Inclusion Strategy – Wembrook 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	2026-27
Date this statement was published	23.11.26
Date on which it will be reviewed	12.10.27
Statement authorised by	The SMT and Governors at Wembrook Primary School

Statement of intent

At Wembrook Primary School, we believe that inclusion is at the heart of an effective and successful school. We are committed to ensuring that every pupil, regardless of need, ability, language, background or circumstance, feels valued, respected and able to participate fully in all aspects of school life. Our ambition is that all children experience a sense of belonging, achieve their potential and develop the confidence, independence and the resilience they need to succeed both academically and personally.

This strategy outlines how we will continue to strengthen our inclusive practice, by strengthening our universal offer of ambitious, high-quality adaptive teaching, evidence informed targeted support and the development of environments where barriers to learning can be affectively supported.

Our strategy has been developed in response to the changing needs of our school community. We have identified three key priorities for 2026-2027:

- improving access and support for pupils and staff with hearing impairments by improving the acoustics of identified learning environments;
- increasing staff knowledge and confidence in meeting an increasing neurodivergent cohort of pupils
- enhancing our SEMH universal provision (for emotional wellbeing and self-regulation) through the development of a dedicated calm room and resources that will be accessible within every classroom.

These priorities reflect the barriers to learning experienced by some of our pupils and our commitment to removing them through enhanced universal, inclusive approaches.

Our Inclusion Strategy is underpinned by the seven principles of inclusion. We will demonstrate **ambitious leadership and governance** by developing SEND leadership and capacity, investing in staff training, and regularly evaluating the impact of our provision. We are committed to **the early identification** and effective support of our pupils with Special Educational Needs and by developing additional trained SEND staff, we will be better able to assess needs and direct appropriate **intervention** promptly. We will maintain high expectations for all learners, ensuring that every child can access an ambitious curriculum and achieve success, with a strong focus on inclusive quality-first teaching, we will equip staff with the knowledge and skills to implement **adaptive** and neuro-inclusive practice within every classroom.

We will develop **inclusive environments** by improving classroom acoustics, providing assistive resources, establishing sensory stations in every classroom and creating a dedicated regulation space to support pupils' emotional wellbeing and readiness to learn.

Through this strategy, Wembrook Primary School will continue to build a **culture** where the inclusion of neurodivergent pupils is everyone's responsibility.

We have developed this strategy in collaboration with families, staff, governors and the wider community and recognise that by working together we will be better able to remove barriers, promote belonging and provide every child with the opportunities and support they need to flourish and achieve their very best.

Through this strategy, we aim to create a school where differences are understood and respected, staff are confident in meeting a wide range of needs and every pupil has equitable access to learning. By removing barriers, building expertise and strengthening our inclusive culture, we will ensure that all children at Wembrook Primary School are supported to thrive, achieve and feel that they truly belong

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	It has become increasingly noticeable by staff, the Hearing Impairment Service and pupils that our classrooms at the front of school have very poor acoustics. This creates a barrier to learning as it affects the access to learning for pupils with a hearing impairment or attention and listening difficulties. In these particular classrooms we see an increase in distractibility and poor focus for pupils generally who work in them. In particular, children and staff with a hearing impairment are having to work harder to listen and focus and this creates learning fatigue.
2	We are seeing an increasing number of pupils in school that struggle with their emotional regulation. We need to create a suitable space where they can be supported to use calming strategies. (Calm room).
3	There are an increasing number of pupils with a diagnosis of Autism and ADHD in school (43% of the SEND cohort). Difficulties with emotional regulation is affecting attendance and lateness to school. We need to develop our universal approaches for all pupils, so they can manage their needs with some independence. We want to improve the knowledge and expertise of all staff (including TAs and lunch time staff) so that universal, neurodevelopmental approaches can be imbedded across the school.

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)*	**Nursery Funding**
Inclusion training-Staff Development – Supporting a Neuro-Inclusive Classroom For Teachers and TAs and lunch time staff Nursery- Attention Autism Training **High quality adaptive teaching and inclusive environments.**	Universal	£600 (6x30 min training videos)	Attention Autism Training (Gina Davies) £295 Resources for Attention Autism/ Bucket time= £500
Staff training to expand expertise and capacity in SEND dept- Assistant SENDCO training. V. Wheeler. **Ambitious leadership and governance.**	Universal	£270 for 2-day training £11,500 for an additional day for 8 months initially.	
Improving the acoustics of 7 classrooms located at the front of school to support the listening and attention of pupils with hearing impairment and sensory processing difficulties. **Inclusive environments- improving accessibility**	Universal	£14,000 (notional budget to top up to ensure all 7 rooms have the necessary works).	
Inclusion station for each room- purchase a trolley with ear defenders, pencil grips, wobble	Universal	£2,000	

cushions, coloured overlays, fidgets. **Inclusive environments- improving accessibility.**			
Create a calm space for SEMH needs. Need to purchase items to support sensory circuits work and emotional regulation support. Nursery will develop their use of sensory circuits **Inclusive environments**	Targeted	£2,828 (will use notional budget to top up if necessary)	Sensory circuits equipment and training from Sarah Cattell Occupational Therapist. £600 (£433.28 IMF + notional budget top up)
Total		Total= £31,370 IMF=£31,198.00 + £172 Notional top up	Total= £1,395 IMF= £1183.28 + £211.72 Notional top up

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
Inclusion training-Staff Development – Supporting a Neuro-Inclusive Classroom For Teachers and TAs and lunch time staff	Staff will feel confident in supporting pupils with Autism in school as part of the universal provision within their classrooms. Staff better understanding of barriers related to neurodivergent conditions e.g. executive functioning, demand avoidance, sensory needs, self-regulation and have practical strategies for universal, whole class approaches e.g. writing Social Stories.

	A member of Nursery staff will be trained to deliver Attention Autism.
Staff training to expand expertise and capacity in SEND dept. Teacher will have the Assistant SENDCO training. (Gateway Alliance Assistant SENDCO training).	The capacity for the early identification of and support for SEND pupils will improve due to an increase in staffing and expertise to support the SENDCO in her role.
Improving the acoustics of 7 classrooms to support the listening and attention of pupils with hearing impairment and sensory processing difficulties.	Pupils and staff will feel calmer and have improved focus. All pupils, particularly those with a hearing impairment will find it easier to listen and attend to their teacher and peers.
'Inclusion Station' for each room. School to purchase a trolley inclusive 'tools' to support learning differences e.g. ear defenders, pencil grips, wobble cushions, coloured overlays, focus tools.	Pupils will be able to self-regulate (with guidance) and learn independence in meeting their sensory needs, by accessing tools within the classroom, as and when they need it. Parents will feel more confident that their child is having access to tools within school that can support them.
Create a calm space for the Social, Emotional and Mental Health needs of our pupils. Need to purchase items to support sensory circuits work and emotional regulation support.	Staff, Parents and pupils will feel confident that there is a suitable space for pupils to regulate. Pupils will be able to calm by accessing a space away from the trigger of their dysregulation, supported by a member of staff and tools within the room to support them. School will use advice from the Occupational Therapist and The Specialist Teaching Service to create a calming space.

Review of the previous academic year

From year two, we will outline the progress made towards our intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will report on the impact that our strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment, including a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

We will review what aspects of our strategy worked well / did not have the intended impact and explain how this has informed our drafting of the new strategy the following year.

To support this, we will use a combination of evaluative information such as:

- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*