



Inclusion Strategy – Waddington and West Bradford CE Primary School

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	16 th October 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Sarah White Sam Tyrer

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).



Statement of Intent

At Waddington and West Bradford CE Primary School, we want every pupil to feel known, valued, safe and able to achieve. Our Christian vision is central to this ambition: **"In our Christian Family, we encourage, serve and respect everyone and shine in the light of Jesus."** We want all pupils, including those with SEND, disadvantaged pupils and pupils facing temporary or emerging barriers, to learn together with enjoyment, develop independence and participate fully in school life.

Our ultimate objectives are to:

- provide a strong, inclusive mainstream offer in which high-quality teaching meets the needs of most pupils;
- identify barriers early and respond before needs escalate;
- ensure pupils with SEND make strong progress from their individual starting points;
- improve attendance, engagement, wellbeing, behaviour, belonging and participation;
- ensure that families understand and contribute to decisions about support; and
- use evidence, professional expertise and careful evaluation to improve provision in our small, rural, one-form-entry school.

This strategy focuses on a small number of high-impact activities rather than attempting to introduce too many initiatives at once. It strengthens our existing quality-first teaching, graduated response, Individual Support Plans, SEND leadership, ELSA provision, pupil voice, family partnerships and multi-agency work. It also supports our school improvement priorities: consistent handwriting, robust self-evaluation and the implementation of TGMC as a consistent whole-school approach to behaviour and inclusion.

Our strategy addresses the 7 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 DfE describes the universal offer as: “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.” Where this is not sufficient, we will provide 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 strategy has been informed by staff knowledge of our 204 pupils, assessment and attendance information, pupil voice, family communication, SEND reviews, professional advice and our current inclusive practice. Families are involved through regular communication, support-plan discussions and reviews, and partnership with external professionals. Pupils contribute through pupil voice, participation in reviews and opportunities to describe what helps them learn and feel included. The school’s commitment to equality and belonging is further supported by its Lancashire Equality Mark for Race and its Christian values.

2. 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.

No.	Detail of barrier to learning
1	Limited funding and resources: As a small, one-form-entry school, Waddington and West Bradford has a relatively small overall budget and limited flexibility to absorb significant additional costs. Although approximately 16% of pupils (with 6% of those with EHCPs) are identified as having SEND, individual needs can be substantial and may require specialist staffing, equipment, environmental adaptations or external advice. The school must therefore plan carefully so that support is sustainable and does not unintentionally reduce the quality of provision available to the wider cohort. The core budget, including the notional SEN budget, and IMF must be used strategically to strengthen provision for commonly occurring and predictable needs across the school.
2	Small staffing structure: The school has a small staff team in which staff may fulfil more than one role. There are consequently fewer staff available to deliver specialist interventions, cover staff release for training, support



	transitions or provide enhanced provision at the same time as maintaining high-quality classroom teaching. Staff capacity, workload and continuity of provision are important considerations when selecting approaches. Inclusive practice must therefore be embedded in everyday teaching and make efficient use of staff expertise, rather than relying on numerous separate interventions.
3	Increasing complexity of need: The school is responding to a national and local trend towards pupils presenting with increasingly complex profiles, including neurodiverse needs, communication and interaction differences, executive-function difficulties and overlapping learning, sensory and social-emotional needs. Some needs may not be associated with a formal diagnosis and may change over time. The complexity of need can exceed the level of support normally available within a small mainstream primary setting, particularly where specialist advice or coordinated multi-agency support is delayed.
4	Supporting social, emotional and mental health needs: SEMH needs can affect learning, relationships, behaviour, self-regulation, participation and attendance. Although the school has strong relationships, Christian values, nurture and an ELSA programme, some pupils require support beyond the universal offer. Specialist mental health services can be oversubscribed, meaning that school staff may need to provide early support and reasonable adjustments while external advice or intervention is awaited. The school must also ensure that its developing TGMC approach is consistently inclusive and recognises behaviour as communication of need where appropriate.
5	Parental understanding of SEND processes: Families may be navigating SEND support for the first time. Graduated support, referrals, professional assessments, Education, Health and Care Plan processes and the distinction between school-based support and specialist provision can be difficult to understand. Parents and carers may need clear, accessible information and practical support to contribute confidently to Assess, Plan, Do, Review cycles and to understand how provision is monitored. In a high-expectation community, clear communication is particularly important so that families understand how ambition, adaptation, support and accountability work together.

3. 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.



Description of activity	Activity type	Total budgeted cost
Inclusive teaching, curriculum access and handwriting implementation: Building on the school's existing quality-first teaching, regular assessment and adaptations to teaching, resources and activities, staff will develop a shared whole-school model of adaptive teaching. This will include structured professional development, peer observation, planning exemplification and review of classroom practice. The approach will be explicitly linked to the school improvement priority for consistent handwriting, ensuring that pupils with different fine-motor, sensory, physical, attention, language and learning profiles can develop fluent, legible and well-presented handwriting. Staff will also review how curriculum sequencing, retrieval, explanation, modelling, scaffolding, vocabulary and assessment enable pupils to connect earlier and new knowledge across subjects, addressing the areas identified in the previous inspection. Teaching assistants will be deployed to promote independence and access to learning rather than creating dependency. This activity is supported by the Special Educational Needs in Mainstream Schools (EEF guidance report), which emphasises high-quality teaching, adaptations, explicit instruction, scaffolding, flexible grouping and carefully planned additional support. It also reflects the Inclusive mainstream fund: best practice for schools (DfE), which identifies high-quality teaching as the most important lever for improving outcomes for pupils with SEND. Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2, 3	Universal	<u>£2932 in total</u> Member of the National Handwriting Association - £36 for the year £300 on online CPD with the NHA £300 for 1:1 CPD with someone from the NHA £296 for LetterJoin Scheme £2000 - CPD for teachers and TAs around curriculum sequencing, retrieval, explanation, modelling, scaffolding, vocabulary and assessment
Whole-school inclusion leadership, implementation and evaluation: Building on the existing graduated response, SEND leadership and pupil-progress processes, leaders will establish an annual inclusion implementation cycle. This will include a concise inclusion provision map, a shared record of universal adjustments, analysis of attendance, attainment, progress, behaviour, participation and wellbeing for pupils with SEND and other vulnerable groups,	Universal	<u>£2570 in Total</u> External SEND Support CPD - £800



and termly review by leaders and governors. Staff will receive protected opportunities to agree priorities, check consistency and evaluate impact. The school will use the Assess, Plan, Do, Review cycle consistently, while avoiding unnecessary paperwork and duplication. Governors will scrutinise the implementation of this strategy, the deployment of core and IMF funding, the quality of support-plan reviews and the impact on outcomes. This activity supports the school's priority for Ofsted preparedness and self-evaluation, while recognising that the previous inspection was conducted under the former framework. Evidence on staged implementation, leadership, staff development, monitoring and sustainability is drawn from the Guide to implementation (EEF) and the Inclusive mainstream fund: best practice for schools (DfE). The school will use the current 2025 Ofsted framework as a reference point, particularly Safeguarding, Inclusion, Curriculum and Teaching, Achievement, Attendance and Behaviour, Personal Development and Well-being, Early Years, and Leadership and Governance. Principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2, 3, 4, 5		£1320 - Cost of releasing the SENCO and DHT for 1 day each a term to plan, deliver and review this. SEND Audit to review current practice and highlight areas for improvement - £450
Consistent inclusive behaviour, regulation and attendance through TGMC: This activity extends, rather than duplicates, the school's existing work to promote respectful behaviour, emotional expression, pupil voice and wellbeing. TGMC will be implemented as a consistent whole-school approach to behaviour and inclusion, with staff training and agreed routines for connection, co-regulation, de-escalation, restorative responses and reintegration following difficulty. Leaders will ensure that behaviour policies and classroom practice include reasonable adjustments for pupils whose behaviour may communicate unmet communication, sensory, executive-function or SEMH needs. Existing ELSA provision will be aligned with, and complemented by, the universal TGMC language and routines; ELSA will remain targeted support for pupils who need more than the universal offer. Attendance monitoring will include early identification of SEND-related barriers, solution-focused meetings with families, attendance support plans and carefully planned adjustments to the school day where appropriate. Pupil voice will be used to	Universal	£2650 in total Package - £700 Training - £600 Resources - £1000 £150 - ELSA Supervision Fee £200 ELSA resources



identify what helps pupils feel safe, calm and ready to learn. The activity is informed by the Attendance toolkit for schools (DfE), the Targeted support (Mentally Healthy Schools) guidance and the Inclusive mainstream fund: best practice for schools (DfE). Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 3, 4, 5		
Family partnership and accessible SEND communication: Building on the school's existing strong relationships with parents and carers, regular communication, Individual Support Plans and review meetings, the school will formalise a clear family-partnership offer. This will include an accessible annual SEND information session, a plain-language explanation of the graduated approach and referral routes, a consistent review template, signposting to local services and opportunities for parents and carers to contribute to support plans. Families will be invited to share their child's strengths, interests, needs, successful strategies and aspirations. Staff will explain what the school can provide from its universal and targeted offer, when external advice may be needed and how families can participate in reviews. Communication will be adapted where necessary to improve accessibility. The school will seek feedback from families and pupils about whether support is clear, respectful and timely, and will use this feedback in self-evaluation. This is supported by the Inclusive mainstream fund: best practice for schools (DfE), which identifies parent information, family engagement and partnership with external agencies as important elements of inclusive practice. Principle: strong partnerships with families and wider services. Barriers addressed: 3, 4, 5	Universal	<u>£630 in total</u> X3 days supply for the SENCO to be released to plan, prepare and deliver this.
Targeted early support for communication, language, learning and regulation: Building on the school's current early identification, Assess, Plan, Do, Review cycle, SENDCo coordination, interventions and strategic deployment of teaching assistants, the school will refine a small number of targeted, time-limited responses for pupils whose needs are not met through the	Targeted	<u>£1630 in total</u> £1000 - staff training - SENCO and Ed Psych



universal offer alone. These may include curriculum-linked vocabulary and language groups, pre-teaching, structured practice in literacy or handwriting, executive-function and organisation support, and targeted emotional-regulation or social-communication work. Selection will be based on assessment and teacher observation rather than diagnosis alone. Each intervention will have a defined outcome, a named adult, a clear link to classroom learning and a review point. Teaching assistants will receive guidance and coaching so that targeted support develops independence and does not replace high-quality classroom teaching. Where appropriate, the school will seek advice from Speech and Language Therapy, Educational Psychology, Occupational Therapy, health services or other partners, incorporating recommendations into classroom practice. Evidence will be drawn from the Special Educational Needs in Mainstream Schools (EEF guidance report), the Resource library for educators (Speech and Language UK) and Promising Programmes (EEF). Principle: evidence-based support prioritising early intervention. Barriers addressed: 2, 3, 4, 5		£630 for supply cover to release staff from class for CPD.
Accessible environments, participation and enrichment: Building on the school's strong culture of participation, mixed-age learning, leadership opportunities, charity work, clubs, educational visits and wider opportunities, the school will undertake a structured accessibility review with pupils, families and staff. The review will identify practical barriers in classrooms, corridors, playgrounds, the dining environment, assemblies, visits, clubs and transitions. Actions may include improved visual and organisational supports, clearer routines, reduced clutter, quieter or calmer spaces, sensory adjustments, accessible resources, adapted equipment and planned support for educational visits and residential experiences. The school will use a participation checklist before trips, clubs and enrichment activities so that reasonable adjustments are planned in advance rather than arranged only after a barrier occurs. Pupil voice will evaluate whether pupils with SEND feel able to participate meaningfully in school life. The activity is informed by the Inclusive mainstream fund: best practice for schools (DfE), which highlights visual	Universal	<u>£600 in total</u> Allocation of £75 per class to buy resources to make classrooms less cluttered, more organised, including visuals.



supports, sensory adaptations, accessible environments and inclusive enrichment. Principle: inclusive environments with continuous improvements to accessibility and principle: enriching provision beyond the classroom that all children can access. Barriers addressed: 1, 2, 3, 4		
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TOTAL - £11,012

4. 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
A more consistent universal offer across the school: Teaching, curriculum planning, handwriting instruction and classroom adaptations consistently enable pupils with different starting points and needs to access ambitious learning.	Monitoring shows that agreed adaptive-teaching strategies, handwriting expectations and reasonable adjustments are evident across classes. Work scrutiny shows improvement in handwriting fluency, legibility and presentation across the curriculum. Internal assessment shows that pupils with SEND are making progress from their individual starting points and are increasingly able to work independently.
Improved curriculum access and achievement for pupils with SEND: Pupils with SEND develop secure knowledge and make progress through a coherent curriculum that builds from early years to Year 6.	Assessment and pupil-progress meetings show that pupils with SEND are closing identified gaps or maintaining positive progress from their starting points. Teachers can explain the barriers affecting individual pupils and the adaptations that are enabling access. In the subjects previously identified for development, curriculum sequencing and assessment demonstrate clearer connections between earlier and new knowledge.



Earlier and more effective identification and support: Emerging needs are identified promptly and responded to through a proportionate Assess, Plan, Do, Review cycle.	Concerns are recorded and acted on without unnecessary delay. Support plans contain clear outcomes, provision, pupil and family voice, review dates and evidence of impact. Targeted interventions have defined entry and exit criteria, are linked to classroom learning and are adapted or discontinued when they are not effective.
Improved attendance and engagement for pupils facing additional barriers: Pupils with SEND and SEMH needs attend regularly and are supported to re-engage when attendance or participation begins to decline.	Overall attendance is maintained at or above the current 97% level, subject to cohort circumstances. Attendance analysis identifies patterns for pupils with SEND and other vulnerable groups. Individual attendance concerns have documented barriers, family involvement and agreed actions. Pupil voice and staff records show improved readiness to learn, lesson participation and engagement for pupils receiving support.
A safe, respectful and inclusive culture: Pupils experience consistent behaviour expectations alongside appropriate adjustments for communication, sensory, emotional and learning needs.	Behaviour records show consistent responses across classes, reduced repeated incidents for identified pupils and effective reintegration following difficulties. Bullying and name-calling continue to be addressed promptly. Pupil surveys show that pupils feel safe, respected and included. Pupils can describe how adults help them regulate, resolve problems and participate in learning.
Improved wellbeing and belonging: Pupils, including those with SEND, feel valued as members of the school's Christian family and are able to contribute to school life.	Pupil voice, wellbeing check-ins and family feedback show that pupils understand how to seek help and feel that adults listen to them. Pupils with SEND participate in leadership, clubs, visits, assemblies, mixed-age activities and wider opportunities wherever appropriate. ELSA and other targeted support show progress against individual wellbeing outcomes.
Stronger partnership with families and services: Families understand the school's inclusive offer and contribute meaningfully to decisions about support.	Families receive clear information about the graduated approach, support plans, reviews and referral routes. Review records demonstrate parent and pupil contribution. Family feedback



	indicates increased confidence in communication and decision-making. External advice is translated into practical classroom strategies, and transitions include timely information-sharing and preparation.
More effective use of limited resources and staff capacity: Funding, staff time and specialist advice are directed towards approaches that benefit the greatest number of pupils and are sustainable in a small school.	Governors receive termly information on expenditure, implementation and impact. Leaders can demonstrate how core funding, the notional SEN budget and IMF support the seven principles of inclusion. Staff report that agreed systems are manageable and consistent. Evaluation identifies which approaches should be sustained, refined or stopped in the next annual strategy.
Improved accessibility and participation: The physical, sensory and organisational environment enables more pupils to access learning and enrichment without avoidable barriers.	An accessibility review is completed with pupil, family and staff input. Prioritised actions are implemented and reviewed. Participation records show that pupils with SEND can access educational visits, clubs, residential opportunities and leadership activities with appropriate planning and reasonable adjustments.