Wood End Primary School: Inclusion Strategy 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), the Inclusive Mainstream Fund (IMF), and the Inclusive Early Years Fund (IEYF).

Strategy Overview

Detail	Date / Value
Academic year covered	2026–2027
Date published	September 2026
Date for review	July 2027
Statement authorised by	Headteacher, Inclusion Lead, and Governing Board
Inclusion Mainstream Fund (IMF)	**£23,766.00**
Inclusive Early Years Fund (IEYF)	**£778.43**
Total Targeted Infrastructure Allocation	**£24,544.43**

Strategic Rationale

Wood End Primary School enters this strategy period from a foundation of strong whole-school awareness and staff commitment. Recent self-evaluation and staff survey data (March–April 2026) demonstrate that **100% of staff are fully aware of pupils on the SEN register in their**

classes, with Quality First Teaching (QFT) and Adaptive Teaching rated by teachers as the single most effective professional development received this year. Early identification remains a strength, supported by active Speech, Language, and EAL interventions and robust multi-agency links.

School self-evaluation, inclusion audits, and pupil outcome analyses identified three core strategic findings:

1. **Universal Quality First Teaching is strong**, yet specific targeted interventions (such as Dyslexia support) face operational bottlenecks due to support staff capacity.
2. **Pupils who experience SEND alongside intersectional factors (EAL, gender, and disadvantage)** face the greatest cumulative barriers to achievement, with SLCN (50 pupils) and EAL (50 pupils) forming our largest overlapping groups.
3. **External agency and Local Authority pressures**—including the LA intending to name Wood End for complex placements despite capacity warnings, alongside long waitlists for CAMHS, PIFU, and SOCA—require us to organise existing school resources into a more resilient, self-sustaining inclusion system.

The next phase of development is to structure existing strengths into a **Distributed Inclusion System**. Key strategic priorities for 2026–2027 are:

- A clearly defined **Targeted Plus pathway** bridging universal classroom adaptation and specialist EHCP support.
- Whole-school implementation of **IAACW** and explicit instruction scaffolds.
- Increased specialist TA workforce expertise matched to primary areas of need rather than individual child deployment.
- Improved utilisation of space for assessment, speech/language intervention, and sensory regulation.
- Strengthening attendance and participation pathways for vulnerable cohorts, particularly those on managed part-time timetables.

Statement of Intent

At Wood End Primary School, we believe every child should **belong, participate, achieve, and thrive** within their local mainstream community. Inclusion is the foundation of our school improvement plan, curriculum design, and pastoral care.

Our approach is guided by **Six Pillars of Inclusion**:

1. **Belonging:** Ensuring every pupil feels safe, valued, and fully integrated.
2. **Participation:** Removing barriers to curriculum access, leadership roles, and enrichment opportunities.
3. **Achievement:** Setting ambitious expectations and delivering targeted support so all children make strong progress from their starting points.
4. **Support:** Providing timely, evidence-informed interventions through a transparent

graduated response.

5. **Partnership:** Working in open collaboration with families, external specialists, and the local community.
6. **Capacity Building:** Upskilling our internal workforce to deliver high-quality adaptive teaching and specialised intervention.

We operate a **Distributed Inclusion System** where expertise is shared across all key stages, and support follows pupil need rather than formal diagnoses alone.

Funding and Capacity Building

Wood End's inclusive provision is funded through an integrated blend of Core Budget allocations (including the Notional SEND budget), the Inclusive Mainstream Fund (IMF: £23,766.00), the Inclusive Early Years Fund (IEYF: £778.43), High Needs EHCP funding, and Pupil Premium allocations.

Funding Stream	Allocation	Strategic Purpose & Scope
Inclusive Mainstream Fund (IMF)	£23,766.00	Specialist workforce pathways, Targeted Plus infrastructure, Inclusion Hub development, and coaching.
Inclusive Early Years Fund (IEYF)	£778.43	Early language and communication support, nurture provision, family partnerships, and early identification in EYFS.
Core Budget (Notional SEND)	Core Allocation	Universal Quality First Teaching, IAACW implementation, subject leadership, and core classroom scaffolding.
High Needs & EHCP Funding	Targeted Allocation	Individual statutory EHCP support provisions,

Funding Stream	Allocation	Strategic Purpose & Scope
		specialised equipment, and complex medical/physical care.
Pupil Premium & Targeted Funds	Targeted Allocation	Attendance mentoring, disadvantage reduction, and widening participation in enrichment/visits.

The targeted funding streams (IMF: £23,766.00 and IEYF: £778.43, totalling **£24,544.43**) will be utilised primarily to:

- Establish specialist TA pathways in **Communication & Interaction**, **SEMH**, **Cognition & Learning**, and **Sensory/Motor Needs**.
- Strengthen the operational **Targeted Plus pathway (APDR)**.
- Outfit dedicated **Inclusion Hub and regulation spaces**.
- Coach staff on **IAACW implementation** and explicit instruction.
- Support early language, nurture provision, and family partnership in Early Years.

Early Years Inclusion

Wood End Primary School will continue to utilise Early Years targeted funding (IEYF: £778.43) to provide enhanced support for children with emerging needs. This includes:

1. Early language and communication support
2. Nurture provision
3. Partnership with families
4. Early identification of SEND
5. Staff training and modelling of inclusive practice

The Early Years team forms a key part of Wood End's graduated response, helping to prevent barriers becoming entrenched and enabling children to access learning successfully from the start of their school journey.

How We Decide Whether Support Is Needed

Teachers identify barriers to learning through Quality First Responsive Teaching, continuous

assessment, CPOMS tracking, pupil voice, and parent feedback. Where barriers persist following classroom adaptations, support escalates through our clear **Graduated Response**:

- **Universal Offer:** High-Quality First Teaching, IAACW, and explicit adaptive instruction for all pupils.
- **(T1) Targeted Pathway:** APDR, Learning Plans, QFT strategies.
- **(T2) Targeted Plus Pathway:** Structured, specialist-informed, time-limited interventions targeting specific need areas.
- **(T3) Specialist Pathway:** Statutory EHCP provision, external advisory involvement, and specialist placement coordination.

Barriers to Learning and Participation

Barrier	Detail of Barrier to Learning and Participation (Wood End Primary School Profile)
1	**Speech, Language, and Communication Needs (SLCN):** SLCN is our largest area of need (50 pupils). High overlap with EAL (50 pupils) requires structured language support, especially following recent support staff transitions.
2	**Social, Emotional, and Mental Health (SEMH):** Rising SEMH needs (16 pupils), emotional regulation challenges, and anxiety affecting classroom access and playground integration.
3	**SpLD and Cognition Bottlenecks:** Specific Learning Difficulties (19 pupils) where targeted Dyslexia interventions are currently constrained by support staff capacity.
4	**Intersectional Attainment & Progress Gaps:** Lower academic attainment, particularly in writing, among pupils experiencing multiple vulnerabilities (SEND, EAL, Disadvantage, and Boys).
5	**Attendance and Engagement Disparities:** Attendance gap for SEND pupils (~90%) compared to whole-school averages (~94.5%), alongside managing 5 pupils on structured part-time timetables.
6	**External System & Placement Pressures:** Severe local authority placement shortages, resulting in the LA naming Wood End for 3 complex pupils despite

Barrier	Detail of Barrier to Learning and Participation (Wood End Primary School Profile)
	outlining the school is unable to meet needs, alongside long external agency waitlists (CAMHS, PIFU, SOCA, OT).
7	**Learning Plan Implementation:** 40% of staff identified needing continued coaching to translate SEN identification into practical Learning Plans and IAACW strategies.
8	**Enrichment and Wider Participation:** Ensuring equal access to leadership roles, extra-curricular clubs, and educational visits for pupils with complex profiles.

Activity in This Academic Year

Description of Activity (Evidence & Barrier Numbers Addressed)	Activity Type	Funding Source
QFT & IAACW Whole-School CPD: Training on Quality First Teaching, IAACW implementation, explicit instruction, hinge questions, and 'Think, Pair, Share' strategies. *(Barriers 1, 3, 4, 7)*	Universal	Core Budget + IMF
Targeted Plus Pathway & Learning Plan Framework: Standardising referral criteria, APDR review cycles, and Learning Plan templates. *(Barriers 3, 6, 7)*	Universal / Targeted	IMF

Description of Activity (Evidence & Barrier Numbers Addressed)	Activity Type	Funding Source
Specialist TA Workforce Pathways: Upskilling TAs in SLCN, SEMH, Dyslexia/Literacy, and Sensory/OT support. *(Barriers 1, 2, 3, 7)*	Targeted / Targeted Plus	IMF / IEYF
Speech, Language & Communication Offer: Delivering language interventions, EAL support, and communication-friendly classroom audits following SALT TA changes. *(Barrier 1)*	Targeted Plus	Core Budget + IMF
Early Language & Nurture Offer: Early language screening, nurture groups, parent modelling, and early identification in EYFS. *(Barriers 1, 2, 4)*	Universal / Targeted	IEYF + Core Budget
SEMH & Regulation Offer: Implementing ELSA, mentoring, Anna Freud wellbeing tools, and regulation spaces. *(Barriers 2, 5)*	Targeted Plus	Core Budget + IMF
Inclusion Hub & Regulation Spaces:	Universal / Targeted	IMF

Description of Activity (Evidence & Barrier Numbers Addressed)	Activity Type	Funding Source
Upgrading dedicated quiet areas, intervention spaces, and regulation equipment. *(Barriers 1, 2, 6)*		
Attendance & Reintegration Support: Targeted mentoring, regular review of part-time timetables, and direct parent-teacher meetings. *(Barriers 5, 6)*	Targeted	Core Budget + PP
CPOMS System Upgrade: Updating CPOMS categories to analyse early intervention and pastoral data precisely. *(Barriers 5, 6, 7)*	Universal	Core Budget

Intended Outcomes

Intended Outcome	Success Criteria
Strong Sense of Belonging	Positive pupil voice; maintained 0% exclusion rate across all categories.
Full Participation in School Life	SEND participation in extra-curricular clubs,

Intended Outcome	Success Criteria
	visits, and leadership roles matches peer averages.
Accelerated Academic Achievement	Narrowed progress and attainment gaps in writing and reading for SEND, EAL, and Disadvantaged groups.
Established Targeted Plus Pathway	Clear entry, review, and exit criteria operating seamlessly across all year groups.
Embedded Adaptive Teaching & IAACW	100% of learning walks confirm consistent adaptive instruction, explicit scaffolding, and QFT.
High Staff Confidence	Staff survey demonstrates significant reduction in the 40% requesting help with Learning Plans.
Increased Pupil Independence	Reduced reliance on 1:1 adult prompting; improved self-regulation in mainstream classrooms.
Strengthened Parent Engagement	Parents express confidence during teacher-led consultations and termly SEN coffee mornings.

Specialist Workforce Development

A primary objective of our targeted funding allocation (IMF £23,766.00 + IEYF £778.43) is shifting from 1:1 child-matching to **domain-specialist workforce deployment**. Support staff will

develop specialist expertise across five pathways:Inclusion Dashboard Measures

Pathway	Intended Expertise & Interventions Delivered
Speech, Language and Communication	Speech, language and communication needs, language intervention, vocabulary pre-teaching, and communication-friendly classrooms.
Social & Emotional	Emotional regulation, resilience, mentoring, nurture, and wellbeing support.
Motor & Physical	Occupational therapy-informed approaches, sensory regulation, and environmental adaptations.
Cognition & Learning	Literacy, mathematics, and executive functioning interventions, including Groundwork Maths.
Inclusion & Belonging	Attendance, participation in our Enrichment Offer beyond the school day, transition, and pupil engagement.

We monitor strategy impact termly using seven key dashboard metrics:

Metric Area	Focus / Key Performance Measure
Belonging	Pupil voice surveys, relationship reviews, and sense of connection metrics.
Participation	Attendance tracking, club enrolment, trip

Metric Area	Focus / Key Performance Measure
	participation, and leadership roles.
Wellbeing	CPOMS pastoral trends, dysregulation logs.
Achievement	Formative/summative progress tracking in Reading, Writing, and Maths.
Independence	Reduced reliance on direct adult intervention; effective scaffold usage.
Inclusion	0% exclusion rate, mainstream retention, and successful part-time timetable reintegration.
Early Identification	Timely EYFS identification and rapid access to Targeted Plus interventions.

Further Information

Wood End's Inclusion Strategy aligns with the **Ealing Borough SEND Reform Plan**, the **new OFSTED Framework**, and national inclusion guidelines. We maintain strong advisory partnerships with Springhallow Outreach, Ealing Educational Psychology Team, CAMHS, and local SEN Cluster Networks.

Appendix A: Targeted Plus Provision Map (Operational)

Targeted Plus provides structured, time-limited, specialist-informed interventions between Universal QFT and Specialist EHCP support.

Area of Need	Targeted Plus Interventions Delivered
Communication & Interaction	Language groups, EAL communication sessions, social communication groups.
Cognition & Learning	Structured Dyslexia literacy interventions, precision teaching, pre-teaching groups.
Executive Functioning	Task-board structures, independence scaffolding, organisation coaching.
Social & Emotional (SEMH)	MHST support, nurture mentoring, regulation check-ins.
Motor & Physical	Sensory circuit programmes, OT-informed fine/gross motor groups.
Attendance & Belonging	Targeted attendance mentoring, structured part-time timetable reintegration pathways.

What Makes Provision "Targeted Plus"?

- Is based on clear diagnostic assessment.
- Is specialist-informed (e.g., SALT, OT, EP).
- Operates within clear 6–8 week APDR review cycles.
- Promotes pupil independence over reliance on adult prompting.
- Complements, rather than replaces, access to mainstream learning.

Fund Allocation Breakdown (IMF & IEYF Spending Plan: £24,544.43)

Below is the itemised budget breakdown allocating Wood End's **£23,766.00 IMF** and **£778.43**

IEYF allocations (Total: £24,544.43):

1. Specialist Workforce Development (£10,000.00)

Activity	Cost
Communication & Interaction pathway TA training	£2,500.00
SEMH & Emotional Regulation pathway training	£2,500.00
Sensory & OT-informed pathway training	£2,500.00
Cognition, Dyslexia & Executive Functioning TA upskilling	£2,500.00
Subtotal	**£10,000.00**

2. Inclusion Hub & Regulation Spaces Development (£4,500.00)

Activity	Cost
Sensory regulation resources & quiet space equipment	£1,500.00
Sensory circuit equipment	£1,000.00
Assessment tools & diagnostic intervention kits	£500.00
Flexible furniture & storage for Inclusion Hub	£1,500.00
Subtotal	**£4,500.00**

3. Targeted Plus Intervention & Early Years Resources (£4,500.00)

Activity	Cost
Dyslexia & structured literacy intervention packages	£1,500.00
Executive functioning & visual scaffolding resources	£500.00
Speech & Language programmes including buy-in (EAL & Early Years language tools - IMF/IEYF)	£2,500.00
Subtotal	**£4,500.00**

4. Staff Release Time, Coaching & Implementation (£3,778.43)

Activity	Cost
Specialist TA release time for intervention delivery	£1,500.00
In-class TA coaching and teacher modelling on IAACW & EYFS inclusive practice	£1,478.43
Cross-phase moderation & APDR review meetings	£800.00
Subtotal	**£3,778.43**

5. Evaluation, CPOMS & System Development (£1,766.00)

Activity	Cost
Workforce inclusion audit & staff survey tools	£400.00
Inclusion Dashboard & tracking system setup	£366.00
APDR / Targeted Plus review system development	£500.00
Parent & pupil voice participation initiatives	£500.00
Subtotal	**£1,766.00**

Financial Summary Table

Spending Strand	Budgeted Cost
1. Specialist Workforce Development	£10,000.00
2. Inclusion Hub & Regulation Development	£4,500.00
3. Targeted Plus Intervention & Early Years Resources	£4,500.00
4. Release Time, Coaching & Implementation	£3,778.43
5. Evaluation & System Development	£1,766.00
TOTAL ALLOCATION (IMF £23,766.00 + IEYF £778.43)	**£24,544.43**