Inclusion Strategy – Wentworth 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 to 2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Dawn Dack (Headteacher)

Statement of intent

At Wentworth Primary School, our ultimate objective is that every child, including those with SEND, feels a strong sense of belonging; we identify and remove barriers to learning and participation as early as possible; every child can take a full and active part in school life; high quality, inclusive teaching meets the needs of all our learners; and we work in close partnership with families and the wider school community. We are committed to building an inclusive core offer for all pupils, alongside timely, targeted support for those who need it.

This strategy works towards that objective by combining a strong universal offer with early, evidence-informed intervention. We deploy our budgets according to identified need, to strengthen inclusive teaching, support emotional wellbeing and belonging, and identify and remove barriers to learning and participation as early as possible.

As an Essex school, we have also aligned this strategy to the six pillars of the Essex Inclusion Strategy, Equity and Excellence for All:

- relationships
- wellbeing
- attending
- participating
- achieving
- moving on

The activities in this strategy are signposted to the pillar or pillars they contribute to, so our school-level work can be read alongside the county-wide strategy. Our shared ambition is that every child feels safe, valued and knows that they belong.

In developing this strategy we have addressed the 7 principles of inclusion and worked with our staff, families and the wider school community. To understand the barriers our pupils face, we drew on classroom observation and engagement with teachers; internal assessments; and data on SEND, attendance, behaviour and attainment. We will keep this statement under review so that it continues to reflect the needs of our cohort.

We will monitor and review the impact of this strategy throughout the year. The SEND Inclusion Strategy will be led by the SENCO and monitored by the SLT termly. This strategy will be overseen by the SEND governor, and reports will be provided to the governing body termly.

Barriers to learning and participation

	Detail of barrier to learning
1	Speech, language and communication needs
2	Attention, focus and executive function
3	A widening attainment gap for pupils with SEND
4	Behaviour that challenges, disengagement or withdrawal
5	Fine and gross motor skills
6	Difficulty with transitions between settings, year groups or key stages

Activity in this academic year

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)
Deliver effective small group and one to one interventions, evaluated carefully for impact Addresses barrier(s): 1, 2, 3, 4, 5, 6 *Evidence: Selecting Interventions for Pupils with SEND (EEF) - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions* **Essex pillar: Achieving**	Targeted	£500 (additional to SEND funding / PPG funding)
Adapt the curriculum to pupils' prior knowledge and potential barriers to learning Addresses barrier(s): 2, 3, 4 *Evidence: Teacher Toolkit - Principles of Instruction https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf* **Essex pillar: Achieving**	Universal	£95 (additional to SEND funding / PPG funding)
Fund staffing, equipment or accommodations that remove practical barriers to participation Addresses barrier(s): 4, 5 *Evidence: Ofsted Education Inspection Framework 2026/2027* **Essex pillar: Participating**	Universal	£500 (additional to SEND funding / PPG funding)
Develop quiet spaces and structured activities for breaktimes and lunchtimes Addresses barrier(s): 4, 6 *Evidence: Nuffield Foundation* **Essex pillar: Participating and Wellbeing**	Universal	£15 000

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)
Plan enhanced onboarding and phased transitions for pupils who need them Addresses barrier(s): 6 *Evidence: https://teaching.blog.gov.uk/* **Essex pillar: Moving On**	Universal	£200
Improve or adapt assistive technology to support a range of needs Addresses barrier(s): 1, 2, 3, 4, 5 *Evidence: NASEN https://nasen.org.uk/assistive-technology* **Essex pillar: Achieving**	Universal	£2500

Intended outcomes

Intended outcome	Success criteria
Improved attendance and reduced persistent absence, particularly for pupils with SEND	Attendance data shows a measurable rise in attendance and a fall in persistent absence for pupils with SEND, reviewed termly.
Improved engagement and participation in lessons and wider school life	Increased participation in enrichment, trips and clubs, with engagement tracked through registers and lesson observation.
Improved behaviour and reduced suspensions	Behaviour records and suspension data show a reduction in incidents and exclusions, particularly for pupils with SEND.
Greater staff confidence and consistency in inclusive, adaptive teaching	Staff surveys and learning walks show increased confidence and more consistent use of inclusive, adaptive teaching strategies.
Improved speech, language and communication across the cohort	Language screening and teacher assessment show more children reaching age-related expectations in communication.
Smoother transitions into, within and out of school	Pupil, parent and staff feedback shows transitions are well supported, with fewer concerns raised at key transition points.

Review of the previous academic year

This is our first inclusion strategy under the inclusive mainstream fund, so there is no previous academic year to review. We will assess the impact of this strategy at the end of the year, drawing on assessment data, attendance, engagement and pupil and family feedback, and use what we learn to shape next year's strategy.