Inclusion Strategy

Witchampton C of E First 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	2027-2030
Date this statement was published	December 2026
Date on which it will be reviewed	By December 2027
Statement authorised by	Sarah Fairman (Headteacher), Joannie Jones (Cluster Inclusion Lead), Laura Howeison (Trust Inclusion Lead) Emma Vowels (Link Governor)

Statement of intent

At Witchampton C of E First School, part of Initio Learning Trust, our vision is to "Live a life of love" (Ephesians 5:2). Grounded in our Christian theological values of Love, Courage, and Inspiration, every child is cherished as a unique individual made in the image of God. It is our priority to ensure all children grow socially, academically and personally in preparation for the next stage of their life. Aligned with Initio Learning Trust's overarching vision of "Everyone Flourishing" through Ambition, Collaboration, and Respect, inclusion is central to our daily lived experience. The name 'Initio' means "from the beginning", reflecting our commitment to proactively embedding support from early years through to key transition points. Our inclusion philosophy is

defined by a single core Christian principle from John 6:11 when Jesus treated everyone equally. With this in mind, we never lower expectations; instead, we increase adaptive support so all children access an ambitious mainstream curriculum alongside their peers.

At Witchampton First School, inclusion is a culture that underpins everything we do. We are determined not only to meet the educational needs of all pupils, but to help all pupils thrive. We want children to be inspired to have high aspirations for themselves, have the courage to persevere when things are difficult, and show love and kindness to themselves and to others.

We recognise that children's starting points, experiences and needs are different. Some pupils face additional barriers to learning which may place them at a disadvantage. These pupils experience circumstances or conditions that could reduce their chances of success beyond their control.

In line with the SEND Code of Practice and the Equality Act, we identify needs early and respond with a timely and collaborative approach. Inclusion shows in our daily practice through adaptive teaching, strong relationships, high expectations, and a deep commitment to belonging within our Church school environment.

- Our inclusion offer is rooted in our school values, meaning that it is not just limited to children with Special Educational Needs and Disabilities (SEND). Instead, the inclusion offer is for all children as we recognise that inclusion is vital for everyone to 'shine like stars' and achieve their full potential.

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

Our inclusion strategy is driven by forensic analysis of Witchampton C of E First School's internal assessment tracking, Arbor data, pupil progress reviews, and local context:

SEND Register Profile: 6 pupils are currently identified on the Witchampton SEND Register (10% of total cohort). 2 pupils hold an Education, Health and Care Plan (EHCP) (40% of SEND cohort), while 3 pupils receive SEN Support (80%).

- Primary Areas of Need Breakdown: Speech, Language and Communication Needs (SLCN) represents the single largest primary need, accounting for 80% of the SEND register. Social, Emotional and Mental Health (SEMH) accounts for 20% of students.
- Attendance Strengths: Whole-school attendance for 2025–26 stands strong at 96.19%. Average attendance for pupils on the SEND register is 93.05%, with SEN EHCP attendance at 75% and SEN Support at 98.57% across the year. Disadvantaged cohort attendance is at 94.32%. In September 2026, whole-school attendance reached 98.06%, with Pupil Premium attendance at 100% and SEN Support attendance at 100%.
- EYFS Good Level of Development (GLD): GLD at the end of the Foundation Stage is 91% (10/11 pupils) for all children and 100% for disadvantaged pupils.
- Year 4 Multiplication Tables Check (MTC): 70% achieved target standard overall (7/10 pupils), with 100% for disadvantaged pupils and 50% (2/4) for SEND pupils.
- Year 1 Phonics Screening Check: 90% passed (9/10 pupils), with 100% (1/1) for disadvantaged pupils and 50% (1/2) for SEND pupils.

Detail of Barrier to Learning & Cohort Context	**Principle Alignment & Action Focus**
Barrier 1: SEMH Needs Increased SEMH need and emotional dysregulation hinder classroom engagement at times. Across Initio Learning Trust, 1,299 pupils are identified with SEMH needs, and persistent absence reaches 19.3% for SEND learners by the end of their school journey. We are responsible for setting good foundations. **Evidence:** Arbor attendance logs, behaviour incident trends, pastoral check-ins. **Trend:** Growing prevalence of anxiety-related non-attendance.	Principles of inclusion 4, 5, 7
Barrier 2: Sense of Belonging & Environmental Accessibility	Principles of inclusion 1, 5, 7

Sensory, physical, or organisational features of the learning environment can sometimes create avoidable barriers to learning and participation. **Evidence:** Accessibility audits, AET environment reviews, pupil voice feedback. **Trend:** Need for reduced visual clutter, acoustic adaptations, and dedicated calm spaces.	
Barrier 3: Speech, Language, and Communication Needs (SLCN) Speech, language, and processing delays limit curriculum access and peer interactions. SLCN represents the largest primary SEND category on the Witchampton inclusion register. **Evidence:** SALT caseload reviews, WellComm screening, pupil progress records. **Trend:** High density of SLCN in Key Stage 1 and EYFS requiring targeted input.	Principles of inclusion 2, 3, 6

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 & Focus	Total Budgeted Cost & Allocation

School Improvement Lead, Inclusion Leadership & Challenge Initio Learning Trust central leadership providing strategic oversight, inclusion reviews, line management challenge, and quality assurance across schools (Addresses Barriers 1–4; Principle 1).	£4.700 (17% pooled Trust IMF allocation £800)
High-Quality Adaptive Teaching CPD & WalkThrus Rolling trust-wide CPD programme on adaptive teaching, Rosenshine principles, scaffolding, WalkThru coaching, and Kinetic Letters handwriting (Addresses Barriers 1 & 4; Principles 2 & 3).	Core School Budget & IMF Allocation
Therapeutic Thinking & Relational Practice Implementation Whole-staff training in Therapeutic Thinking, de-escalation, and student-led Restorative Debriefs to manage behaviour while preserving dignity (Addresses Barriers 2 & 3; Principle 5).	Core School Budget & IMF Allocation
Targeted SEMH & Pastoral Support Interventions Deployment of ELSA, 10-week Hamish & Milo emotional literacy groups, Little dot programme (Addresses Barriers 2 & 3; Principles 2 & 6).	Internal Staffing
Early Language & SLCN Interventions NELI speech screening in EYFS, LA SALT provision (Addresses Barriers 1 & 4; Principles 2 & 3).	Core Budget & IMF Allocation

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.

Timeframe	Milestones & Key Performance Indicators (KPIs)
By End of Academic Year 2026/27	• 100% of SEND pupils make expected progress from starting points.

	• EYFS GLD maintained at or above 85%. • Whole-school attendance maintained
By End of Next Academic Year 2027/28	• Disadvantaged and SEND progress gaps narrowed across core and non-core subjects. • 50% reduction in low-level Arbor behavior logs through Therapeutic Thinking.
Within Three Years (2028–2030)	• Class provision mapping fully embedded across school. • Self-sustaining Hamish & Milo parent network active. • All vulnerable cohorts achieve academic outcomes matching or exceeding national peers.

Review of the previous academic year

At Witchampton CofE First School, the overall impact of our inclusive approach is seen in pupils' attainment, progress, engagement and readiness for the next stage of education. Pupils who have SEND, experience disadvantage or face other barriers to learning are identified early and supported effectively so that they can access the same curriculum as their peers.

Over time, pupils increasingly apply strategies independently, persevere when learning is challenging and take an active role in lessons and school life. These qualities support both academic success and personal development.

Impact on pupils: Pupils with SEND and those who experience disadvantage become more independent in their learning and are better prepared for the expectations of middle school.

Impact on staff: Staff are growing in confidence to adapt teaching so that all pupils can access learning and achieve well.

- **Impact on families:** Families are involved in their children's learning and provision. This strengthens trust between home and school and supports pupils to succeed.

Further information (optional)

This Inclusion Strategy is published on the Witchampton C of E First School website in accordance with the DfE Inclusive Mainstream Fund conditions of grant. It will be reviewed formally on an annual basis (by December 2027) with ongoing termly

monitoring by the Senior Leadership Team, the Initio Strategic Inclusion Lead, and the Governing Body.