

Inclusion Strategy

Inclusion Strategy – West Street Community 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- 2027
Date this statement was published	18 th September 2026
Date on which it will be reviewed	18 th September 2027
Statement authorised by	Jack Thompson (Headteacher)

Statement of intent

At West Street Community Primary School, we believe that every child belongs, every child matters, and every child can succeed. Our vision is to create a school where all pupils feel valued, respected, safe and able to achieve their full potential, regardless of their starting points, needs or barriers to learning. We are committed to ensuring that children with additional needs and SEND receive the right support at the right time so that they can thrive academically, socially and emotionally. This commitment reflects our whole-school approach to inclusion and accessibility.

Our inclusion strategy is designed to remove barriers to learning, promote equality of opportunity and ensure that all children can fully participate in every aspect of school life. We recognise that pupils have different strengths, experiences and needs, and we work closely with families, staff and external professionals to provide support that is tailored to the individual child. Our aim is to develop confident, independent learners who feel a strong sense of belonging within our school community.

The seven principles of inclusion underpin everything we do:

- **All children are valued and welcomed** as members of our school community.
- **High aspirations and expectations** are held for every child.
- **Early identification and support** ensure needs are recognised and addressed as soon as possible.
- **Participation and belonging** enable all pupils to engage in learning and wider school life.
- **Strong relationships** support wellbeing, confidence and achievement.
- **Collaboration with families and professionals** ensures a joined-up approach to meeting needs.
- **Continuous improvement** enables us to evaluate and strengthen our inclusive practice over time.

Inclusion is everyone's responsibility at West Street. Staff receive ongoing training and work together to adapt teaching, provide targeted interventions and create supportive learning environments. Leaders have strengthened systems for monitoring SEND provision, evaluating interventions and ensuring that recommendations from specialist professionals are implemented consistently. Weekly inclusion meetings support a coordinated approach to meeting pupils' needs and reviewing impact.

Partnership with parents and carers is central to our approach. We recognise that families know their children best and we actively involve them in planning, reviewing and evaluating support. We seek feedback from parents, pupils, staff and governors to help shape our provision and ensure that our inclusion strategy reflects the needs of our community. Our strong relationships with families, pastoral support and collaborative work with external agencies help us provide early help and effective support for children and their families.

By working together, we aim to ensure that every child at West Street feels included, is able to participate fully in school life, and leaves us prepared for the next stage of their education and future success. Every child deserves the opportunity to flourish, and we are committed to making that a reality for all.

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	Low starting points on entry to Nursery and Reception, particularly in communication, language, personal, social and emotional development.
2	A high proportion of pupils with speech, language and communication needs, which can impact learning, social interaction and confidence.
3	An increasing number of pupils presenting with complex SEND needs, requiring more personalised support and targeted interventions.
4	A growing prevalence of Autism Spectrum Disorder (ASD), including pupils with diagnosed needs and those awaiting assessment.
5	An increase in pupils with Attention Deficit Hyperactivity Disorder (ADHD) and associated needs relating to attention, regulation and executive functioning.
6	A significant number of pupils with Education, Health and Care Plans (EHCPs), requiring specialist provision and multi-agency support.
7	Rising levels of social, emotional and mental health (SEMH) needs, often linked to wider family and community challenges.
8	Delays in access to specialist services, assessments and support pathways.
9	A shortage of specialist school places, resulting in mainstream schools supporting pupils with increasingly complex needs for longer periods before specialist placements become available.
10	High levels of deprivation within the local community, which can impact attendance, readiness to learn, language development, wellbeing and access to wider opportunities.

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	Activity type	Total budgeted cost
Early identification of needs and timely intervention.	Targeted	£5000
High-quality inclusive teaching that adapts learning to meet individual needs.	Inclusive	
Strong partnerships with families, external agencies and specialist professionals.	Inclusive	
Enhanced support for communication, language and social interaction.	Targeted	£6000
Targeted provision for pupils with ASD, ADHD, SEMH and complex SEND needs.	Targeted	£1000
Regular monitoring and evaluation of provision to ensure positive outcomes for all pupils.	Inclusive	
Development of staff expertise through ongoing SEND and inclusion training.	Inclusive	£2000

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
All pupils feel safe, valued, respected and included within the school community.	Pupil voice indicates that children feel safe, happy and included.

	• Behaviour incidents linked to exclusion, isolation or discrimination reduce. • Positive relationships are consistently observed across the school. • Attendance rates for pupils with SEND improve and are in line with their individual circumstances.
Children with SEND and additional needs achieve their full potential academically, socially and emotionally.	• SEND pupils make good progress from their starting points. • Individual targets on SEND Support Plans and EHCPs are met or exceeded. • Pupils demonstrate increased confidence, independence and resilience. • Wider participation in enrichment activities increases.
Pupils receive timely identification of needs and appropriate support at the earliest opportunity.	• Concerns are identified and acted upon quickly. • Assessments and referrals are completed within agreed timescales. • Appropriate interventions are implemented promptly. • Parents report confidence in the school's responsiveness.
High-quality teaching is adapted effectively to meet the needs of all learners.	• Monitoring demonstrates effective adaptive teaching across classes. • Learning environments are inclusive and accessible. • Pupils with SEND access the full curriculum alongside their peers. • Gaps in attainment between SEND and non-SEND pupils reduce over time.
Communication, language and interaction skills improve, particularly for pupils with speech and language needs.	• Pupils show measurable progress against speech and language targets. • Increased confidence in speaking, listening and social interaction is observed. • Staff consistently implement speech and language strategies.

	• Early language intervention reduces barriers to learning.
Pupils with ASD, ADHD and other additional needs are able to access learning successfully and participate fully in school life.	• Reduced dysregulation and behaviour incidents. • Increased engagement in lessons and school activities. • Individual support strategies are embedded consistently. • Pupils report feeling understood and supported.
Attendance, engagement and participation improve for vulnerable pupils and those with SEND.	• Attendance figures improve for identified pupils. • Persistent absence rates reduce. • Increased participation in clubs, trips and leadership opportunities. • Families engage positively with support offered.
Social, emotional and mental health needs are identified early and supported effectively.	• Appropriate SEMH interventions are in place and reviewed regularly. • Pupil wellbeing surveys show positive outcomes. • Reductions in emotional-based school avoidance. • Increased readiness to learn and classroom engagement.
Outcomes and progress for pupils with SEND continue to improve and are ambitious in relation to their starting points.	• Assessment data demonstrates sustained progress. • Achievement gaps narrow over time. • Pupils are increasingly prepared for the next stage of education. • EHCP outcomes are achieved.
Families feel listened to, supported and actively involved in decision-making about their child's education.	• Positive parental feedback through surveys and meetings. • High attendance at review meetings and workshops. • Families contribute to decision-making and provision planning. • Improved communication between home and school.

Staff are confident, skilled and knowledgeable in meeting a wide range of SEND and inclusion needs.	• Staff training is completed and evaluated positively. • Staff demonstrate confidence in adapting provision. • Monitoring shows consistent implementation of inclusive practice. • Increased staff expertise in supporting ASD, ADHD, SEMH and communication needs.
External agencies work collaboratively with the school to provide coordinated and effective support.	• Timely engagement with specialist services. • Clear evidence of professional recommendations being implemented. • Improved outcomes resulting from multi-agency support. • Strong partnerships with health, social care and educational services.
Barriers to learning are reduced, enabling pupils to develop independence, resilience and confidence.	• Pupils demonstrate greater independence in learning. • Reduced reliance on adult support where appropriate. • Improved self-esteem and self-regulation. • Pupils can articulate their strengths, needs and aspirations.
Pupils are well prepared for the next stage of their education and future life opportunities.	• Effective transition arrangements are in place. • Pupils move successfully between key stages and settings. • Parents and receiving settings report smooth transitions. • Pupils demonstrate readiness for their next stage of learning.
An inclusive culture is embedded across the school, where diversity is celebrated and every child has a sense of belonging.	• Inclusion is evident in school policies, practice and decision making. • Diversity and difference are celebrated throughout the curriculum. • Staff, pupils and families consistently promote inclusive values.

	• All stakeholders can articulate the school's inclusive vision and ethos.
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