Wood Ley Community Primary School

Inclusion Strategy

2026–2027

Inspire • Encourage • Believe

Inclusive practice for every child

High-quality teaching • Early identification • Belonging • Participation

Kindness	Resilience	Respect	Cooperation	Honesty	Empathy

Wood Ley Community Primary School

Published November 2026

Wood Ley Community Primary School Inclusion Strategy 2026-2027

Inclusion Strategy – Wood Ley 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	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher
Inclusive Mainstream Fund (IMF) allocation 2026-2027	£16,104

Statement of intent

At Wood Ley Community Primary School, our ambition is that every child is known, valued and enabled to achieve their very best. We are committed to an inclusive culture in which pupils with SEND, disadvantaged pupils and those facing additional barriers participate fully in an ambitious curriculum and in the wider life of the school.

Our approach begins with high-quality inclusive teaching. Teachers use adaptive teaching and the EEF Five-a-Day principles to remove barriers while maintaining high expectations. Needs are identified early and reviewed through Assess-Plan-Do-Review, with provision adjusted in response to assessment, engagement, pupil voice and progress. Targeted intervention supplements, rather than replaces, access to high-quality classroom teaching, and scaffolds and adult support are planned to develop increasing independence.

We take a holistic approach to inclusion. SEND, attendance, behaviour, safeguarding and wellbeing information are considered together so that emerging barriers can be identified promptly. Relational and restorative practice, Zones of Regulation and our graduated wellbeing offer support pupils' readiness to learn and sense of belonging. We work closely with families, the local authority, the Mental Health Support Team and other external professionals where additional or specialist support

is required.

Our 2026-2027 strategy builds on the school's strong inclusive practice and focuses particularly on greater consistency in adaptive teaching, sharper evaluation of intervention impact, increased pupil independence and strengthened partnership with families. Pupil and parent voice, assessment, attendance, participation and intervention outcomes will be used to evaluate impact and refine provision.

Our strategy is underpinned by the DfE's seven principles of inclusion: ambitious inclusive leadership and governance; evidence-informed early intervention; high-quality adaptive teaching and curriculum access; enriching provision accessible to all; a safe and respectful culture promoting belonging, attendance and participation; strong partnership with families and wider services; and inclusive environments with continuous improvement to accessibility. These principles inform both our universal offer and targeted support and guide the use and evaluation of our IMF allocation.

The strategy has been informed by school self-evaluation, SEND and attainment information, attendance and behaviour data, staff observations, pupil and parent voice, and engagement with external professionals and local partners.

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	Variation in pupils' learning profiles, including SEND and emerging/complex needs, can create barriers to accessing, retaining and applying learning without consistently effective adaptive teaching.
2	Some pupils require additional support to develop independence and ownership of learning; over-reliance on adult support or scaffolds can limit independent participation and application.
3	Gaps in prior learning, language, literacy or mathematical understanding can affect progress and access to the wider curriculum. Writing remains a particular school improvement priority, including for pupils with SEND and disadvantaged pupils.
4	Emotional regulation, mental health, social communication or behaviour can affect readiness to learn, relationships, engagement and participation for a small number of pupils.

5	Attendance or persistent absence can create barriers to continuity of learning for a small number of pupils and families, despite strong whole-school and SEND attendance.
6	Some pupils and families require coordinated multi-agency or home-school support to respond effectively to complex, emerging or changing needs.

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 our universal offer.

Activities have been selected with regard to the DfE Inclusive Mainstream Fund guidance and best-practice resources, EEF evidence on SEND and inclusive teaching, school evaluation evidence and the identified needs and barriers within the Wood Ley cohort.

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)*
Embed EEF Five-a-Day and adaptive teaching across classrooms through staff CPD, coaching, learning walks and pupil-progress review. Maintain ambitious curriculum expectations while using explicit instruction, cognitive/metacognitive strategies, scaffolding, flexible grouping and technology where appropriate. (Barriers 1, 2, 3)	Universal	£3,000
Strengthen Assess-Plan-Do-Review and provision mapping so SEND/PP support has clear entry points, intended outcomes, review measures and planned next steps. Evaluate impact through attainment, progress, engagement and pupil voice. (Barriers 1, 2, 3, 6)	Universal / targeted	£2,000
Provide targeted academic intervention and additional resources/assistive technology where assessment identifies need, including support for literacy, writing, reading and mathematics. Support will be time-limited, reviewed and designed to increase independence. (Barriers 1, 2, 3)	Targeted	£4,000

Maintain the graduated pastoral and wellbeing offer, including Zones of Regulation, Hamish & Milo, nurture, ELSA, SMILE Therapy and Drawing and Talking, with referral to MHST/external professionals where specialist support is required. (Barrier 4)	Universal / targeted	£4,000
Strengthen family partnership through Hamish & Milo Families Together, MHST workshops, review meetings and shared strategies for resilience, emotional regulation, positive relationships and the role of play. (Barriers 4, 5, 6)	Universal / targeted	£2,000
Maintain early identification and coordinated multi-agency working for pupils with complex or emerging needs, including professional advice, screening, transition planning and reasonable adjustments. (Barriers 1, 4, 6)	Targeted	£2,000
Use attendance, SEND, safeguarding and behaviour information collectively to identify pupils at risk of persistent absence, disengagement or dysregulation; provide early, relational and family-centred support. (Barriers 4, 5, 6)	Universal / targeted	£1,000
Total planned activity cost (IMF plus identified core/notional SEN budget contributions)	Universal / targeted	£18,000

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
Pupils with SEND and additional needs access an ambitious curriculum and participate fully in school life.	Learning walks, book studies and pupil voice show consistently effective adaptive teaching and appropriate reasonable adjustments. Pupil progress reviews demonstrate that pupils with SEND make good progress from their individual starting points.

Additional support is precise, measurable and responsive.	By December 2026, all SEND and PP provision maps contain clear intended outcomes and review measures. By July 2027, at least 80% of reviewed targeted interventions demonstrate progress against one or more agreed outcomes or lead to a clearly evidenced adjustment to provision.
Pupils receiving additional support become increasingly independent and confident learners.	By March 2027, learning walks and pupil-progress reviews evidence planned development of independence, including appropriate fading of scaffolds/adult support. Pupil voice shows increased confidence and ownership of learning.
Emotional wellbeing and regulation support pupils' engagement, relationships and readiness to learn.	Wellbeing measures, behaviour information, pupil voice and intervention reviews demonstrate progress for identified pupils. Targeted families have increased access to Hamish & Milo Families Together and MHST support, with parent/pupil voice showing greater confidence in shared strategies.
Strong attendance and participation are sustained, with early support for pupils at greatest risk of absence or disengagement.	Whole-school attendance is sustained at or above 95%; vulnerable groups, including pupils with SEND, are monitored closely. Persistent absence is addressed through early identification and targeted family support, while suspensions remain very low and permanent exclusions are avoided wherever possible.
Families and professionals work together effectively to identify and remove barriers	Assess-Plan-Do-Review records, review meetings and case evidence show timely identification, appropriate referrals/adjustments and coordinated support. Parent and pupil voice demonstrate that needs are understood and support is responsive.

Review of the previous academic year

2026-2027 is the first year of this Inclusion Strategy. The starting point is the school's 2025-2026 self-evaluation, which identified inclusion as a significant strength and recorded strong SEND attendance, ambitious outcomes, effective adaptive teaching and targeted support, and strong multi-agency working. Ofsted judged Inclusion at the Strong Standard. During 2025-2026, Five-a-Day SEND strategies, adaptive teaching, provision mapping and targeted intervention were strengthened; pupils with SEND achieved positively from their starting points, including examples of Greater Depth

attainment at Key Stage 2.

The evaluation also identified clear next steps for 2026-2027: embed adaptive teaching more consistently, sharpen evaluation of intervention impact, and strengthen pupil independence and pupil voice within Assess-Plan-Do-Review. These findings directly inform the priorities and success criteria in this strategy. A full annual review of impact will be completed in September 2027 and used to update the strategy for the following academic year.

Further information

Wood Ley's Inclusion Strategy should be read alongside the school's SEND Information Report, Accessibility Plan, Pupil Premium Strategy, Behaviour Policy, Attendance Policy and Personal Development/Mental Health and Wellbeing offer. The £16,104 Inclusive Mainstream Fund (IMF) allocation is used alongside the school's core budget and notional SEN funding to strengthen the inclusive core offer and targeted support. Budget allocations shown above are planned estimates and may be adjusted during the year in response to changing pupil need and review of impact.