

Inclusion Strategy - Wren's Nest Primary School

Academic year 2026–27 | Achieve • Thrive • Belong



Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–27
Date this statement was published	1 September 2026 (to be published on the school website no later than 31 December 2026)
Date on which it will be reviewed	Termly monitoring; formal annual review July 2027
Statement authorised by	Headteacher and Full Governing Board - authorisation date: October 2026

School context and Ofsted 2026

Wren's Nest Primary School serves a community with high levels of disadvantage and a significantly above average and increasingly complex SEND profile. Our 2026 Ofsted report provides important external validation of the inclusive culture on which this strategy builds. Inspectors found that children are happy, feel safe and enjoy learning in the calm and nurturing environment created by school leaders. They recognised children's personal development as exceptional and highlighted that the school's care extends beyond the school gates to support families and the wider community. The report also reflected children's positive attitudes, excellent manners and pride in their school. These strengths, together with our Inclusive Quality Mark Centre of Excellence status, demonstrate our commitment to ensuring that every child receives the right support, in the right place, at the right time. This strategy is designed to sustain these strengths while responding to rising complexity, improving consistency and securing strong outcomes, participation and belonging for every child.

Statement of intent

At Wren's Nest Primary School, inclusion means that every child is welcomed, known, safe, valued and able to participate fully in school life. Our ambition is simple: every child will achieve, thrive and belong. We serve a community with high levels of disadvantage and a significantly above average and increasingly complex SEND profile. We therefore design provision around need, not labels, and act early so that barriers do not become entrenched. Our school commitments are belonging and high expectations for all; early and accurate identification; inclusive high-quality teaching as the first response; reasonable adjustments and accessibility; graduated, evidence-informed support through assess-plan-do-review; genuine co-production with children and families; and accountable partnership working across education, health, social care and the local authority.

This strategy is explicitly organised around the Department for Education's seven principles of inclusion:

- (1) ambitious leadership and governance that embeds inclusion
- (2) evidence-based support prioritising early intervention
- (3) high-quality adaptive teaching with curriculum designed for all learners
- (4) enriching provision beyond the classroom that all children can access
- (5) a safe and respectful culture fostering belonging, attendance and participation in learning
- (6) strong partnerships with families and wider services
- (7) inclusive environments with continuous improvements to accessibility.

The curriculum is ambitious and is not narrowed because a child has SEND. Teachers remain responsible and accountable for every child's progress and development, supported by the SENCo, inclusion team and specialist partners. A strong universal offer includes predictable routines, explicit vocabulary teaching, adaptive teaching, accessible resources, relational behaviour practice, communication-supportive classrooms and proactive pastoral care. Targeted and specialist provision is added where assessment shows it is required and is reviewed for impact, independence and value. Children remain connected to their class and wider school community.

Children's views and aspirations shape their support plans and reviews. Parents and carers and families are partners in decision-making. Governors provide support and challenge through termly reporting, visits, scrutiny of outcomes and oversight of statutory duties, funding and safeguarding. No child will be disadvantaged, excluded from opportunity or have expectations lowered because of SEND, disability, disadvantage, medical need, attendance difficulty or family circumstance.

Barriers to learning and participation

Ref	Detail of barrier to learning and participation
1	A high and rising prevalence and complexity of SEND, including children with multiple and overlapping needs and a growing number requiring statutory assessment or specialist input.
2	Speech, language and communication needs, including limited vocabulary, interaction difficulties and communication barriers that affect access across the curriculum.
3	Cognition and learning needs, including gaps in early literacy, reading, writing and mathematics, working-memory and processing difficulties, and interrupted prior learning.
4	Social, emotional and mental health needs, adverse childhood experiences, dysregulation, anxiety and difficulties with relationships, readiness to learn and school attendance.
5	Physical, sensory and medical needs that require environmental, curriculum, communication, personal-care or participation adjustments.

Ref	Detail of barrier to learning and participation
6	Disadvantage and wider contextual pressures, including poverty, housing or family stress, limited access to enrichment and digital resources, and barriers to parental engagement.
7	Persistent or severe absence, including absence linked to SEND, medical needs or anxious feelings, which reduces continuity, belonging and achievement.
8	Pressure on specialist services and delays in assessment, advice or placement, requiring school to sustain effective interim provision and robust multi-agency escalation.
9	Variation in staff confidence or consistency when translating plans, professional advice and reasonable adjustments into day-to-day classroom practice.

Activity in this academic year

For 2026-27, Wren's Nest will concentrate its Inclusive Mainstream Fund investment on three high-impact priorities: (1) consistent adaptive teaching and reasonable adjustments; (2) early communication, language and literacy support; and (3) inclusive environments, sensory regulation and accessibility.

These priorities strengthen the universal offer and provide early targeted support without requiring a diagnosis. The wider activities below describe the school's complete inclusion offer and are supported through core, notional SEN, child premium, high-needs and commissioned funding.

Evidence base: DfE Inclusive Mainstream Fund guidance and best practice for schools; EEF Special Educational Needs in Mainstream Schools and implementation guidance; DfE attendance toolkit; DfE inclusion-bases guidance; Speech and Language UK resources; and Wren's Nest assessment, attendance, behaviour, safeguarding, provision-review, child-voice and family-feedback evidence.

Activity, evidence and barrier reference	Provision and DfE principle(s)	Lead, implementation and review	Funding source and budgeted cost
Embed a consistently inclusive universal offer: adaptive teaching, explicit instruction, scaffolding, formative assessment, vocabulary and communication support, accessible resources and predictable routines. Audit through learning walks, work scrutiny and child voice. (1, 2, 3, 5, 9)	Universal DfE principle(s): 3, 7	Curriculum Team/ SENCo Baseline Sept; coaching termly; review Dec, Mar, Jul	Core staffing and CPD; costed within annual budget IMF contribution (Priority 1): £6,000

Deliver whole-school professional learning on SEND, disability, reasonable adjustments, the graduated approach, high-quality support plans with SMART outcomes, and implementation of professional advice; induction and coaching for new staff. (1, 5, 9)	Universal DfE principle(s): 1, 2, 3	SENCo / SLT INSET Sept coaching Autumn/Spring Impact Jul	Core/notional SEN budget; see CPD plan IMF contribution (Priority 1): £4,000
Strengthen early identification and assess-plan-do-review: termly child-progress and inclusion meetings, validated screening where appropriate, parent/child co-production, provision mapping, clear entry/exit criteria and impact review. (1-5, 8, 9)	Universal and targeted DfE principle(s): 2, 6	SENCo / teachers Termly APDR meetings and provision review	Core/notional SEN budget IMF contribution (Priority 2): £2,000
Sustain internal specialist provision for communication and language, cognition and learning, and complex learning needs, while preserving ambitious curriculum access, class membership, peer relationships and planned reintegration where appropriate. (1-3, 5, 8) Children remain members of their mainstream class wherever appropriate for them, with planned opportunities for integration, inclusion and shared experiences.	Targeted DfE principle(s): 2, 3, 7	SENCo / provision leads Entry/exit review termly, curriculum connection Checked half-termly	Notional SEN, IMF and high-needs funding; costed provision map IMF contribution (Priority 2): £5,600, plus high-needs funding recorded in the provision map
Provide evidence-informed targeted support including speech and language programmes, precision teaching, structured literacy/numeracy intervention, occupational-therapy programmes and assistive or sensory resources, reviewed against baseline and intended outcomes. (2, 3, 5)	Targeted DfE principle(s): 2, 3, 7	SENCo / Curriculum leads Baseline on entry 6-12 week review cycles	Notional SEN/IMF; costed provision map IMF contribution (Priority 2): £6,000

Deploy the learning mentor, pastoral and family-support offer for emotional regulation, attendance, transitions, trusted-adult support and early help; use relational and adapted behaviour pathways that understand behaviour as communication while maintaining safety and high expectations. (4, 6, 7)	Universal and targeted DfE principle(s): 2, 5, 6	Pastoral lead / DSL Half-termly case review Termly impact report	Core, pupil premium and notional SEN budget IMF contribution (Priority 3): £4,400
Implement an attendance support pathway: analyse attendance by child group, meet families early, remove in-school barriers, agree and regularly review reasonable adjustments, coordinate multi-agency support and use time-limited phased returns only where appropriate. (4, 6, 7)	Universal and targeted DfE principle(s): 5, 6	Attendance champion / pastoral lead Fortnightly tracking Plans reviewed at least half-termly	Core and pupil premium funding IMF contribution (Priority 3): £1,500
Improve participation and cultural capital through an enrichment entitlement, funded access, accessible visits/clubs, risk-assessed adjustments, child leadership and active monitoring of take-up by SEND and disadvantaged children. (5, 6)	Universal and targeted DfE principle(s): 4, 7	PD lead / SENCo Take-up audit termly Barriers addressed promptly	Core and pupil premium funding IMF contribution (Priority 3): £1,000
Strengthen transitions into Reception, between phases/classes and to secondary or specialist settings through early information exchange, child-centred planning, visits, visual materials, staff liaison and enhanced transition packages. (1-5, 7)	Universal and targeted DfE principle(s): 5, 6	Phase leaders / SENCo Plans agreed before each transition point	Core/notional SEN budget IMF contribution (Priority 3): £1,900

Commission and coordinate external expertise, including educational psychology, speech and language therapy, occupational therapy, health and local-authority services; make timely statutory requests and maintain interim support while advice or decisions are awaited. (1-5, 8)	Targeted DfE principle(s): 2, 6	SENCo Referral tracker reviewed monthly, interim support termly	Notional SEN/high-needs and commissioned services Budgeted school contribution: £4,000 (outside IMF)
Termly SENCo/SLT/governor monitoring of provision, safeguarding intersections, exclusions/suspensions, attendance, progress, wellbeing, participation and funding; report patterns and evaluate value and impact, including child and parent voice. (All)	Universal DfE principle(s): 1	Headteacher / SENCo / governors Termly governor report; annual evaluation July	Core leadership/governance time Budgeted school contribution: £900 (outside IMF)

Inclusive Mainstream Fund budget summary

Inclusive Mainstream Fund allocation 2026-27	£3,000 lump sum £29,400 allocation Total: £32,400
Priority 1: adaptive teaching and reasonable adjustments	£10,000
Priority 2: communication, language and literacy	£13,600
Priority 3: inclusive environments and accessibility	£8,800
IMF planned expenditure	£32,400
IMF carried forward (must be used by 31 March 2028)	£0 planned carry-forward

Costing assumptions and planned deployment

Costs use the 2026-27 hourly rates inclusive of employer on-costs. The 3.3% uplifted rate is used for planned deployment. Staff time funded from core, pupil premium, notional SEN or high-needs budgets remains recorded in the school's detailed costed provision map. Hours and actual expenditure will be reviewed termly and any variance will be reported to governors.

IMF priority	Planned input	Calculation	Cost	Intended use
1	HLTA	200 hours × £22.07	£4,414.00	Coaching, modelling and reasonable adjustments
1	Level 3 TA	160 hours × £18.04	£2,886.40	Targeted classroom implementation support
1	Adaptive resources/CPD	Balancing allocation	£2,699.60	Accessible resources, staff development and implementation materials
2	Level 3 TA	400 hours × £18.04	£7,216.00	Communication, language, literacy and numeracy intervention
2	Teacher release	100 hours × £33.70	£3,370.00	Assessment, planning, review and transfer into classroom teaching
2	Intervention resources	Balancing allocation	£3,014.00	Validated screening, structured programmes and communication resources
3	Learning Mentor	200 hours × £22.07	£4,414.00	Regulation, belonging, attendance and transition support
3	Level 2 TA	120 hours × £16.40	£1,968.00	Supported access to environments, routines and participation
3	Sensory/accessibility resources	Balancing allocation	£2,418.00	Environmental adaptations, sensory regulation and assistive resources
TOTAL			£32,400.00	Full IMF allocation planned; no carry-forward

Intended outcomes

Intended outcome	Success criteria
Consistent inclusive classroom practice	September monitoring establishes a baseline. At least 90% of monitored classrooms demonstrate the agreed inclusive strategies by March 2027 and 100% by July 2027. Staff-confidence survey results improve by at least 20 percentage points from the September baseline; variation triggers coaching and re-review.
Earlier and more accurate identification	All emerging concerns are considered promptly through the graduated approach. Support plans contain child/parent voice, clear provision and measurable outcomes; at least 90% of reviewed short-term outcomes are met or show evidenced progress, with next steps agreed.
Improved communication, learning and independence	School assessment and intervention data demonstrate progress from individual baselines in communication, reading, writing and mathematics. Intervention reviews evidence impact, transfer to class learning and increasing independence; ineffective provision is adapted or stopped.
Improved attendance, engagement and belonging	The September report records the 2025–26 SEND and vulnerable-group attendance and persistent-absence baselines. By July 2027, SEND attendance improves by at least 2 percentage points, persistent absence reduces by at least 2 percentage points and the gap to whole-school attendance narrows. Child voice evidences safety and belonging.
Positive behaviour and emotional wellbeing	By July 2027, repeat incidents and suspensions for identified children reduce by at least 10% from the 2025–26 baseline. Plans evidence proactive adjustments and co-regulation, while child and family feedback shows improved readiness to learn and access to trusted adults.
Full participation in wider school life	By July 2027, participation by children with SEND and disadvantaged children in trips, clubs, leadership, sport and enrichment is maximised. No child is prevented from participating because reasonable adjustments or financial support were not considered.
Strong transitions and multi-agency working	All children requiring enhanced transition have a timely, shared plan. Advice and referrals are actioned and tracked; statutory deadlines within the school's control are met, and families report that communication and decision-making are clear and respectful.

Intended outcome	Success criteria
Robust leadership, governance and use of resources	Termly reports enable leaders and governors to evaluate outcomes, equity, statutory compliance and value for money. Provision mapping links need, activity, cost and impact; safeguarding and equality risks are escalated promptly and priorities inform the SDP and budget cycle.

Review of the previous academic year

This is the first strategy in this reporting format. It is informed by the school's established inclusive practice, its high and increasingly complex SEND profile, pupil-progress and attendance information, safeguarding and behaviour analysis, provision reviews, family and child voice, and external validation including the Inclusive Quality Mark Centre of Excellence award. Evidence indicates strong relational practice, ambitious provision and an inclusive culture in which children are safe and known.

Priorities for 2026–27 are to secure greater consistency in classroom adjustments and support plans, sharpen measurable impact and value-for-money evaluation, further reduce attendance barriers, and ensure specialist expertise is translated into everyday practice.

Progress will be reviewed termly by the SENCo and senior leaders and reported to governors. Evaluation will consider attainment and progress alongside attendance, engagement, participation, wellbeing, independence and belonging.

Data will be analysed by groups and individual starting point; qualitative evidence from children and families will be considered alongside quantitative measures. The strategy will be adjusted in-year where monitoring identifies unmet need, inequity or provision that is not producing the intended impact.

The July 2027 evaluation will report expenditure and impact against each IMF priority, explain any variance from planned spending, identify provision that was adapted or discontinued, and state what will be sustained or developed in the following strategy year.

Further information

This strategy should be read alongside the school's SEND Information Report and SEN Policy, Accessibility Plan, Equality Information and Objectives, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Supporting Children with Medical Conditions Policy, Pupil Premium Strategy and the Dudley Local Offer.

Detailed financial records and the costed provision map are maintained for audit purposes; the public budget figures above show the planned use of the IMF and must be completed before publication.

The governing board scrutinised the strategy, funding plan and intended outcomes on 14th October 2026 at the Full Governing Board meeting and will review implementation and impact termly.