



Inclusion Strategy – Westfield Primary School and Nursery (DRAFT)

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	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Emma Leach & Rhiannon Slater

Statement of intent

At Westfield Primary School and Nursery, we believe that every child has the right to feel valued, included and successful. Inclusion is at the heart of our vision of *Excellence, Expectation and Environment*, ensuring that every pupil is supported to achieve academically, develop socially and emotionally, and experience a genuine sense of belonging within our school community. We are ambitious for all children and recognise that high-quality inclusive practice benefits every learner while providing the additional support some pupils need to thrive. This reflects our commitment to creating a learning environment where all children feel safe, respected and able to reach their full potential.

Our Inclusion Strategy sets out how we will continue to strengthen our inclusive core offer over the coming year. It builds on our existing practice by developing staff expertise, enhancing high-quality inclusive teaching, strengthening Ordinarily Available Provision and providing graduated support that responds to pupils' individual strengths and needs. Alongside this, we will continue to develop our nurture provision,

promote emotional wellbeing and resilience, and embed approaches that support positive attendance, engagement and readiness to learn. Through ongoing evaluation and reflective practice, we will ensure that our provision continues to meet the evolving needs of our pupils.

The strategy reflects the seven principles of inclusion by promoting high aspirations for every child, removing barriers to learning and participation, and ensuring that inclusion is a shared responsibility across our whole school community. We are committed to early identification of need, high-quality adaptive teaching, positive relationships and an inclusive curriculum that enables all pupils to participate fully in school life. We recognise that successful inclusion is achieved through collaboration, and we value the contribution of pupils, families, staff, governors and external professionals in shaping and reviewing our provision.

Strong partnerships with parents and carers are central to our approach. We believe that children achieve the best outcomes when home and school work together, and we are committed to open communication, shared decision-making and building trusting relationships with families.

Through this strategy, we aim to continue developing a culture where diversity is celebrated, individual strengths are recognised and every child feels a strong sense of belonging. By investing in sustainable improvements to our inclusive core offer, we will continue to ensure that Westfield Primary School is a place where every pupil is supported, challenged and inspired to flourish - both now and in the future.

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	Access to Learning and Achievement As the needs of pupils continue to evolve, it is important that all learners can consistently access an ambitious curriculum that enables them to achieve their individual potential. Continuing to strengthen inclusive classroom practice through high-quality adaptive teaching, effective use of Ordinarily Available Provision and accessible learning experiences will further support pupils to participate fully, make strong progress from their starting points and develop confidence as successful learners. Links to Inclusion Principles

	• High-quality inclusive teaching • Early identification and support • High aspirations for all learners • Inclusive curriculum and assessment
2	Emotional Wellbeing, Resilience and Readiness to Learn Supporting pupils' emotional wellbeing is fundamental to successful learning. As children's social, emotional and mental health needs become increasingly diverse, a proactive and graduated approach is essential to help pupils develop resilience, emotional literacy and self-regulation. By strengthening universal provision alongside targeted support, we aim to ensure that all pupils feel safe, valued and ready to engage positively in learning and school life. Links to Inclusion Principles • Positive relationships • Inclusive culture and ethos • Early intervention and graduated support • Participation and pupil voice
3	Attendance, Engagement and Participation For every child to thrive, they need to feel a strong sense of belonging, engage positively in learning and attend school regularly. A range of individual circumstances, including additional needs, health and/or wellbeing factors, can present barriers to full participation. Strengthening inclusive approaches, early intervention and collaborative working with families will help ensure all pupils are supported to attend, engage and participate fully in the life of the school. Links to Inclusion Principles • Participation and belonging • Partnership with families • Removing barriers to inclusion • High expectations and equity
4	Partnerships, Relationships and Inclusive Community Strong partnerships between home, school and external professionals are central to achieving positive outcomes for pupils. Continuing to strengthen communication, collaboration and shared understanding will ensure that children and families feel listened to, supported and actively involved in decision-making. By fostering an inclusive culture that values diversity, promotes positive relationships and celebrates every child's strengths, we aim to create a community where everyone feels they belong and can flourish. Links to Inclusion Principles

	• Partnership with families • Working with other professionals • Inclusive culture and belonging • Pupil and family voice
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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>
Continue to develop staff expertise in high-quality inclusive practice. Build on existing strong practice through an ongoing programme of professional development and coaching for teachers and teaching assistants, focusing on adaptive teaching, scaffolding, Ordinarily Available Provision (OAP), executive functioning, effective deployment of adults and inclusive classroom strategies. This reflects evidence from the Education Endowment Foundation (EEF) that high-quality teaching has the greatest impact on outcomes for pupils with SEND. This activity will strengthen the school's inclusive core offer and ensure consistently high-quality provision for all learners. Addresses barriers 1, 2, 3 and 4.	Universal	£3000
Further develop the school's graduated nurture provision. Build on established nurture practice through staff development, structured interventions, sensory and regulation resources, and consistent approaches to	Universal with targeted support	£2000

emotional literacy and self-regulation. This will further promote pupils' wellbeing, confidence and readiness to learn while complementing high-quality classroom provision. Addresses barriers 2 and 3.		
Embed the Good Morning Club as a whole-school inclusion strategy. Introduce a universal morning welcome and regulation offer to strengthen belonging, positive relationships and successful transitions into learning. This proactive approach will support emotional regulation, attendance, engagement and readiness to learn for all pupils, while providing additional support where needed. Addresses barriers 2, 3 and 4.	Universal	£1000
Enhance the consistency of Ordinarily Available Provision across the school. Continue to review and refine inclusive classroom environments through the development of visual supports, communication resources, sensory strategies and accessible learning tools. This will ensure pupils can consistently access high-quality inclusive provision in every classroom. Addresses barriers 1, 2 and 3.	Universal	£1500
Continue to strengthen partnerships with families and external professionals. Build on existing collaborative practice by developing opportunities for shared planning, review meetings, parent engagement and multi-agency working. Accessible information and clear communication will support families to work in partnership with school to achieve the best possible outcomes for their children. Addresses barriers 2, 3 and 4.	Universal	£1000

Evaluate the impact of inclusive practice to inform ongoing school improvement. Continue to evaluate the effectiveness of the school's inclusive provision through learning walks, provision reviews, pupil and family voice, attendance and progress information, staff coaching and the school's work towards achieving the Inclusion Quality Mark (IQM). This will inform future priorities, strengthen consistency of practice and ensure the school's inclusive core offer continues to meet the evolving needs of pupils. Addresses barriers 1, 2, 3 and 4.	Universal	£1500
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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
High-quality inclusive practice is consistently embedded across the school, enabling all pupils to access an ambitious curriculum and make progress from their individual starting points.	- Learning walks, classroom observations and provision reviews demonstrate consistent implementation of adaptive teaching and Ordinarily Available Provision. - Staff confidence in inclusive practice is strengthened through professional development and coaching. - Pupil progress information indicates that pupils with additional needs are well supported to access learning.
Pupils experience a nurturing, inclusive environment that promotes emotional wellbeing, resilience and readiness to learn.	- Pupil voice demonstrates that children feel safe, valued and supported. - School monitoring shows increased engagement in learning, improved emotional regulation and positive participation in classroom and wider school life. - The impact of nurture provision and the Good Morning Club is reviewed

	through pastoral records and feedback from pupils, families and staff.
Attendance, engagement and participation continue to improve for pupils experiencing barriers to learning, with pupils feeling a strong sense of belonging within the school community.	- Attendance and engagement information is monitored regularly, with appropriate support implemented through the graduated approach where required. - Pupil voice, family feedback and participation in school activities demonstrate that pupils feel included, connected and able to engage successfully in school life.
Strong partnerships between school, families and external professionals support positive outcomes for pupils.	- Families report that communication is supportive, accessible and collaborative. - Multi-agency working is timely and effective, with shared planning supporting pupils' individual needs. - Parent participation in reviews, meetings and engagement opportunities continues to be strong.
Inclusive practice is embedded within school improvement through ongoing evaluation and reflective practice.	- Leaders regularly evaluate the impact of inclusive provision through monitoring activities, pupil and family voice, attendance and progress information, and staff feedback. - Findings inform future priorities and contribute to the continued development of the school's inclusive culture and provision. - The school successfully works towards achieving the Inclusion Quality Mark, with recommendations informing future development priorities.