Inclusion Strategy – Westleigh Methodist Primary

School (Part of Epworth Education Trust)

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	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Louise Boardman Executive Headteacher

Funding Overview

Detail	Amount
Inclusion Mainstream funding allocation this academic year – 2026-2027	£ 12,246

Statement of intent

At Westleigh Methodist Primary School, which is part of Epworth Education Trust, inclusion is one of our core values and sits at the heart of everything we do. We believe every child and young person has the right to belong, participate, achieve and flourish within their local mainstream school. We are ambitious for every learner and believe that, with the right support at the right time, every child has the capacity to succeed and realise their potential.

As a family of schools, we value collaboration and recognise that we are stronger together. Our Inclusion Strategy has been developed at Trust level to provide a shared vision, common expectations and a consistent approach to inclusive practice, whilst ensuring each school responds to the unique needs of its own community. Together, we are committed to improving outcomes for all children and young people

by removing barriers to learning, strengthening inclusive practice and ensuring that every school is a place where children feel safe, valued, respected and able to thrive.

We believe that inclusion begins with high-quality, inclusive classroom teaching. Our ambition is for every classroom across our Trust to be an inclusive classroom, where ambitious curriculum design, responsive teaching, effective assessment and appropriate adaptations enable every child to participate, belong and succeed. Every teacher is a teacher of children with SEND and wider barriers to learning, every member of our wonderful support staff plays a vital role in enabling success, and every leader is a leader of inclusion. Inclusion is not the responsibility of one person or one team; it is everyone's responsibility.

We are committed to investing in high-quality professional development so that all staff have the knowledge, confidence and skills to deliver high-quality inclusive classroom practice through a rich, broad and ambitious universal offer. Our first response to removing barriers to learning is always excellent teaching. We recognise that many common, predictable and recurring barriers can be addressed through evidence-informed adaptive teaching, responsive assessment and carefully selected classroom adaptations. Where additional targeted support is required, it is designed to complement, not replace, children's entitlement to an ambitious curriculum and excellent teaching. We want our staff to feel confident in identifying and responding to these barriers before they become entrenched, creating classrooms where every child can participate successfully.

Whilst high-quality inclusive teaching meets the needs of the vast majority of pupils, we recognise that some children require provision that is additional to, or different from, that ordinarily available. Where this is the case, we implement the graduated approach in line with the SEND Code of Practice, working in close partnership with children, families and external professionals to ensure support is personalised, evidence-informed and regularly reviewed. Our approach is underpinned by high aspirations, co-production and a shared commitment to helping every child make meaningful progress.

Across the Trust, we have identified the common barriers to learning experienced by our pupils and have developed coordinated activity across the seven principles of inclusion:

- Ambitious leadership and governance
- Evidence-based support and early intervention
- High-quality adaptive teaching and curriculum design
- Accessible and enriching provision

- Safe and respectful cultures that foster belonging and participation
- Strong partnerships with families and services
- Inclusive environments that continually improve accessibility.

These principles shape our strategic priorities, professional development and school improvement work, ensuring that inclusion is embedded in every aspect of Trust life.

This strategy has been informed through collaboration with school leaders, SENDCos, staff, governors and families, and will continue to evolve through ongoing engagement with our wider school communities. We believe that listening to the voices of children, parents and carers is fundamental to creating truly inclusive schools.

Ultimately, our vision is simple: every classroom provides high-quality inclusive teaching; every school is a place of belonging; every member of staff is confident to remove barriers to learning; and every Epworth child is supported to achieve, flourish and be fully prepared for the next stage of education and for life beyond school.

Our first response to removing barriers to learning is always high-quality, inclusive teaching. Additional support builds upon, rather than replaces, every child's entitlement to an ambitious curriculum, excellent teaching and full participation in school life.

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

Across Epworth Education Trust, we recognise that many barriers to learning are common, predictable and recurring across our schools. This reflects both our own Trust data and national trends, with increasing numbers of children requiring support with communication and language, social communication and interaction, executive functioning, self-regulation and emotional wellbeing. Nationally, the greatest proportion of Education, Health and Care Plans (EHCPs) are issued for pupils with Autism Spectrum Disorder (ASD), with Social, Emotional and Mental Health (SEMH) needs also representing a significant and growing area of need. Our Trust's SEND profile closely mirrors these national patterns. Where needed, any additional, schoolspecific barriers and actions have been identified and listed (in blue).

The barriers identified below have informed our Trust-wide priorities, professional development, resource allocation and strategic investment across the seven principles of inclusion. Again, anything school specific is also identified and actioned (in blue).

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Communication and Language** *Children need to understand, communicate and express themselves confidently.* This includes: Speech, language and communication, Vocabulary, Oracy, Social communication, finding their voice, Listening, Asking questions, Explaining thinking EET Learn to Learn Skill: Communicate *At Westleigh, communication and language is typically lower than other areas of learning on entry to Early Years. We prioritise Communication and Language development as part of our universal offer and also prioritise WellComm and NELI for targeted support. Speech, Language and Communication Needs accounts for 51% of children on our SEND list so is a key barrier. The proportion of children with an autism diagnosis within our school community is also well above national levels, further highlighting the importance of supporting communication, language and interaction across our provision.*
2	**Executive Function & Organisation** *Children need the skills to organise themselves and become independent learners.* This includes: Planning, Organisation, Working memory, Attention, Task initiation , Flexible thinking, Choosing resources, Independence EET Learn to Learn Skill: Organise *At Westleigh, this is a particularly significant barrier. Around 16% of our pupils have a diagnosis of, or are on the pathway for, neurodiversity, including autism (ASD), ADHD and dyslexia which is above the national figure. For many of our pupils, difficulties with executive functioning can create barriers to accessing learning, managing classroom expectations and developing independence.* *We recognise that these skills cannot always be assumed or acquired incidentally. They need to be explicitly taught, modelled, practised and reinforced alongside the taught curriculum, enabling children to understand how to organise themselves, approach tasks and manage their own learning.*
3	**Self-Regulation and Wellbeing** *Children need to understand themselves, regulate emotions and manage challenge.* This includes: Emotional regulation, Behaviour as communication, SEMH, Anxiety, Resilience, Confidence, Relationships EET Learn to Learn Skill: Manage myself, keep improving *At Westleigh, social, emotional and mental health (SEMH) needs are a significant area of identified need. Over time, SEMH has been the second most prominent area on our SEND register, currently accounting for 6% of pupils out of the whole school but 19% of pupils on the SEND register. We recognise that children's emotional wellbeing, self-regulation and readiness to learn are closely connected.*

	For children to learn successfully, they need opportunities to develop the skills to recognise, name, understand and manage their emotions, navigate relationships and respond positively to challenge. *We recognise the importance of early intervention and prevention in supporting children's emotional development and wellbeing. By equipping children with these skills from an early age, we aim to strengthen their ability to manage challenges, develop positive relationships and engage successfully in learning. Where additional needs are identified, we seek to provide timely, appropriate support, working in partnership with children, families and relevant professionals to reduce barriers and promote positive outcomes.*
4	**Curriculum Access & Foundational Learning** *Children need secure literacy, language, vocabulary and key knowledge to access the full curriculum and achieve success across all subjects.* This includes: Early reading, Reading comprehension, Transcription, Vocabulary development, Numeracy, Learning behaviours EET Learn to Learn Skill: Think Deeply *At Westleigh, children's starting points are low, reflecting the experiences, prior learning and additional barriers many of our pupils face. We remain ambitious for every child, whatever their starting point, and recognise that secure foundational skills are essential for accessing learning, building confidence and achieving future success.* *We prioritise the explicit teaching, practice and consolidation of core academic skills through high-quality teaching, responsive assessment and appropriate targeted support. Our aim is to remove barriers, address gaps in learning and ensure every child develops the knowledge and skills needed for the next stage of education and life beyond school.*
5	**Belonging, Participation & Attendance** *Children need to feel safe, included and connected so they attend, participate and thrive.* This includes: Attendance, Belonging, Inclusion, Relationships, Family partnership, Participation, Transitions, enrichment offer EET Learn to Learn Skills: Work Together *At Westleigh, attendance is below national expectations. However, we recognise that attendance is both a pastoral and educational priority, and that continued improvement is essential to ensuring children access learning, build relationships and achieve their potential. We understand that barriers to attendance, belonging and participation can be interconnected, particularly for children experiencing additional needs or wider challenges.* *We are committed to creating a welcoming, inclusive school where every child feels valued, develops positive relationships and has opportunities to participate fully in learning and wider school life. Through strong partnerships with families, early identification of barriers, positive transitions and an enriching offer, we aim to strengthen belonging, improve attendance and ensure children do not miss valuable learning opportunities.*

6	**Social Communication, Interaction & Sensory Needs** *Children need support to understand and navigate social communication, relationships, sensory experiences and changes within their learning environment.* This includes: Social understanding, Social communication, Sensory regulation, Managing uncertainty, Predictability and routine, Transitions, Emotional regulation, Flexible thinking, Relationships, Participation, Independence **EET Learn to Learn Skills:** Work Together, Manage myself

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.

Budgeted cost: £ 12,246

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)*

Embed high-quality adaptive teaching through the Epworth Teaching & Learning Model and revised Trust Adaptive Teaching Toolkit. CPD for all staff to strengthen inclusive classroom practice, reduce reliance on worksheets and improve access to an ambitious curriculum. Adaptive teaching toolkit built further to include general principles alongside subject specific guidance. **Addresses Barriers 1, 2, 3 & 4** **October 2026 onwards** Adaptations and additional support | EEF **Great teaching toolkit: Evidence review** (EET T&L Model based on this) **Special Educational Needs in Mainstream Schools | EEF**	Universal	Executive Leaders Time
Develop Learn to Learn Skills as part of the core curriculum offer	Universal	Executive Leaders Time

through implementation of the Trust Learn to Learn Framework, supporting independence, organisation, selfregulation, executive function and metacognition from EYFS to Year 6. **Addresses Barriers 2, 3 & 4.** **From October 2026** Social and emotional learning | EEF Collaborative learning approaches | EEF		

Strengthen Communication, Language and Oracy through implementation of the oracy strategy, vocabulary development, communication-friendly classrooms, structured talk and explicit teaching of language and pupil voice. **Addresses Barrier 1.** (Over 2 years) **Updated Oracy Strategy from ELKLAN Communication Friendly Settings (Renewals) TBC** **Communication Champions delivered by Sp&L Therapy** Oral language interventions | EEF Resource library for educators - Speech and Language UK: Changing young lives	Universal	Elklan CFS costs
Trust-wide Nurture UK Programme embedding the Six Principles of Nurture, relational practice, emotionally available classrooms and behaviour as communication. Includes use of Boxall Profile **Addresses Barriers 3 & 5.** (Over 2 years) **From January 2027** **Universal approaches | EEF** (Calm classrooms / positive relationships) **Special Educational Needs in Mainstream Schools | EEF** **Targeted support : Mentally Healthy Schools**	Universal (with targeted support where required)	Nurture UK costs

Implement a revised Epworth Graduated Approach Toolkit based on , providing consistent evidence-informed targeted interventions, including Promising Programmes identified through the Education Endowment Foundation, assessment pathways and graduated support across all schools. evidence-informed interventions. **Addresses all barriers.** **From September** **Promising Programmes | EEF** Adaptations and additional support | EEF (Selecting targeted interventions) Special Educational Needs in Mainstream Schools | EEF	Universal	Executive Leaders Time
Develop the Epworth Inclusion Subject Leader Toolkit, enabling curriculum leaders to evaluate inclusion within their subject including accessibility, participation and adaptive curriculum design. **Addresses Barriers 1, 2 & 4.** **From October 2026** Leadership that promotes the achievement of students with special educational needs and disabilities (SEND) - GOV.UK	Universal	Executive Leaders Time
Executive Function and Self-Regulation CPD Programme to improve understanding of attention, working memory, planning, emotional regulation and independence. Zones of regulation My Happy Minds **Addresses Barriers 2 & 3.** **From January 2027** **Social and emotional learning | EEF**	Universal	Cost of chosen programme / Executive Leaders Time

Deliver and evaluate the impact of targeted early intervention programmes (e.g. PiXL therapies, WellComm, NELI, Boxall and interventions identified within the Trust Graduated Approach Toolkit), delivered with fidelity and evaluated for impact via provision maps. **Addresses Barriers 1, 3 & 4.** **Throughout the Year** **Promising Programmes | EEF** Adaptations and additional support | EEF Small group tuition | EEF Teaching Assistant Interventions | EEF Special Educational Needs in Mainstream Schools | EEF Nuffield Early Language Intervention | EEF	Universal	This will form a significant amount of work linked to notional funding.
Embed the graduated approach to assessment through PiXL, Personalised Learning Checklists, PIVATS and Trust assessment processes, enabling staff to identify barriers early, respond through adaptive teaching and monitor the impact of support over time. **Addresses all barriers.** **Throughout the Year** Embedding Formative Assessment | EEF (Promising Programmes)	Universal	PiXL Costs

Implement a refreshed Feedback and Marking Policy, embedding timely, proportionate and evidence-informed feedback that improves learning. Strengthen the use of live and verbal feedback, responsive teaching, self- and peer-assessment and ensure feedback informs next steps for teaching and learning.	Universal	

Addresses Barriers 2, 3 & 4. **From September 2026.** **EEF Teacher Feedback to Improve Pupil Learning** **Promising Programmes | EEF** (Embedding formative assessment)		
Strengthen partnerships with families through co-production, pupil passports, person-centred planning and transition support. **Addresses Barriers 1, 3 & 5.** **Throughout the Year (In line with SEN review cycle)** **Parental engagement | EEF**	Universal	Each school to receive 8 x days cover costs for parental co-production meetings £1600 per school
Build a shared understanding of how to Build Belonging **Addresses Barrier 5.** **Spring 2027** **Universal approaches | EEF** (Positive relationships) **Every child achieving and thriving (HTML version) - GOV.UK** (Cites belonging)	Universal (with targeted support where required)	

Quality Assurance and Evaluation of Inclusive Practice Executive Education Leads will work alongside leaders to evaluate inclusive practice through QA visits and SEND Reviews, coaching, learning walks and pupil voice to ensure sustained improvement across the Trust. **Throughout the Year**	Universal / Targeted	Each school to make a contribution
Ensure a curriculum is in place that meets the needs of ALL learners. Develop inclusive curricula and personalised pathways within Inclusion Bases, ensuring pupils access ambitious learning alongside opportunities for increasing participation in mainstream classrooms wherever appropriate. Inclusion bases in schools - GOV.UK	Targeted	
Autism in Schools programme CPD for staff delivered by the SENDCO Audit of staff knowledge and understanding of ASD Strengthen staff knowledge Training for the SENDCO on using a profiling tool to further support parents and referrals. **Throughout the Year** **Addresses Barriers 1, 2, 3 5** **From September 2026**	Universal/ Targeted	SENDCO time to attend meetings (nominal as meetings after school)

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

Inclusive classrooms are consistently evident across the school (and Trust).	Evidence Trails, learning walks and QA demonstrate adaptive teaching, appropriate use of scaffolds, flexible recording approaches and reduced reliance on one-size-fits-all worksheets, inclusive classroom environments and children successfully accessing ambitious learning.
Staff confidence in meeting additional needs increases.	Staff surveys show increased confidence. CPD participation is high. Leaders observe consistent implementation of Trust adaptive teaching, graduated approach and Learn to Learn frameworks.
Children with identified barriers access learning successfully.	Assessment information shows children with SEND and wider barriers make expected or better progress from their starting points. PiXL assessments, Personalised Learning Checklists, PIVATS, provision maps and APDRs demonstrate impact where appropriate.
Communication, executive function and self-regulation improve across the Trust.	Schools report increased independence, improved classroom engagement, reduced low-level disruption and improved participation. Intervention data demonstrates positive impact for identified pupils. Suspension data and review reflects this is used proportionately and only ever a last resort.
Attendance, belonging and participation improve.	Attendance for pupils with SEND improves where appropriate. Persistent absence reduces. Pupil voice demonstrates children feel safe, included and able to participate. Participation in enrichment increases as shown in tracking systems.
Partnerships with families are strengthened.	Parent feedback is positive. Attendance at coproduction meetings increases. Families report feeling listened to and involved in decision making. Reduction in concerns / complaints.

The graduated approach is implemented consistently.	Evidence Trails and SEND reviews show high quality Assess-Plan-Do-Review processes, effective provision mapping and timely identification of need.
Inclusive leadership is strengthened across the Trust.	Subject leaders use the Inclusion Toolkit. Governors receive inclusion reports. School self-evaluation demonstrates continuous improvement against the seven inclusion principles.

Review of the previous academic year

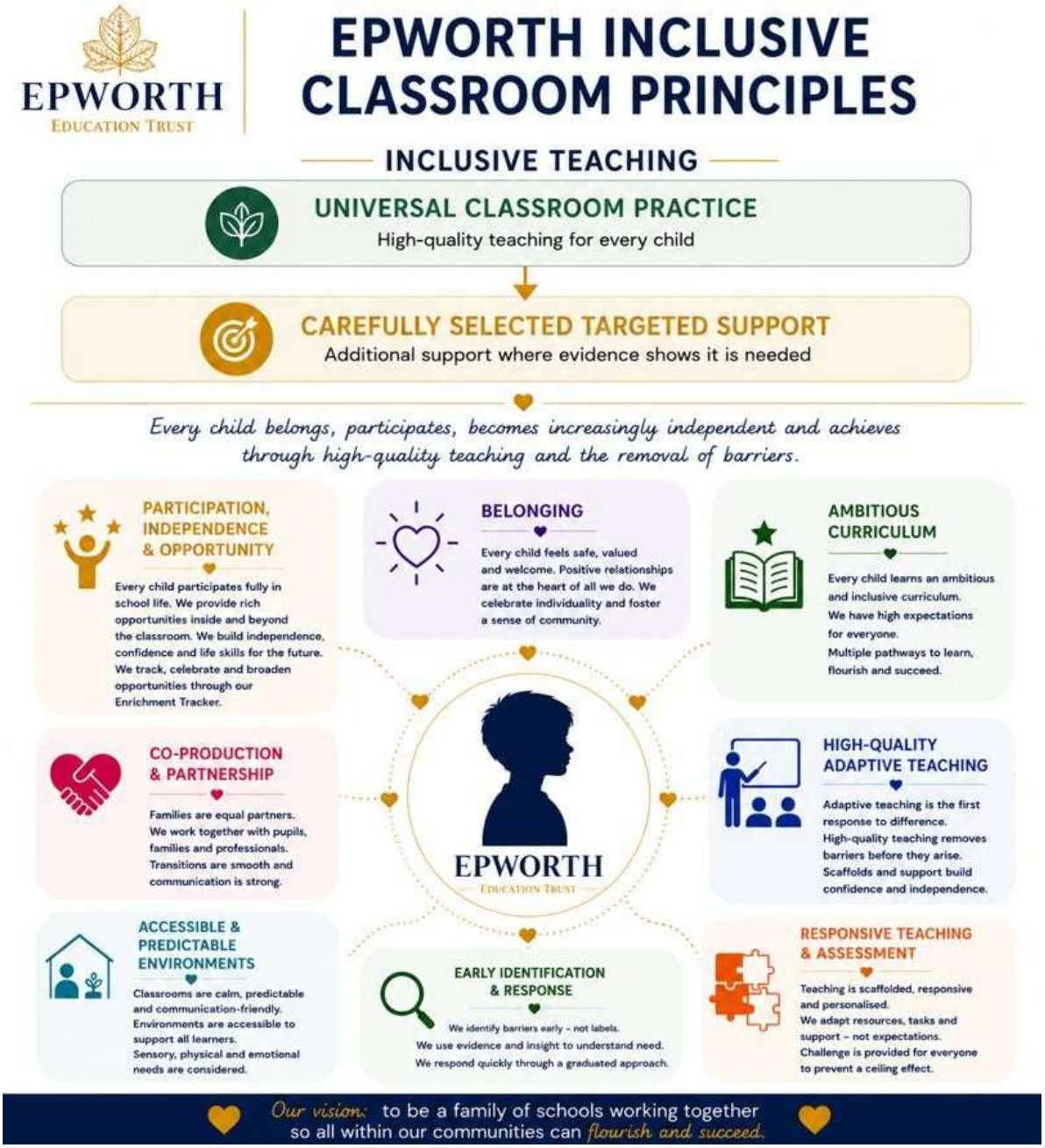
From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. 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.*

Further information

This is a visual representation of our Inclusive Classroom Principles:



This is a visual summary of our intended work this year against these areas:

EPWORTH
EDUCATION TRUST

AN INCLUSIVE CLASSROOM 2026-27

Every child belongs, participates, becomes increasingly independent and achieves through high-quality teaching and the removal of barriers.

PARTICIPATION, INDEPENDENCE & OPPORTUNITY

- Every child participates fully in school life.
- We provide rich opportunities inside and beyond the classroom.
- We build independence, confidence and life skills for the future.
- We track, celebrate and broaden opportunities through our Enrichment Tracker.

KEY INITIATIVE

Enrichment Tracker, Learn to Learn skills, careers work

BELONGING

- Every child feels safe, valued and welcome.
- Positive relationships are at the heart of all we do.
- We celebrate individuality and foster a sense of community.

KEY INITIATIVE

Nurture UK (Whole School Approach)

AMBITIOUS CURRICULUM

- Every child learns an ambitious and inclusive curriculum.
- We have high expectations for everyone.
- Multiple pathways to learn, flourish and succeed.

KEY INITIATIVE

Addition of Discover, Engage and Foundational Steps to our curriculum

CO-PRODUCTION & PARTNERSHIP

- Families are equal partners.
- We work together with pupils, families and professionals.
- Transitions are smooth and communication is strong.

KEY INITIATIVE

Co-Production with Families & Professionals

HIGH-QUALITY ADAPTIVE TEACHING

- Adaptive teaching is the first response to difference.
- High-quality teaching removes barriers before they arise.
- Scaffolds and support build confidence and independence.

KEY INITIATIVE

Refresh Adaptive Teaching Toolkit (aligned with EEF guidance)

ACCESSIBLE & PREDICTABLE ENVIRONMENTS

- Classrooms are calm, predictable and communication-friendly.
- Environments are accessible to support all learners.
- Sensory, physical and emotional needs are considered.

KEY INITIATIVE

Nurture UK, Communication Friendly Classrooms, Engagement with EEF Guide (Environment)



EARLY IDENTIFICATION & RESPONSE

- We identify barriers early – not labels.
- We use evidence and insight to understand need.
- We respond quickly through a graduated approach.

KEY INITIATIVE

Revised EET Graduated Approach

Targeted interventions using evidence-based and promising programming

RESPONSIVE TEACHING & ASSESSMENT

- Teaching is scaffolded, responsive and personalised.
- We adapt resources, tasks and support – not expectations.
- Challenge is provided for everyone to prevent a ceiling effect.

Embed graduated approach to assessment: PiXL, use of PLCs, PIVATs

KEY INITIATIVE

Adaptive Teaching Toolkit (aligned with EEF guidance) and Subject Leader Guidance

Our vision to be a family of schools working together so all within our communities can *flourish and succeed.*