Inclusion Strategy – Wardley CE Primary School

This statement details Wardley CE Primary School's approach to inclusive practice for all pupils, including those with SEND, funded through the 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	2026–2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Kelly

Statement of intent

At Wardley CE Primary School, inclusion means that every pupil is known, valued and able to participate fully in school life. Our strategy reflects the school's Christian vision and the Wardley Way, with high expectations for pupils with SEND and other additional needs. We will identify need early, remove barriers through high-quality adaptive teaching, use the graduated approach consistently and work in partnership with pupils, families and external professionals. The seven principles of inclusion are reflected through strong leadership, early identification, inclusive universal provision, timely targeted support, co-production with families, effective multi-agency working and rigorous evaluation of impact. Our priorities align with the 2026–27 SIP: strengthening SEND provision, closing knowledge gaps, improving attendance for pupils with barriers, developing communication and interaction, supporting regulation and wellbeing, and ensuring equitable access to enrichment.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	High and increasingly complex SEND need: 22.6% of pupils receive SEN Support and 2.3% have an EHCP, requiring consistently strong adaptive teaching and APDR practice.
2	Communication and interaction needs, including speech and language, ASD and EAL, can limit access to vocabulary-rich teaching and independent participation.
3	SEMH, anxiety and dysregulation affect engagement, relationships and readiness to learn for a small but significant group of pupils.
4	Attendance and barriers to education, including persistent absence and reduced/build-up timetables for some vulnerable pupils, can interrupt learning and belonging.
5	Disadvantaged pupils, pupils with SEND and children known to social care may face practical, financial or SEND-related barriers to wider enrichment and participation.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

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.

Description of activity ***(noting evidence and barrier numbers addressed)***	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** ***(this should account for spend from IMF and core budget allocations)***
Ambitious leadership and governance: Embed SEND and inclusion within strategic leadership and governor oversight. Use Insight as the central platform for monitoring and assessment, including analysis of progress, attendance and participation, Provision Mapping and IEP review. Provide protected SENDCo leadership time and termly impact reporting. (Barriers 1–5)	Universal	£1,000
Evidence-based support: Strengthen the graduated response through robust Assess–Plan–Do–Review cycles, measurable IEP outcomes and evaluated interventions. Provide evidence-informed targeted support for communication and interaction, SEMH, anxiety and dysregulation, adapting or stopping provision according to impact. (Barriers 1–4)	Universal + targeted	£1,500
High-quality teaching with curriculum designed for all learners: Develop staff expertise in adaptive teaching, communication and interaction, vocabulary/oracy, regulation and translating specialist advice into everyday classroom practice. Use Insight assessment information to identify gaps promptly and monitor the progress of pupils with SEND and additional needs. (Barriers 1–3)	Universal	£2,000
Accessible and enriching provision beyond the classroom: Remove financial, practical and SEND-related barriers to clubs, trips, visitors, residentials, sport, music and the wider Wardley Enrichment Offer. Track participation so under-represented groups can be identified and supported. (Barriers 1, 5)	Universal + targeted	£1,000
A safe and respectful culture fostering belonging and attendance: Embed relational practice, Emotion Coaching, Zones of Regulation, check-ins and reasonable adjustments. Provide bespoke attendance, EBSA and reintegration support, including soft starts and time-limited plans for pupils on reduced/build-up timetables. (Barriers 3, 4)	Universal + targeted	£1,500
Strong partnerships with families and wider services: Strengthen co-production with parents and pupils through IEP/APDR reviews and regular voice. Support effective multi-agency working with SALT, Educational Psychology, Primary Inclusion Team, health, Early Help, EWO and other specialist services, ensuring advice is translated into practical provision. (Barriers 1–4)	Universal + targeted	£1,000
Inclusive environments with continued improvements to accessibility creating more supportive learning experiences: Audit and adapt classroom, sensory, physical and outdoor environments using an Enabling Environments approach. Invest in reasonable adjustments, visual supports, regulation resources and accessibility improvements so pupils can participate independently and successfully. (Barriers 1–3, 5)	Universal + targeted	£2,000

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
SEND provision is consistently high quality and impact-led.	100% of pupils on SEN Support have current measurable APDR documentation reflected in classroom practice; intervention reviews show measurable impact or timely adaptation.
Pupils with additional needs access learning successfully and make strong progress.	Monitoring shows staff confidently use agreed adaptations; no significant group is disproportionately represented among pupils not meeting curriculum expectations; SEND pupils access the full curriculum.
Communication, regulation and wellbeing needs are identified and supported early.	Pupil/parent voice shows pupils feel safe, known and able to access help; targeted communication/wellbeing interventions demonstrate positive entry-to-exit change.
Attendance and participation improve for pupils facing barriers.	Whole-school attendance is at least 95%; target pupils improve from individual baselines; every reduced timetable has a time-limited reintegration plan; enrichment participation gaps are identified and reduced.

Review of the previous academic year

This is the first year of this Inclusion Strategy in its current IMF format. Impact will be reviewed termly through the SIP cycle using APDR and provision-map audits, attendance and progress analysis, learning walks, intervention outcomes, and pupil/parent voice. The July 2027 review will evaluate engagement, participation, attendance, belonging and attainment and will inform the 2027–28 strategy.

Further information (optional)

The £10,000 budget above is the planned inclusion allocation for 2026–27 and will be used alongside the school's wider core and notional SEN funding. Spending will be adjusted within the total envelope where monitoring demonstrates greater need or stronger impact.