Inclusion Strategy

Inclusion Strategy – Withycombe Raleigh C of E 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	September 2026-September 2027
Date this statement was published	31st December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Alison Longhorn

Statement of intent

At Withycombe Raleigh C of E Primary School, our aim is for every child to feel safe, valued, included and able to succeed. Our vision, 'Together we aspire, flourish and achieve' underpins our commitment to knowing every child well, recognising their individual strengths and needs and helping them to flourish.

We believe that inclusion is everyone's responsibility. It is not simply about providing additional support for children with SEND; it is about creating a school where every child can take part, feel that they belong and have the opportunity to achieve their potential.

Our aims for inclusion

We want every child to:

- Feel a sense of belonging-to feel welcomed, respected, safe and valued as an individual.
- Have their strengths, interests and needs understood by the adults who support them.
- Have access to a broad, ambitious and enjoyable curriculum and to all aspects of school life.

- Have barriers to learning, communication, attendance, wellbeing and participation identified and addressed.
- Receive the right support at the right time, with provision adapted as needs change.
- Develop confidence, independence and the ability to express their views and understand their own needs.
- Make progress from their individual starting point and develop the skills they need for their next stage of learning.

For children with additional needs and SEND, we will continue to develop our provision so that high expectations and inclusion go hand in hand.

How our strategy will achieve this

Our Inclusion Strategy focuses on knowing our children well, identifying needs early and removing barriers to learning and participation.

We will continue to develop high-quality, inclusive classroom practice so that teachers and support staff are confident in adapting teaching, resources and the environment to meet different needs. Where additional support is needed, we will ensure that it is purposeful, regularly reviewed and focused on positive outcomes for children.

We will strengthen communication between staff and ensure that information about children's needs, strengths and successful strategies is shared effectively. We will also work closely with specialist services when possible where their expertise can help us better understand and support a child's needs.

Importantly, we will listen to our pupils and involve them in decisions about their support wherever possible. We will also continue to develop staff knowledge and confidence through training, collaboration and sharing good practice.

The seven principles of inclusion

Our strategy reflects the seven principles of inclusion by:

1. Valuing diversity; celebrating what makes each person unique.
2. Supporting participation; ensuring children can take part fully in learning and school life.
3. Removing barriers; identifying what prevents children from learning, participating or feeling that they belong.
4. Promoting achievement; maintaining high expectations and providing the support children need to succeed.
5. Developing inclusive practice; making inclusion part of everyday teaching and school life.
6. Working in partnership; working closely with children, families, staff and outside professionals.
7. Promoting belonging and wellbeing ; ensuring children feel safe, accepted, listened to and cared for.

Working with families and our community

We recognise that parents and carers know their children best. Their views and experiences are therefore an important part of developing our Inclusion Strategy. Through conversations, meetings, feedback and ongoing communication, we will listen to families and use their knowledge to help shape provision.

We will also listen to our children and work with governors, staff, specialist services and our wider community to continually improve our approach.

Our Inclusion Strategy is not a finished piece of work. We will continue to listen, learn and develop, ensuring that our provision reflects the changing needs of our children and community.

Above all, we want every child to feel that they belong at our school and that they matter.

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	**Attendance:** Our overall attendance in 2024/25 was **94.5%**, compared with **90.5% for pupils with SEND**. Regular absence can affect progress, particularly where children need repetition, consolidation and consistent routines. It can also impact relationships, confidence and a child's sense of belonging. We seek to understand the reasons behind absence and work closely with families to identify and reduce barriers. Support may include adjustments to routines and transitions, wellbeing support and working with external agencies where appropriate
2	**Speech, language and communication:** September 2026-there are 73 in years 1-6 (14%) children with an identified Speech, language or communication difficulty. There are 21 children awaiting an appointment with a Speech and Language Therapist.

	16% of Children in EYFS 2025-2026 did not achieve the ELG for Communication and Language. 22% of children in EYFS September 2026 have been identified by classteacher as having delay in Communication and Language. Speech, language and communication needs can affect a child's ability to understand instructions, process information, express ideas, develop vocabulary and communicate with others. This can create barriers across the curriculum and may also affect confidence, relationships and wellbeing. We use clear language, visual support, modelling, repetition and opportunities to process information, alongside targeted support and specialist advice where needed. Our aim is to ensure every child can communicate effectively and have their voice heard.
3	**Social, emotional and mental health;** We have 30 children identified with some sort of Social. Emotional or Mental health need in their EHCP or Support Plan. Social, emotional and mental health needs can affect a child's ability to feel secure, regulate emotions, manage relationships, cope with change and engage in learning**.** Anxiety, low confidence, difficulties with friendships or challenges with emotional regulation can all become barriers to participation and progress. We aim to understand the individual needs and experiences behind behaviours**,** rather than simply focusing on the behaviour itself. Through positive relationships, predictable routines, pastoral support, nurture approaches and appropriate adaptations, we help children to feel safe, develop emotional resilience and become ready to learn.

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)*
Use of Private Speech and Language Therapist to assess children's SALT needs, deliver SALT programmes and train staff. Barrier 2	Targeted	£350/day x 20 £7000
Development of onsite Alternative Provision making use of forest area- development of area including secure fencing. Offering Wild Tribe provision for children with SEMH or Social Skills needs. Barriers 1,2 and 3	Universal	£10,000-for adapting learning environment Staffing costs: £15x3x5=£675 per week
Licences for online learning platform to support progress in Maths Barriers 2 and 3	Targeted	£6x180=£1080

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
Overall attendance will improve as children feel a sense of belonging and have their needs met.	Attendance will improve from 94.5% to 95%
Attendance of children with SEND will improve as children feel a sense of belonging and have their needs met.	Attendance will improve from 90.5% to 91.5%
Number of children waiting to be assessed by Speech and Language Therapist will lessen.	September 2026-21 children waiting to be assessed-this will be reduced by at least 50% impacting on the children's attainment in statutory assessments
Number of children receiving SALT intervention programme will increase	September 2026-73 children awaiting input from SALT Waiting list will reduce by at least 50%
Impact of SALT intervention measured and shows positive impact.	Statutory data will demonstrate an improvement in Language and Communication. More children than previous year will achieve the ELG for Communication and Language-Improvement from 84% to 90%