Inclusion Strategy – Winterton 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	22.11.2026
Date on which it will be reviewed	22.03.2026
Statement authorised by	Jemima Williams Academy Head

Statement of intent

Our main aim is to create a school where every child feels safe, valued and supported to do their best. We want all children to have the same chance to learn, take part and succeed, whatever their needs or circumstances. At our Primary School, we are committed to providing a caring and supportive environment where every child can access a broad and balanced curriculum. We want children with additional needs and SEND to take part in all areas of school life, grow in confidence, become more independent and achieve their full potential. We believe that inclusion is everyone's responsibility and should be part of everything we do.

Our inclusion strategy focuses on building the skills, knowledge and confidence of all staff. We want everyone to understand how best to support children with different needs. An important part of this is having a clear and shared understanding of what good everyday teaching and support should look like for all pupils. We know that good teaching, along with the right changes and support, can help every child. Through training, sharing ideas and working together, we will help staff feel confident in spotting barriers to learning and using the right strategies. Extra support and interventions should build on good classroom teaching, not replace it.

The seven principles of inclusion will guide our strategy. We will use regular inclusion audits to look at how well we are meeting these principles. These audits will help us see what is working well and what needs to improve. We will look at our teaching, curriculum, classrooms, resources and wider school activities to make sure all children can take part. We will use what we learn to plan improvements and decide what training staff may need.

Working closely with children, families and the wider school community is very important to us. We know that parents and carers understand their children well, and that children's views should also be heard. We will gather the views of pupils and parents through the assess, plan, do, review (APDR) cycle. This will help us understand what is working, what could be better and what support is needed next. We will keep in regular contact with families and work with our Locality Committee and outside professionals to make sure children get the right support.

Our aim is to make inclusion part of everyday life across our school. By working together, developing staff skills, listening to families and making improvements, we will help every child feel that they belong, have a voice and can succeed.

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	**Specific learning difficulties:** We have an increasing number of pupils experiencing difficulties with reading, spelling, writing, mathematics, processing information and retaining learning. These challenges can affect their ability to access the curriculum, develop key literacy and numeracy skills, and make expected progress.
2	**Sensory processing difficulties:** We have several pupils who experience sensory processing difficulties. This impacts on their regulation in the classroom environment. Providing consistent, open access to sensory play and regulation resources, whilst maintaining a safe, clean and organised learning environment, presents an ongoing challenge
3	**Social, emotional and mental health (SEMH):** We have an increasing number of pupils who experience difficulties with emotional regulation, managing relationships, coping with change and maintaining positive behaviour. This can impact on their readiness to learn, attendance and participation in school life.
4	**Neurodiversity and attendance:** Some of our neurodivergent pupils experience barriers linked to anxiety, sensory needs, changes in routine and the demands of the school environment. These can affect attendance, emotional wellbeing and engagement in learning.
5	**Development of fine motor skills:**

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)*
Developing fine motor skills through staff knowledge of interventions- Dough Disco A member of teaching staff will undertake specialist training to develop expertise in rolling out the dough disco intervention in all classes. The focus will be on ensuring pupils have the fine motor skills for handwriting and writing stamina. *Addresses Barrier 1 and 5*	Universal	£300
Developing consistent approach to handwriting across the school through a subscription to LetterJoin All staff will have access to Letterjoin to ensure a consistent approach to handwriting across the school. Staff will identify pupils individual starting points and use letterjoin to help them plan the most appropriate next steps. A copy of the *Addresses Barrier 1 and 5*	Universal	£100

Developing adaptive teaching through Ambition Institute – Train the Trainer programme. A member of teaching staff will undertake specialist training to develop expertise in adaptive teaching and lead professional development across the school. This will support staff to anticipate and remove barriers to learning through effective lesson design, scaffolding, flexible approaches, modelling and responsive teaching. The focus will be on ensuring that pupils with additional needs can access ambitious learning alongside their peers, reducing reliance on individual adult support and separate interventions. *Addresses barriers 1, 2, 3 and 4.*	Universal	£1750
Developing a bank of concrete and practical learning resources. Purchase of practical, multisensory and manipulable and fine motor resources to support pupils to understand, explore and consolidate learning. Resources will support the teaching of mathematical concepts, literacy, vocabulary and abstract ideas through practical experiences, visual representations and hands-on learning. These resources will be available within classrooms to support different learning styles, reduce cognitive barriers and increase independence and engagement**.** *Addresses barriers 1 and 5*	Universal	£2000
Consistent use of visuals across the setting Purchase of a widget subscription for teaching staff to enable consistent use of visuals in classroom displays, resources, word banks etc. *Addresses barrier 1*	Universal	£150

Ensuring access to maths intervention- purchasing One, Two, Three Learning - A Power of … Purchase of this scheme will support earlier intervention where barriers in maths arise. This supports learning between home and school. *Addresses barrier 1*	Universal	£680
Investment in assistive technology – literacy programs Purchase of Clicker software to increase access to the curriculum for pupils who experience barriers with reading, spelling, writing, recording and processing information. Technology will provide alternative ways for pupils to demonstrate their understanding, develop written communication and work with greater independence. Staff will be supported to use technology as part of everyday adaptive teaching, rather than solely as an individual intervention. CPD for all staff for effective implementation of clicker *Addresses barriers 1 and 5.*	Universal Targeted	£800
Whole-school SEND professional development through Nasen. Whole-school CPD programme to strengthen staff knowledge, confidence and consistency in meeting the needs of pupils with SEND. Training will support staff to understand commonly occurring needs, identify barriers early and implement effective classroom strategies. The programme will provide staff with accessible, flexible opportunities to access relevant training as and when required, enabling them to respond promptly to emerging needs, new concerns or changes in pupils' profiles. *Addresses barriers 1, 2, 3 and 4*.	Universal	£0

Improving access to learning through adaptive seating and standing desks. Purchase of a range of adaptive seating options and standing desks to provide greater flexibility in how pupils access classroom learning. This will support pupils who experience sensory, physical, postural or attention-related barriers, enabling them to make adjustments to their working position and remain comfortable, regulated and engaged. Provision will be available according to pupils' needs, with appropriate adaptations identified through observation and assessment. *Addresses barriers 2 and 3.*	Universal	£1000
Creating sensory-friendly spaces within every classroom. Investment in resources and equipment to establish accessible sensory spaces within classrooms, informed by findings from school environment audits to identify areas for development and ensure that provision reflects the needs of pupils. These spaces will provide opportunities for pupils to regulate, manage sensory overload and access a calm, predictable space when needed. Staff will be supported to use these areas proactively as part of everyday classroom practice, helping pupils develop emotional regulation, recognise their needs and return to learning successfully. the cleniliness ad tidynees of the school impacting on pupils Alongside this, it is important to ensure that pupils have access to sensory resources and activities that meet their individual needs, whilst maintaining a clean, tidy and safe learning environment. Investment in appropriate cleaning equipment, will support staff in managing the impact of sensory provision on classroom environments, ensuring	Universal	£1000

that spaces remain hygienic, welcoming and accessible for all pupils. *Addresses barriers 2 and 3.*		
Language Link screening and assessment. Purchase of the Language Link screening tool to support the early identification of pupils experiencing speech, language and communication difficulties. Screening will help staff identify specific areas of need, including understanding and using language, and inform appropriate next steps. Findings will be used to guide classroom adaptations, early intervention and targeted language support, enabling pupils to access teaching and communicate more confidently. *Addresses barrier 1.*	Universal Targeted	£800
Developing sensory circuits and movement opportunities. Purchase of sensory circuit equipment and resources to support structured movement opportunities for pupils who benefit from additional sensory regulation. Staff will be supported to use sensory circuits and movement activities to help pupils develop readiness for learning, improve attention and support self-regulation. Resources will also support the development of appropriate movement opportunities throughout the school day including CPD for staff. *Addresses barriers 2 and 3.*	Universal Targeted	£1000
Thrive Whole School Training To build a shared approach to supporting children's social and emotional development. Supporting staff to develop their confidence with responding to behaviour and embed strategies into everyday school life. *Addresses barriers 2, 3 and 4*	Universal	£400

Resources to support regulation, and soft starts Resources such as Lego, crafting, and construction to support pupil's to engage with school, and the curriculum. *Addresses barrier 3 and 4*	Universal	£1000

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
Consistent use of **adaptive teaching** across the school. Staff have the knowledge, skills and confidence to adapt teaching and remove barriers to learning, ensuring pupils with SEND can access an ambitious and inclusive curriculum.	• Staff access adaptive teaching CPD and opportunities to share effective practice. • Learning walks and classroom observations demonstrate the use of scaffolding, modelling, visual support and adaptive strategies. • Teachers can identify and articulate how their teaching is adapted to meet the needs of individual pupils. • Pupils have appropriate opportunities to participate in learning alongside their peers. •There are opportunities for for pupils to embed their learning through
More inclusive and accessible classroom environments. Classroom environments are developed to better reflect the sensory, physical and learning needs of pupils, supporting their comfort, independence and participation.	• Environment audits are completed and inform priorities for development. • All classrooms have access to appropriate sensory resources and calm spaces. • Adaptive seating, standing desks and practical resources are available to support identified needs. • Staff and pupil feedback informs ongoing improvements to classroom environments.
Earlier identification and more consistent support for **speech, language and communication needs**. Staff are better equipped to recognise communication	• Language Link screening is used to support the identification of communication needs.

needs and provide appropriate support through language-rich teaching and targeted approaches.	• Classroom observations demonstrate the use of effective communication strategies.
Strengthened support for pupils' **social, emotional and sensory needs**. Staff have a better understanding of pupils' social and emotional development and are equipped to provide appropriate support for emotional regulation, relationships and readiness to learn.	• Thrive-informed approaches are used to inform support for identified pupils. • Staff can identify and respond to pupils' emotional and sensory needs using appropriate strategies. • Sensory circuits and classroom sensory spaces are available and used appropriately. • Pupil progress and individual needs are reviewed through appropriate assessment and monitoring processes, including pupil voice.
Improved handwriting skills across the school, enabling pupils to develop greater fluency, legibility and confidence in their written work. Pupils experiencing difficulties with fine motor control, letter formation and writing stamina receive targeted support to reduce barriers to learning and improve their ability to record ideas independently.	• Pupils demonstrate improved letter formation, pencil control, handwriting fluency and presentation. • Targeted handwriting and fine motor interventions are in place for identified pupils. • Staff consistently use agreed handwriting approaches and appropriate resources to support pupils' individual needs. • Pupils develop greater confidence, independence and stamina when completing written tasks. • Progress is monitored through handwriting assessments, work scrutiny and pupil voice.
Pupils have regular opportunities to consolidate and embed their learning through **targeted interventions**, structured programmes and activities that support learning at home. Strong home–school partnerships ensure parents and carers are equipped to reinforce key skills, support their child's individual learning needs and contribute positively to their progress.	• Targeted interventions and learning programmes support pupils in consolidating and embedding key skills. • Home learning resources and activities are accessible and matched to pupils' individual needs. • Parents and carers are supported to reinforce learning at home through clear guidance and appropriate resources.

	• Strong home–school communication ensures a consistent approach to supporting pupils' learning and development. • Pupil progress is monitored to evaluate the impact of interventions and home learning support.

Review of the previous academic year

Further information (optional)