom that all children can access. Barriers addressed: 1, 2, 4, 5.**		

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
Pupils with additional needs and SEND access an ambitious, well-sequenced curriculum and retain more knowledge over time.	Assessment and pupil-progress information show improved progress from starting points for pupils with SEND and other identified barriers. Work scrutiny, lesson visits and learning walks show consistent use of adaptive teaching, explicit vocabulary, retrieval, scaffolding and high expectations. Knowledge organisers and retrieval activities are used across subjects, with adjustments made where pupils need alternative ways to access or demonstrate learning. Pupil voice shows that pupils understand what they are learning and can recall important prior knowledge.
Communication and interaction barriers are identified and addressed earlier.	Class teachers and the SENCO maintain timely assess-plan-do-review cycles. Staff can identify communication, language, social interaction and processing needs and implement agreed strategies without waiting for a formal diagnosis. Targeted support has measurable outcomes, including improved following of instructions, vocabulary, expressive language, interaction, confidence and independence. Referrals and specialist advice are tracked, and provision continues appropriately while pupils are waiting for external services.
Pupils are better able to regulate, participate and behave positively.	Behaviour records and Track It Lights information show a sustained positive pattern, with the school's existing ambition of at least 95% positive behaviour used as a monitoring reference. Learning walks show consistent routines, regulation strategies, positive relationships and application of the school values and code of conduct. Pupil voice shows that pupils feel safe,

	respected and able to seek help. There is a reduction in repeated incidents, lost learning time and avoidable internal exclusion or removal from learning.
Attendance improves for pupils experiencing SEND, SEMH, disadvantage or other barriers.	Whole-school attendance improves and the proportion of pupils who are persistently absent reduces. Attendance is analysed by SEND, EHCP, disadvantage, young-carer and other relevant groups, with gaps reviewed termly by leaders and governors. Pupils identified as at risk receive an early attendance conversation and support plan. Attendance support plans record pupil and family voice, agreed actions, review dates and adjustments. Pupils returning after absence receive appropriate support to rebuild confidence, close learning gaps and participate fully.
Targeted provision is timely, purposeful and demonstrably effective.	Every targeted intervention has a clear starting point, intended outcome, delivery record and review date. Teachers use pre- and post-learning information to determine whether support is improving attainment, progress, engagement, communication, independence or wellbeing. Interventions that are not effective are adapted, replaced or stopped. Pupil and family views are included in reviews, and evidence is available to inform specialist referrals or statutory assessment requests where appropriate.
All pupils participate in enrichment, playtimes, leadership and wider school life.	Environment audits and learning walks identify and address barriers relating to noise, movement, lighting, seating, signage, transitions, outdoor provision, changing facilities and calm spaces. EYFS indoor and outdoor provision reflects the finalised curriculum, children's interests and communication needs. Pupils report that classrooms, playtimes, lunchtimes and transitions feel safe and manageable. Staff report increased confidence in making reasonable adjustments and using consistent inclusive routines.
Families and wider services work in partnership with the school.	Parents and carers report that they know who to contact, understand their child's support and are involved in reviewing outcomes. Parent workshops, curriculum events and communication opportunities are monitored for attendance and accessibility. Concerns are responded to promptly and constructively. Family feedback demonstrates increased confidence in the school's inclusive offer and in the way support is coordinated while specialist services are being accessed.

Staff confidence, consistency and accountability improve.	CPD, coaching and professional dialogue are recorded and evaluated through staff voice, learning walks and review of pupil outcomes. Teachers and teaching assistants can explain the adaptations and strategies used for pupils in their classes. Subject leaders include inclusion within monitoring and Trello records. Governors receive regular, concise reports and can challenge leaders about attendance, attainment, progress, participation, wellbeing, behaviour, resource use and the impact of the strategy.
Weston uses its core budget and IMF allocation transparently and sustainably.	All IMF-funded activity is mapped to one of the seven principles of inclusion and classified as universal or targeted. Spending decisions are recorded against the activity descriptions and reviewed alongside impact evidence. Leaders consider cost, staffing, workload, participation, attainment, progress and wellbeing when evaluating activities. Approaches that demonstrate limited impact are adapted or discontinued, allowing the school to continue doing fewer things well.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*