Inclusion Strategy – Waddingham 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

This statement sets out Waddingham Primary School's approach to delivering inclusive practice for all children, including children with special educational needs and disabilities, children who experience barriers to learning and participation, and children whose needs may emerge or escalate during the school year.

The strategy uses the Inclusive Mainstream Fund alongside the school's core budget, including the notional SEN budget, to strengthen the universal offer and develop early, evidence-informed targeted support. It should be read alongside the school's SEND Information Report, Accessibility Plan, Attendance Policy, Pupil Premium Strategy and Safeguarding arrangements.

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jenna Richards

Statement of intent

At Waddingham Primary School, we are committed to creating a fully inclusive environment where every child feels safe, valued and able to succeed. We believe that all children have the right to access a high-quality education that meets their individual needs and enables them to achieve their full potential. We maintain high expectations for every pupil and recognise that inclusion is not about children fitting into existing systems but about ensuring our systems, teaching and provision respond effectively to the diverse needs of our learners.

Through high-quality teaching, early identification of need, appropriate support and strong partnerships with families and external agencies, we strive to remove barriers to learning, participation and achievement. We recognise that pupils learn in different ways and may require varying levels of support to thrive academically, socially, emotionally and physically. We are committed to listening to and valuing pupil voice, ensuring children are active participants in decisions about their learning, wellbeing and school experience.

Our inclusive approach is underpinned by our core values of **Respect, Curiosity, Responsibility, Kindness and Pride**. We promote a culture of belonging where diversity is celebrated, differences are respected and every member of the school community is encouraged to contribute, participate and succeed. We believe that positive relationships, a sense of belonging and emotional wellbeing are essential foundations for learning and achievement.

Throughout 2026-2027, our aim is to ensure that adaptations across the curriculum are consistent, purposeful and evidence-informed in all areas of school life. We already have many strengths: a values-led culture, committed staff, developing pastoral capacity, enrichment opportunities and effective early help work with families as part of our wider approach to wellbeing and belonging.

In the first year of this strategy, our priority is to strengthen ordinary available provision and ensure inclusion is everyone's responsibility. We will focus on a small number of high-impact activities:

- Improving adaptive teaching and classroom consistency so that all pupils can access an ambitious curriculum.
- Strengthening early identification and targeted support across the curriculum.
- Developing regulation, participation and engagement to enable pupils to feel safe, understood and ready to learn.
- Building staff expertise through evidence-informed professional development and reflective practice.

We will use a range of information, including staff voice, pupil voice, parent voice, SEND data, attendance, behaviour, attainment and classroom observations, to understand the barriers children face and to evaluate the impact of our provision. Through this cycle of continuous reflection and improvement, we will ensure that our inclusive practice remains responsive, effective and centred on the needs of our pupils.

The intended outcome is that more pupils, including those with SEND and emerging additional needs, are able to access learning successfully within their classroom, participate fully in the wider life of the school, develop increasing independence rather than adult dependence, and experience school as a safe, supportive and positive place where they belong, achieve and thrive.

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	Social, emotional and mental health, anxiety and regulation- Some pupils face barriers to learning and participation due to social, emotional and mental health needs, anxiety or difficulties with self-regulation. These barriers can affect wellbeing, attendance, engagement, relationships and readiness to learn.
2	Adult-dependence and effective deployment of support staff- Some pupils face barriers to learning and participation due to an over-reliance on adult support, which can limit independence, confidence and engagement with peers.
3	Communication and language difficulties- Some pupils face barriers to learning and participation due to speech, language and communication difficulties, which can affect their ability to understand, express themselves, engage with learning and develop relationships.
4	Environmental barriers -Some pupils face barriers created by physical, sensory, social or organisational aspects of the school environment, impacting their ability to access learning, participate fully and develop independence

5	Retention of learning- Some pupils experience barriers to learning and participation because they find it difficult to retain, retrieve and apply new knowledge over time. This may be linked to SEND, speech and language difficulties, working memory challenges, neurodevelopmental needs, interrupted learning or gaps in prior knowledge. Without sufficient repetition, rehearsal and opportunities to revisit learning, pupils may struggle to remember key concepts, vocabulary and skills, affecting confidence, independence and progress across the curriculum.

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)*	**Barrier**	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
CPD focusing on adaptive teaching strategies Staff training and release/coaching time focused on high-quality adaptive teaching: explicit modelling, scaffolding, chunking, retrieval, visual supports, flexible grouping, reduced cognitive load, checking understanding, and planned independent Practice. Evidence: EEF-Special education needs in mainstream	*2*	Universal	£500
Developing independence through TA deployment Review TA deployment using evidence-informed principles; develop prompts, scaffolds and routines that increase pupil independence; ensure pupils with additional needs retain access to teacher instruction and peer learning.	2	Universal	£500

Evidence: EEF making best use of teaching assistants			
Regulation strategies and spaces development Develop a bank of universal regulation strategies and targeted regulation provision to support engagement. Indoor and outdoor learning environments will be adapted to provide planned sensory input throughout the school day. This includes the development of calm spaces, sensory stations, movement opportunities and access to specialist equipment, enabling pupils to regulate their sensory needs and remain engaged in learning. Evidence: EEF-Special education needs in mainstream	1, 3 and 4	Universal and targeted	£1000
Sensory circuits Planned and supported regulation breaks to support engagement Evidence: EEF-improving behaviour in schools	1	Universal and targeted	£750
Visuals Produce low cost accessibility and Purchase or produce visual supports, now/next resources, task boards, timers, communication supports, sensory/regulation resources and practical classroom materials that reduce barriers to participation. Evidence: EEF-metacognition and self-regulation	3	Universal and targeted	£100
Speech and language- targeted language intervention	3	Targeted	£900

SALT interventions for children with barriers within communication and interaction. 1:1 and small group support. Evidence: EEF-teaching and learning toolkit			
Targeted adult support Preteaching of vocabulary and concepts and overlearning of key facts using precision teaching. Evidence: EEF Improving Literacy and Oral Language	5	Targeted	£1860
Assessment that Identifies Barriers Daily formative assessment, retrieval practice, mini whiteboards and responsive teaching enable staff to identify misconceptions and barriers early, adapting teaching immediately to maximise progress. Evidence: EEF Metacognition and Feedback Guidance.	5	Universal	£400
SEND Identification and Graduated Response Termly pupil progress meetings, provision mapping, Individual learning/pastoral support plans, risk assessments where appropriate and a graduated response ensure needs are identified early and provision is regularly reviewed and adapted. Evidence: SEND Code of Practice	1,2,3,4,5	Universal	£300
Mastering Number Daily NCETM Mastering Number sessions in EYFS and Key Stage 1 strengthen early mathematical understanding, number sense and fluency, helping pupils develop secure mathematical foundations. Evidence: NCETM Mastering Number Programme.	5	Universal	£300
Targeted phonics sessions Whole-school systematic synthetic phonics programme with daily teaching, rapid keep-up sessions and reading practice to ensure early literacy barriers are addressed.	5	Universal and targeted	£1200

Evidence: EEF Improving Literacy Guidance.			
Colourful Semantics Structured language intervention used to develop sentence construction, vocabulary, oral language and writing for pupils experiencing communication and literacy barriers. Evidence: Speech and Language Therapy evidence-informed practice.	2 and 5	Targeted	£525
ELSA Targeted ELSA support to develop awareness and self-regulation Evidence: EEF Improving social and emotional literacy	1	Targeted	£850
Precision teaching Focused intervention to focus on recall of information across a range of curriculum areas Evidence: EEF Cognitive science approaches to learning	2	Targeted	£1200

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**
Staff consistently deliver high quality inclusive practice.	Monitoring demonstrates inclusive teaching is consistently embedded across the school. Staff demonstrate confidence in adaptive teaching, SEND strategies and relational practice through professional development and quality assurance.
Pupils develop stronger emotional wellbeing, resilience and self-regulation.	ELSA and Nurture assessments show positive progress. Reductions in dysregulation, improved readiness to learn and increased participation are evident through school records and pupil voice.
Pupils with additional needs and SEND successfully access an ambitious	Lesson visits, pupil voice and work scrutiny demonstrate adaptive teaching is consistently embedded. Pupils with additional needs

curriculum alongside their peers through use of effective adaptations	participate fully in classroom learning and make strong progress from their individual starting points.
Language Interventions improve the speech, language and communication skills of pupils with identified language weaknesses, enabling them to access the curriculum more effectively and establish strong foundations for reading, writing and future learning.	Pupils achieve focused SALT targets and progress is made through structured programme of support. This is based on individual stating points.
Pupils rapidly recall and apply key number facts, participate confidently in mathematical discussions and access age-related learning more successfully, resulting in narrowing attainment gaps and improved outcomes in mathematics.	Pupils receiving Precision Teaching and Mastering Number interventions demonstrate secure number sense and mathematical fluency. They rapidly recall and apply key number facts,explain their reasoning confidently, and access age -related learning successfully.
Pupils demonstrate improvements in their social, emotional and mental health needs by regulating their emotions more effectively. As a result, pupils are increasingly ready to learn and behavioural incidents reduce.	Pupils demonstrate improved emotional literacy, resilience and self-regulation. Pupil vice shows that relationships are positive. Behaviour incidents reduce.

Review of the previous academic year

Further information (optional)