Inclusion Strategy – West Lynn Primary School 2026-2027

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	1/9/2026 – 31/8/2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Joanne Borley/ Billy Overton
Funded allocation from Inclusion Mainstream Fund	£9,154

Statement of intent

Our inclusion strategy is underpinned by the Department for Education's seven principles of inclusive practice. Through ambitious leadership, research-informed decision making and a culture of continual improvement, we seek to identify needs early, remove barriers to learning, develop an inclusive environment and ensure that all pupils can participate fully in every aspect of school life. We recognise that inclusion extends beyond the classroom and is reflected in our commitment to attendance, behaviour, wellbeing, enrichment, successful transitions and preparation for adulthood.

At West Lynn Primary School, leaders, governors and trustees have ambitious expectations for every child to succeed. Our school is a place where inclusion is embedded, where every child belongs and where every child is supported to achieve and thrive in their learning and personal development, regardless of their needs or background. At West Lynn Primary we ensure a safe and respectful culture which fosters belonging, attendance, and participation in learning. We ensure that high quality adaptive teaching is an equitable right for all learners with ongoing quality assurance to sustain high expectations and support. We know this is everyone's responsibility.

In partnership with families, pupils and specialist agencies, we embed early and accurate assessment of pupils' needs with research based targeted support and intervention so every child is ready for their next step in education with the knowledge, skills and confidence to be

successful and happy. Our environments at West Lynn Primary are carefully conceived and inclusive where we prioritise continuous improvements to accessibility so every child can belong.

Our early support for all children, with a graduated response and highly consistent universal provision, builds strong foundations. Leaders prioritise inclusion by design with strategic and ongoing analysis of need, building continuous professional development for all staff which is targeted to support every child. We are ambitious to improve outcomes – by ensuring every child and young person receives high-quality, adaptive teaching, early help when they need it, and support that is proven to work.

At West Lynn Primary we have flexible and highly enriching provision that goes beyond the classroom. Through robust monitoring, adaptations and gathering pupil voice we aim to ensure there is an offer that supports everyone's learning needs, enjoyment and interests to enable positive lifelong opportunities.

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.	In the last three years, there is a lower readiness for school for some children. Some children come into Reception with low communication skills, motor skills, independent skills and experiences. This can result in a delay to reaching important milestones for typical development across the EYFS curriculum. Those delayed in EYFS are less likely to attain expected outcomes in GCSE.
2	Analysis of our data over time shows that attaining expected standards in statutory assessments is at least in line with average for comparative national data. However, those children with additional needs, particularly those with an Education and Health Care Plan are less likely to attain writing and reading milestones by the end of a key stage. We have noticed over time that spelling of common exception words and vocabulary definitions make writing and reading outcomes harder to achieve.
3.	In mathematics, arithmetic is a challenge for those with working memory barriers. Recalling mathematical vocab definitions, fluency with number bonds and multiples can be a challenge for some children.
4.	Increasing numbers of children and young people within our school are diagnosed with neurodiversity. These numbers have increased within the last 3 years. Ensuring visual resources are accessible at all times to enable all children and young people to make good progress through our universal provision, culture and ethos.

5.	Monitoring of children and young people with SEND over time shows that they are less likely to take part in enrichment activities that promote civic engagement or wider life and future skills. Sporting and physical activities are also less represented by those with additional needs - particular those with Neurodiversity.
6.	Those most likely to be persistently absent are those with additional needs, often with an Education Health Care Plan. They are also most likely to be school based avoidant and severely absent. Reasons for absence and engagement in outside agency and first support from families is an increasing challenge.
7.	Increases in social emotional and mental health needs have been clear over the last 5 years. More children in our school present with anxiety, dysregulation often linked to transition which impacts on their educational opportunities and increases the risk of isolation, suspension and exclusion.
8.	Data analysis overtime shows some pupils lack engagement in reading opportunities and have gaps in reading fluency, vocabulary, inference and deduction skills on entry to KS2. This impacts on attainment, confidence and participation.

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)*
Barrier 1,2,3,4 Sustain implementation of our ambitious EYFS curriculum developing quality provision and interactions to give the best start in life. Work with families,	Universal and targeted at EYFS https://beststartinlife.gov.uk/preparing-for-school/	£1654

family hubs, experts at hand to implement the best start in life. Continuing professional development for leaders and teachers on early language interventions that support the deployment of effective, early targeted smaller-group interventions for pupils who need it most to ensure a best start Training on how to deliver wellcomm or Early Language Support for Every Child (ELSEC) evidence-based practices to guide staff ability to respond to learning and development needs as they emerge	https://www.gl-assessment.co.uk/products/wellcomm/ https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools#targeted-provision https://speechandlanguage.org.uk/about-us/news-and-blogs/our-elsec-teams-are-changing-lives/	
Barrier 1, 2,3,4 Sustain high-quality adaptive teaching across the workforce, building on relevant continuous provision and high expectations that enables progress for all. Sustain our universal inclusive teaching framework, ensuring all staff demonstrate knowledge and skills to engage all children in school, consistently using evidence-informed adaptive teaching strategies, including oracy, reading ages, speech screening, explicit instruction, visual timetables and symbols, whole school maths mastery, scaffolding, effective questioning, checking for understanding and appropriate reasonable adjustments, enabling barriers to learning to be anticipated and removed within everyday classroom practice. **EEF SEND Guidance** **EEF Guide to inclusive teaching** **DfE Inclusion Guidance**	Universal https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/universal-approaches https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	£1,000

Barrier 2,3,4 Sustain staff expertise to build high expectations and skills of the workforce through evidence-informed CPD. Deliver termly coherent programme of professional development focused on EEF inclusive practice, oracy, myth busters, visual timetables, comic strips, social stories adaptive teaching, communication, SEND reforms and evidence-informed approaches, ensuring all staff develop the knowledge, confidence and skills required to meet the diverse needs of learners. Leaders, Sencos to quality assure effectiveness through 4 weekly cycle to maximise improvements. **EEF guide to inclusive teaching** **PINS Neurodiversity programme**	Universal https://scenariospace.org/partners/eef	£1,000
Barrier 2,3, For children and young people whose needs cannot be met through the universal offer alone, targeted support will be provided to enable them to achieve and thrive in their mainstream school. These pupils will require additional support through high-quality, structured interventions such as RWI 1.1. Tutoring, first class number, fresh start, tuition, Salford reading ages in small groups, breakfast booster with teachers Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with the highest intensity, and in most cases will be an important part of a school's approach to inclusion. **EEF guide to inclusive teaching** **EF promising programmes**	Targeted https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools#targeted-provision	£2,000
Barrier 5	Targeted	£1500

Sustain our enrichment benchmarks to provide a wide range of opportunities within civic engagement, sports and future skills to develop an offer that is relevant to every child. Use pupil voice to personalise some opportunities that meet skills and enjoyment. **DFE Enrichment Framework**	https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/enrichment-benchmarks	
Barrier 6,7 Sustain support for social and emotional mental health working with MHST based in West Norfolk Academies Trust to include CBT therapy and transition support. Provide school based Elsa and Emotion Coaching to those with anxiety and trauma. Ensure culture and ethos promote belonging - embed understanding and actions of all staff demonstrate trauma informed practice and emotion coaching. Build pupil voice around evaluation of what is working well during the 4-week quality assurance cycle and attendance monitoring. Listen to what could be adapted to increase belonging, participation and enjoyment in school. **NHS Mental Health Schools Teams** **DFE Rise improving attendance**	Targeted/Universal https://www.england.nhs.uk/mental-health/cyp/trailblazers/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes https://www.gov.uk/government/publications/rise-support-for-improving-attendance-in-schools/rise-attendance-improvement	£1000
Barrier 6,7 Sustain workshops, reading and maths cafes to maintain partnership with families and external agencies. Offer drop in from Send and community Team, Family Hub and Action for Children, Family Voice alongside school staff. Develop meaningful partnerships with families ongoing communication using a range of communication styles that are effective. Use edukey provision	Universal https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.gov.uk/government/publications/ris	£1000

mapping to capture family voice and co-produce key documents. **EEF Parental Engagement**	e-support-for-improving-attendance-in-schools/rise-attendance-improvement	

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
Staff have the knowledge, confidence and skills to deliver effective universal and targeted inclusive practice following continuous professional development.	• Professional development is completed by all staff • Classroom environments evidence adaptations that support inclusion at all times • Staff feedback demonstrates improved confidence in supporting diverse learning needs • Book scrutiny shows effective adaptions are maintained • Increase ion Behaviour points
Universal High-quality adaptive teaching is consistently embedded across the school, enabling all pupils to access an ambitious curriculum	• Increase against national attainment in outcomes for children and young people, particularly those who face barriers (GLD, PSC, MTC, RWM) • Progress can be evidenced and shows positive impact from baseline assessments in the fundamentals of reading, mathematics and writing • Learning walks, pupil voice and quality assurance consistently demonstrate inclusion and belonging in every class because strategies used are effective to meet every child's needs. • Reduction in exclusion and suspension

Targeted intervention and support for children and young people is short term, has impact and is led by skilled staff to avoid separation effect	• Targeted support is research based and has impact from a baseline recorded via edukey • Quality assurance shows that high expectations and universal practice are maintained within the intervention delivery • Attainment improves overtime to reduce gaps in fundamental subjects and skills
Snettisham School provides a wide range of opportunities for the enrichment benchmarks, particularly within civic engagement, sports and future skills, that are relevant to every child.	• All children and young people, particularly those with additional needs, engage in a core offer of enrichment based on the enrichment framework • Tracking of the core enrichment offer is monitored termly and is flexible to remove barriers of participation
Persistent absence decreases within the academic year for the children with additional needs, including those with Education Health Care Plans	• Pupil voice shows a strong sense of belonging • Monitoring of attendance patterns results in identification of barriers • Attendance support via attendance toolkit has an impact • Improved attendance
Families engage in communications and work in partnership with the school to support pupils' learning and wellbeing.	• Parents attend meetings with school and agencies • Families use edukey • Surveys from families are positive. • Families say they listened to • Families

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 (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.