



Whitburn Village Inclusion Strategy

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	October 26
Date on which it will be reviewed	By 31 st October 2027
Statement authorised by	Joanne Beavers (Headteacher) and Mrs S Culley (Chair of Governors)

Statement of intent

At Whitburn Village Primary School, we believe that every child deserves to feel valued, included and supported to achieve their full potential. We are committed to creating a welcoming, nurturing and inclusive school community where all pupils, regardless of their individual needs, abilities or backgrounds, have equal opportunities to succeed academically, socially and emotionally.

Our inclusion strategy sets out how we will use our core school budget (including our notional SEN budget) together with the inclusive mainstream fund (IMF) to build a strong, inclusive offer for all pupils, and earlier, effective support for those who need it, including children with SEND.

- Our ultimate objective is for inclusion to be 'built in, not bolted on': classrooms where high-quality, adaptive teaching meets a wide range of needs first time, so that fewer children need to be withdrawn from the learning and life of their class. We want every child to leave Whitburn as a confident communicator and reader, able to regulate their emotions, with a strong sense of belonging and the independence to succeed at their next stage of education.
- This year we are focusing on a small number of high-impact priorities rather than spreading our effort too thinly. We are strengthening adaptive teaching in every classroom, investing in early language, reading and independent

writing, embedding a consistent whole-school approach to emotional regulation and belonging, and making our environment more accessible.

- These priorities are designed around the seven principles of inclusion, ambitious leadership and governance; evidence-based, early support; high-quality adaptive teaching; enriching provision beyond the classroom; a safe and respectful culture; strong partnerships with families and services; and inclusive environments and every activity we fund sits under one of these principles and is informed by evidence.

Our strategy places particular emphasis on removing barriers to learning, promoting independence and developing pupils' confidence, resilience and wellbeing. We recognise that inclusion is the responsibility of every member of staff and is embedded within all aspects of school life, from classroom practice to wider enrichment opportunities.

We have developed this strategy with our staff, governors, families and pupils, drawing on what they tell us about the barriers our children face and what helps them most. It has been shaped by classroom observation, our assessment data and conversations with families and outside professionals. We will review it every year, alongside our SEND Information Report and Accessibility Plan, so that it continues to reflect the needs of our community. This statement is written to be clear and accessible, so that children, families and the wider school community can understand what we are aiming for and how we are getting there.

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	Communication and Interaction – increasing number of pupils diagnosed ASD/SALT Children enter Nursery and Reception with a wide range of developmental starting points, with some demonstrating gaps in their learning and development, particularly in communication and language, personal, social and emotional development, and early literacy and numeracy. These differences can present barriers to accessing the curriculum and making expected progress. Early identification through careful assessment, ongoing tracking and monitoring enables timely targeted support and referrals to external agencies where additional needs are identified. An increasing number of pupils are presenting with communication and interaction needs, including pupils with diagnosed Autism Spectrum Disorder (ASD) and speech, language and communication needs (SLCN). These needs can create barriers to learning, social interaction, emotional regulation and accessing the

	curriculum. The growing prevalence and complexity of needs require targeted interventions and support from external professionals, including Speech and Language Therapy (SALT) services, to ensure pupils can fully participate in school life and make progress from their individual starting points.
2	Cognition and learning, literacy gap in reading and writing Disadvantaged pupils and pupils with SEND make slower progress in reading and in writing, and the gap widens between key stage 1 and key stage 2. Weak vocabulary limits reading comprehension across the curriculum, and difficulties with transcription and getting ideas down on paper limit independent writing.
3	Social, emotional and mental health (SEMH) and self-regulation An increasing number of pupils need support to regulate their emotions and engage in learning. This is linked to anxiety-related absence, and difficulties at transitions and unstructured times such as lunchtimes. Needs are growing in complexity.
4	Attendance and belonging for vulnerable groups Persistent absence is higher among pupils with SEND and disadvantaged pupils than for the school as a whole, and some pupils report a low sense of belonging, which affects their participation and engagement.
5	Sensory and environmental accessibility A number of pupils, including those with autism and sensory needs, find busy, high-stimulus environments and unstructured times difficult, creating barriers to focus, regulation and participation.

Activity in this academic year

The activities below are the priorities we have chosen for 2026/27 to alleviate the barriers identified above. In this first year we have deliberately focused on a small number of evidence-informed approaches that strengthen our universal offer, supplemented by targeted support where needed. Spend is funded from our core budget (including the notional SEN budget) and our inclusive mainstream fund (IMF) allocation. Every activity funded in part or in full from the IMF sits under one of the seven principles of inclusion, shown in bold against each activity below. Enriching provision beyond the classroom (principle 4) is met this year through our existing extra-curricular and enrichment offer rather than new IMF spend, and is a planned focus for future versions of this strategy.

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>
Principle 3 — high-quality adaptive teaching with curriculum designed for all learners. Whole-staff CPD on high-quality adaptive teaching (scaffolding, explicit modelling, flexible grouping, use of visuals and assistive technology), delivered across the year with subject-leader release time. Embed South Tyneside Ordinarily available provision. Evidence: EEF ‘Special Educational Needs in Mainstream Schools’ and the EEF Teaching and Learning Toolkit. Barriers 1, 2, 3, 5.	Universal	£8,500
Principle 2 — evidence-based support prioritising early intervention. Early language provision: Talk Boost to identify speech, language and communication needs early, with the matched, structured intervention activities delivered by trained teaching assistants across EYFS and KS1. Use of Little Wandle phonics scheme and Little Wandle Catch up. Evidence: Speech and Language UK and EEF oral language guidance. Barriers 1, 3. <u>EEF Phonics Teaching and Learning Toolkit EEF</u>	Universal and targeted/plus	£4,000

Principle 5 — a safe and respectful culture fostering belonging, attendance and participation. Whole-school approach to emotional regulation and belonging: consistent regulation routines and shared language, use of visual timetables, staff training, and a structured, supervised quiet/nurture space (Zen Den) at breaks and lunchtimes. Evidence: EEF 'Improving Behaviour in Schools' and Mentally Healthy Schools targeted support. Barriers 2, 4, 5.	Universal, targeted and targeted plus	£3,500
Principle 7 — inclusive environments with continuous improvements to accessibility. Inclusive environments and accessibility: visual timetables and communication aids in every classroom, reduced visual clutter, and sensory/regulation resources available. Evidence: DfE best-practice guidance and EEF. Barriers 5, 2, 1.	Universal	£2,500
Principles 6 and 1 — strong partnerships with families and wider services, and ambitious leadership and governance through better data and early identification. Family partnership and early identification: embedding the graduated 'assess-plan-do-review' approach, and strengthening data systems for earlier identification of need. Evidence: DfE best-practice guidance; EEF graduated approach. Barriers 1, 2, 4.	Universal, targeted and targeted plus	£1,600
Total planned inclusion spend for 2026/27 (funded from the IMF allocation of approximately £9,557, supplemented by the core budget and notional SEN budget)		£20,100

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
Stronger, consistent adaptive teaching. Inclusive, adaptive practice is embedded in every classroom so	Learning walks and work scrutiny show adaptive strategies embedded in at least 90% of lessons observed; pupils with SEND remain in class learning alongside

pupils with SEND access the curriculum alongside their peers.	peers for the large majority of the timetable.
Improved literacy outcomes for disadvantaged pupils and pupils with SEND. The progress gap in reading and in writing narrows between KS1 and KS2, and more pupils write independently.	An increased proportion of SEND and disadvantaged pupils meet the expected standard in reading and writing; targeted pupils make accelerated progress on the school's fluency assessments and produce more independent, extended writing.
Improved regulation, belonging and attendance. Pupils are better able to regulate, feel they belong, and attend more regularly.	Recorded behaviour incidents at unstructured times reduce; the pupil belonging survey improves year on year; persistent absence for SEND and disadvantaged pupils moves towards the whole-school rate.

Review of the previous academic year

This is the first year of our inclusion strategy (2026/27), so there is no previous year's strategy to review. We have instead used the 2025/26 academic year to establish a clear baseline against which we will measure the impact of our approaches. From 2027/28 onwards, this section will critically evaluate the progress made against our intended outcomes, including the impact on pupils' engagement, participation, attendance, sense of belonging and attainment, with particular reference to children with additional needs and SEND and explain how that evaluation has shaped the following year's strategy.

To establish our baseline for 2026/27, we have drawn on:

- 2025/26 end-of-key-stage outcomes, the Year 1 phonics screening check and EYFS data (noting that some cohorts experienced earlier disruption linked to Covid-19, which affected pupils differently).
- Internal summative and formative assessments, including standardised reading.
- Attendance, behaviour and engagement data, learning walks and pupil voice used to assess wider barriers to inclusion and the early identification of need.