Inclusion Strategy

Wavendon Gate School

This statement sets out how our school will deliver inclusive practice for all children, including those with special educational needs and disabilities (SEND). It explains how our provision will be funded through the school's core budget, including the notional SEN budget, alongside the Department for Education's Inclusive Mainstream Fund (IMF).

Statement of Intent

At Wavendon Gate, we believe that every child should feel safe, valued and known as an individual, with the opportunity to participate fully in school life, make progress and achieve their full potential. Our inclusion strategy is rooted in a commitment to identifying and removing barriers to learning and participation, maintaining high expectations for every child, and ensuring that support is timely, appropriate and responsive to individual needs.

This commitment is particularly important within our two-form entry community school of 406 children, whose experiences, backgrounds and needs are varied. Our community includes children with SEND, children eligible for free school meals and children who speak English as an additional language. We recognise that each child brings individual strengths and experiences, and that an inclusive approach must respond to these differences while ensuring that all children have access to ambitious learning and wider opportunities.

Our strategy combines a strong, inclusive universal offer with targeted support where children need additional help to overcome barriers. It prioritises high-quality adaptive teaching, a coherent and ambitious curriculum, early identification of need, effective intervention and regular review. It also builds on our school improvement priorities for developing oracy, strengthening early writing and ensuring greater consistency in adaptive teaching across the school. In doing so, it responds to feedback from our previous inspection about making curriculum steps clearer and supporting staff to adapt teaching consistently. The judgement of Good was made under the previous inspection framework and is not presented as an evaluation under the framework introduced in November 2025.

Our approach is organised around the Department for Education's seven principles of inclusion:

1. **Ambitious leadership and governance** that embeds inclusion throughout the school.
2. **Evidence-based support** that prioritises early identification and intervention.
3. **High-quality adaptive teaching** and a curriculum designed for all learners.
4. **Enriching provision beyond the classroom** that all children can access.
5. **A safe and respectful culture** that fosters belonging, attendance and participation in learning.
6. **Strong partnerships with families and wider services** to support children's needs.

7. **Inclusive environments** with continuous improvements to accessibility.

Our strategy is shaped by our school ethos: developing a culture in which every child has the opportunity to achieve their full potential and build a bright future. It reflects our child-chosen values, the barriers to learning we have identified, our school improvement priorities and the inclusive practice already established within our community.

We recognise the importance of listening to children and building on what they tell us. For example, children have identified the Rainbow Room and the opportunity to talk through worries with learning mentors as valued aspects of school life. We will continue to develop this trusted provision, ensuring that children's voices help shape the support and opportunities available to them. The views of children and families, alongside staff experience, governors' oversight and partnership working with external services, will inform the delivery and ongoing review of our strategy.

Our values of **Respect, Kindness, Honesty, Courtesy, Self-belief and Growth** will underpin this work and guide how inclusion is experienced in everyday school life. Through a shared commitment to these values, we aim to create an environment in which every child feels they belong, is supported to overcome barriers and is able to flourish.

2. 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.

Number	Detail of barrier to learning
1	**Neglect and home issues.** Neglect and difficulties within the home environment are significant barriers to learning in our school, as they can have a profound impact on pupils' emotional wellbeing, attendance, concentration and readiness to learn. When children are experiencing unmet basic needs, instability or challenges at home, it can be difficult for them to feel safe, settled and able to fully engage with their education. These are also two of the areas we see most frequently within our safeguarding concerns, highlighting how closely home circumstances and children's ability to thrive in school are connected. As a result, supporting pupils and families with these challenges is essential to removing barriers to learning and ensuring every child has the opportunity to succeed.
2	**Attendance.** Attendance is a key factor in children's ability to make progress and achieve their full potential. Regular attendance ensures that pupils have consistent access to teaching, learning opportunities and the wider experiences that school provides. Poor attendance can lead to gaps in knowledge, reduced confidence, difficulties maintaining friendships and falling behind academically. Although our overall attendance is currently above the national average, it remains an area of concern,

	particularly in relation to persistent (PA) and severe (SA) absence. It is essential that we continue to prioritise attendance, working closely with families to remove barriers and ensure all children are in school regularly, ready to learn and able to achieve.
3	**Social emotional.** Social and emotional needs can present a significant barrier to learning, particularly when children find it difficult to regulate their emotions, manage worries, build confidence or navigate friendships and relationships. These challenges can impact on pupils' sense of belonging, behaviour, engagement and ability to participate positively in learning. In our school, emotional regulation has been identified as a particular area of need, with a number of children requiring additional support to manage their emotions and responses to different situations. This can affect their readiness to learn and their ability to access the curriculum consistently, both within the classroom and during less structured times.
4	**Medical needs.** Medical needs are an increasingly significant barrier to learning in our school, as we have seen a rise in the number of children with complex and potentially life-threatening health conditions. These include severe allergies requiring an EpiPen, diabetes, Crohn's disease and children who are in remission from cancer. Such conditions can impact on pupils' attendance, concentration, wellbeing and ability to participate fully and safely in all aspects of school life, including lessons, PE, trips and extra-curricular activities. These children may require additional support, individualised adjustments and carefully planned medical care to ensure their safety and enable them to access learning as fully as possible. Effective communication and collaboration between school staff, families and medical professionals are essential in ensuring that these needs are managed effectively and that children are supported to achieve their full potential.
5	**Communication and interaction.** Communication and interaction needs have been identified as an increasing barrier to learning within our school. We have noticed a rise in the number of children requiring support from external Speech and Language Therapy services, alongside an increased need for targeted interventions within school. Some children experience difficulties understanding and using spoken language, expressing their ideas, following instructions and communicating effectively with both peers and adults. These challenges can impact on their ability to access the curriculum, participate in classroom discussions, develop social relationships and make progress across different areas of learning. We also recognise that a number of children speak English as an additional language (EAL), and it is important to distinguish language acquisition from special educational needs, ensuring that support is appropriate and responsive to each child's individual strengths and needs.

3. Activity in This Academic Year

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.

Universal offer: "Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive."

Targeted support: "For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive."

The activities below are a focused first-year programme. They use the core budget, including the notional SEN budget, and IMF as appropriate. Any IMF-funded element will be planned under the stated principle of inclusion, and its allocation and expenditure should be recorded and reviewed by the school. Funding supplements the school's inclusive provision; it does not replace safeguarding responsibilities or other statutory duties.

Description of activity	Activity type	Total budgeted cost
Consistent adaptive teaching and inclusive curriculum planning. Building on our school improvement priority of high-quality adaptive teaching, staff will receive focused professional development and opportunities for collaborative planning to strengthen consistency in classroom practice and ensure learning is accessible to all pupils. This will include sharing and modelling effective teaching strategies, anticipating potential barriers to learning during planning, and making purposeful use of scaffolding, explicit modelling, vocabulary development and flexible grouping. Staff will be supported to ensure that adaptations enable all children to access ambitious curriculum content without lowering expectations or limiting learning opportunities. As part of our ongoing improvement work, teams will also review the teaching of phonics and early writing, using pupil work, lesson observations and assessment information to evaluate impact and refine practice. This work directly responds to previous inspection feedback around curriculum sequencing and inconsistencies in adaptive teaching. The DfE Inclusive Mainstream Fund: Best Practice for Schools highlights the importance of adaptive teaching, staff development and curriculum adaptation in strengthening inclusive practice. Similarly, the EEF Special Educational Needs in Mainstream Schools guidance reinforces the importance of high-quality teaching as the foundation of SEND provision, supported by a holistic understanding of individual needs and carefully targeted additional support.	universal	£700 staff CPD and supply cover

Principle: High-quality adaptive teaching and an ambitious, inclusive curriculum designed to meet the needs of all learners. **Barriers addressed:** 3, 5.		
Oracy, early communication and writing foundations. Building on our school priorities for oracy, communication and early writing, staff will provide regular, planned opportunities for children to listen, talk, develop vocabulary, explain their thinking and confidently express ideas across the curriculum. In Reception and the early years of primary, adults will model high-quality language and writing, develop children's confidence in speaking and phonics, and provide meaningful opportunities for writing through play and carefully planned learning experiences. Across the school, teachers will use strategies such as visual prompts, modelling, thinking time, partner talk and vocabulary scaffolds to encourage participation and ensure all children, including those who are quieter or less confident, have opportunities to communicate in ways that feel accessible to them. Where assessment identifies additional needs, staff will provide targeted, time-limited language and communication interventions, working in partnership with families and regularly reviewing progress to determine next steps. To strengthen this provision, we are investing in our own Speech and Language Therapists, who will provide targeted support for children, alongside professional development for staff to deliver high-impact interventions. We have also introduced WellComm to support the early identification of speech, language and communication needs and to inform appropriate interventions. The Speech and Language UK Resource Library for Educators provides practical strategies and resources to support children's communication and interaction. Similarly, the EEF Special Educational Needs in Mainstream Schools guidance emphasises the importance of matching teaching and interventions to individual needs and evaluating their impact. **Principles:** Evidence-based support prioritising early intervention; high-quality adaptive teaching with a curriculum designed for all learners. **Barriers addressed:** 5.	universal	£6,000 for external speech and language therapists. £1,000 for WellComm early speech, language and communicati on toolkit.
Belonging, emotional wellbeing and participation. Building on our existing Rainbow Room and learning mentor provision, which children already value as safe spaces to talk through worries and seek support, we will further develop and formalise our approach to promoting emotional wellbeing, belonging and positive participation. Staff will use consistent approaches to ensure children feel listened	universal	£3,500 for renovations and equipment

to, know how to share concerns and receive appropriate follow-up, with agreed support recorded, shared and reviewed in line with safeguarding and confidentiality procedures. Our universal classroom practice will continue to reinforce the school's values, promote respectful relationships and develop emotional literacy through predictable routines, positive interactions and opportunities for all children to participate. Where additional support is needed, we will work in partnership with the child and their family to develop proportionate, time-limited plans, identify trusted adults where appropriate and regularly review wellbeing, engagement and progress. As part of this development, we will renovate the patio area outside the Rainbow Room to create an enhanced outdoor wellbeing and sensory space. This will provide opportunities for children to take part in sensory circuits, grow and care for their own vegetables, and access a calm outdoor breakout space where they can spend a few minutes in the fresh air to regulate their emotions when needed. This will extend and strengthen our existing provision, providing additional opportunities to support children's sensory, emotional and social needs. The DfE Inclusive Mainstream Fund: Best Practice for Schools highlights the importance of consistent approaches to wellbeing, belonging, quiet spaces and pupil voice. Similarly, the EEF Special Educational Needs in Mainstream Schools guidance emphasises the importance of positive, supportive environments and developing a holistic understanding of children's needs through listening to children and their families. **Principles:** A safe, respectful and inclusive culture that promotes belonging, emotional wellbeing, attendance and participation in learning; strong partnerships with families and wider services. **Barriers addressed:** 1, 3.		
Early attendance response and family partnership. We will strengthen our approach to attendance by using attendance information more effectively to identify emerging patterns, recognise concerns early and understand the individual circumstances behind absence and lateness. Staff will regularly review attendance data, make timely and supportive contact with families, listen to the views of children and parents or carers, and agree clear actions and appropriate support, with a named school contact where helpful. Particular focus will be given to children who are persistently or severely absent, ensuring that barriers are understood and addressed through a supportive, solution-focused approach. For key children experiencing Emotionally Based School Avoidance (EBSA), we will follow the EBSA pathway to ensure that support is carefully planned, individualised and responsive to their needs. Where attendance concerns are linked to wider home circumstances or	universal	£500 staff training on EBSA

safeguarding concerns, appropriate school procedures will be followed and relevant external agencies involved where necessary. We will also work collaboratively with the local authority and other local schools to identify attendance trends, share effective practice and implement emerging guidance to strengthen our approach. Where whole-school strategies are not sufficient, targeted support will be agreed with families and, where appropriate, wider services, with progress regularly reviewed. This work builds on our existing good practice and aims to ensure that every child receives the right support at the earliest opportunity. The DfE Attendance Toolkit for Schools recommends using attendance data to identify patterns early, understanding the reasons for absence and working in partnership with families to agree appropriate support. The DfE Inclusive Mainstream Fund: Best Practice for Schools also highlights the importance of early, evidence-based intervention and collaboration with families and wider services. **Principles:** Strong partnerships with families and wider services; evidence-based support prioritising early intervention. **Barriers addressed:** 1, 2.		
Medical needs and accessible participation. We will strengthen our approach to supporting children with medical needs to ensure that all pupils can access the school day safely, confidently and as fully as possible. As we are seeing an increasing number of children with complex medical needs, it is essential that information is gathered, regularly reviewed and shared effectively with the staff who need it. To support this, we have invested in **Medical Tracker** and provided staff training in its use. Having all medical information and individual care plans stored on a central digital platform will improve consistency, ensure staff can access up-to-date information and strengthen communication between relevant adults and parents. Working closely with families, healthcare professionals and relevant external agencies, we will ensure that appropriate medical care plans, reasonable adjustments and support arrangements are in place. This will include considering how individual medical needs may affect attendance, concentration and participation in classroom learning, PE, school trips and wider school activities. Staff will be supported to understand their responsibilities and ensure that appropriate arrangements for medication, medical care and emergency situations are consistently followed. Where a child's medical needs create barriers to attendance or participation, we will work collaboratively with families and relevant professionals to identify solutions and regularly review the effectiveness of agreed support. This will help us to develop a more inclusive and accessible school environment where children with medical needs feel safe, supported and able to	targeted	£400 for Medical Tracker £500 staff training

achieve their full potential. The DfE Inclusive Mainstream Fund: Best Practice for Schools highlights the importance of adapting environments and provision to remove barriers to participation. The DfE Attendance Toolkit for Schools also emphasises understanding individual barriers to attendance and ensuring that support responds to children's circumstances. **Principle:** Inclusive environments with continuous improvements to accessibility, ensuring all children can participate safely and fully in school life. **Barriers addressed:** 2, 4.		
Accessible enrichment and outdoor participation. Wavendon Gate's field provides a valuable existing resource for sport, play, and outdoor learning, which we will build upon to support inclusion, engagement, and a sense of belonging. We will develop our Forest School provision—focusing initially on key children who benefit most from outdoor experiences—and systematically review how pupils access outdoor spaces, enrichment, and sport so that children with different needs can participate alongside their peers. To eliminate financial barriers, the school will fund a wide range of extracurricular lunchtime and after-school sports clubs. We will track attendance to encourage key children who might otherwise miss out due to cost, providing extra support to sustain their involvement. Individual adjustments will be planned alongside children and their families, with pupil views guiding which activities best build confidence and connection. This strengthens our existing community provision while ensuring enrichment beyond the classroom is fully inclusive. The DfE Inclusive Mainstream Fund: Best Practice for Schools highlights accessible enrichment and sport as essential to removing barriers to learning. **Principle:** Enriching provision beyond the classroom that is accessible, inclusive and provides opportunities for all children to thrive. **Barriers addressed:** 3, 4, 5.	universal	£1,824 subsidised sports fees and resources £2,000 for additional coach £500 for Forest School start up

4. 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, including children with SEND, can access ambitious curriculum teaching through consistent adaptation.	• Lesson observations show consistent, high-quality adaptive teaching that maintains high expectations for all learners. • Pupil work scrutinies demonstrate appropriate scaffolding enabling SEND pupils to access ambitious curriculum content. • Leadership reviews confirm pupils make strong progress from their individual starting points.
Children make progress in communication, oracy and early writing.	• Early screening consistently identifies speech, language, and communication needs upon entry. • Targeted speech and language interventions result in documented progress against individual language outcomes. • Pupils demonstrate increasing confidence using taught vocabulary and structured talk across the curriculum.
Children feel listened to, safe and able to participate in school life.	• Pupil feedback confirms children feel safe, valued, and know which trusted adult to approach for help. • Pastoral and Rainbow Room interventions are logged with timely follow-up recorded. • Classroom routines and sensory support lead to improved emotional regulation and positive participation.
Attendance barriers are identified early and addressed in partnership with families.	• Attendance patterns are routinely monitored, triggering swift, supportive outreach to families when concerns emerge. • Individualized attendance plans address specific barriers, including Emotionally Based School Avoidance (EBSA). • Joint action plans with families demonstrate sustained improvements in pupil attendance and punctuality over time.
Children with medical needs can attend and participate safely in learning and wider school activities.	• Centralised digital care plans are maintained and regularly updated in consultation with families and healthcare staff. • Staff complete briefings on individual medical adjustments prior to lessons, PE, and off-site educational trips. • Pupils with complex medical needs participate safely and fully in all aspects of school life.
Children can access enrichment and	• Disadvantaged and SEND pupils actively participate in funded sports clubs, Forest School, and outdoor learning.

outdoor opportunities with their peers.	• Barriers to participation are identified and addressed through planned adjustments. • Pupil feedback confirms increased confidence, social connection, and a sense of belonging through wider school activities.