

Inclusion Strategy – Wrockwardine Wood CE Juniors

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 2027 – 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	T Cartwright

Statement of intent

At Wrockwardine Wood CE Juniors, inclusion is at the heart of everything we do with our motto of **“Love, Laugh, Learn”**. We are committed to creating a culture where every child feels welcomed, valued, respected and able to achieve their full potential. We believe that every child has the right to belong, participate and succeed within a high-quality mainstream education. This commitment reflects the national direction of travel towards greater inclusion, early intervention and improved outcomes for all children, particularly those with SEND.

As part of our strategy we intend to embed all 7 principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning

- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

By focusing on the activities below, at Wrockwardine Wood CE Juniors, we aspire to ensure every child thrives.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	A growing number of more complex SEND needs
2	An increase in the number of SEMH (Social, Emotional, Mental Health) needs in school
3	An increase in signs of EBSA (Emotional Based School Avoidance)
4	Poorer attendance for children with SEND
5	Increase in Early Help support provided to families, especially with managing challenging behaviours and SEMH needs at home
6	Reduced parental engagement and support for children identified as having SEND

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Increased and enhanced soft starts to support children coming through the door in the morning and starting school in a positive manner. Barrier 3 and 4	Targeted	£3600
Sensory room created to meet the need of children requiring sensory seeking activities to help regulate through the school day. Barrier 1 and 2	Targeted	TBC
Sensory resources to increase sensory regulation in a dedicated space. Barrier 1 and 2	Universal	£600
Regulation room created to allow emotion coaching and co-regulation to be successful in a purposely designed space. Barrier 1 and 2	Target	TBC
Family workshops to support the current Early Help offer and support parental needs. Barriers 4 and 6	Universal	N/A

Further Nurture sessions included in the school day to manage dysregulation and teach specific social, emotional and mental health strategies. Barrier 1, 2, 3 and 5	Target	£1600
Increase the number of sensory interventions, especially sensory circuits to teach regulation Barriers 1, 2 and 5	Universal	£1600
CPD focus on adaptive teaching and ensuring all staff are equipped with the skills to support more complex children with SEND Barrier 1 and 2	Universal	TBC

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
Children enter school calmly and are ready to learn Improved attendance, punctuality and engagement in morning learning	Reduction in incidents of dysregulation during morning sessions. Increased percentage of pupils entering class independently and settled. Improved attendance and punctuality for identified pupils. Positive pupil and parent voice regarding school start routines. Increased learning time due to fewer delays in settling children into class.
Reduced sensory overload and associated behaviours Increased engagement in learning following sensory support	Identified pupils access the sensory room through personalised plans. Reduced number of behaviour incidents linked to sensory dysregulation.

	Increased time spent successfully engaged in classroom learning. Pupil voice demonstrates an increased awareness of regulation strategies. Staff report improved readiness to learn following sensory sessions.
Reduced escalation of behaviour incidents. Increased use of emotion coaching and restorative approaches.	Children can identify emotions and use agreed regulation strategies. Increased successful return to learning following co-regulation. Staff evidence consistent use of emotion coaching approaches. Positive pupil voice regarding feelings of safety and support.
Increased parental engagement with school and support services. Improved understanding of children's developmental, emotional and learning needs	Increased attendance at family workshops. Positive parent feedback regarding support offered. Increased parental confidence in supporting children at home. Greater engagement with Early Help and external services where appropriate. Improved communication between families and school.
Children develop stronger social, emotional and mental health skills. Improved resilience, communication and emotional regulation. Reduced dysregulation and emotional barriers to learning.	Measurable improvements on SEMH assessments and provision maps. . Improved attendance and engagement in learning. Pupils demonstrate increased use of taught coping and regulation strategies. Positive feedback from pupils, staff and families.

All staff develop a deeper understanding of adaptive teaching and inclusive classroom practice. Staff are equipped with the knowledge and confidence to meet the needs of pupils with increasingly complex SEND profiles. Children with SEND access the curriculum successfully and achieve positive outcomes alongside their peers. .	All teaching and support staff participate in planned SEND and adaptive teaching CPD. . Staff confidence in supporting pupils with complex SEND increases, as evidenced through staff surveys and professional dialogue. Reduced reliance on adult support where appropriate through effective classroom adaptations. Provision maps, pupil reviews and progress data demonstrate improved outcomes for pupils with SEND. SEND pupils and their families report positive experiences of support and inclusion within school.
--	---

Review of the previous academic year

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

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *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.*