Inclusion Strategy – William Alvey 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 that our current Inclusion Strategy covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher and governors

Statement of intent

William Alvey is committed to being an inclusive school where every pupil, whatever their needs, makes good progress and flourishes academically, socially, spiritually and emotionally, experiencing 'life in all its fullness'(John 10:10)

We have a strong universal offer across all seven principles of inclusion. This view is supported by our pupil outcomes (see our IDSR), our SIAMS report in November 2025, our external review of SEND provision in December 2025, as well as our internal monitoring activities.

- **Leadership and governance** - Inclusion and continuous improvement are central to school planning and policy. SIAMS noted that *"leaders are deeply invested in their pursuit of flourishing for all"* and that governors *"monitor and evaluate the impact of the vision."*
- **Evidence-based early intervention -** Interventions are selected from trusted sources (STT, SALT, EEF and EP services) within a continuous cycle of review and refinement**.** SIAMS recognised that *"high expectations are held for every pupil,"* and the SEND review confirmed purposeful, well-trained intervention and early identification.

- **High-quality adaptive teaching -** Our carefully sequenced, spiralled curriculum supports learners with additional needs. SIAMS reported an *"ambitious curriculum… designed to ignite the potential within every pupil,"* with adapted teaching for vulnerable learners and those with SEND.
- **Enrichment beyond the classroom** - Our enrichment programme is carefully coordinated across five core categories. SIAMS highlighted *"an impressive range of curricular and extra-curricular opportunities"* and a strong commitment to the arts and creative expression.
- **A safe and respectful culture -** Our ethos reflects our vision that every child experiences life in all its fullness, supported by our Wellbeing Charter. SIAMS found that *"strong and caring relationships underpin an inclusive and equitable environment,"* creating a welcoming, happy school.
- **Strong partnerships with families -** We strengthen relationships with parents through forums, informal SEND sessions and workshops, ensuring coordinated support that enhances pupils' access to learning**.** SIAMS described relationships as *"flourishing"* and *"transformative,"* with parents appreciating open communication and involvement.
- **Inclusive and accessible environments -** Our calm, accessible and sensory-friendly spaces help every child feel secure, regulated and ready to learn**.** SIAMS praised our strong sense of belonging and the care provided through our wellbeing charter and pastoral support.

Further external validation comes from the December 2025 SEND review, which confirmed the strength of our universal and targeted offer. Reviewers noted that leaders have created "an exceptionally inclusive offer for pupils with SEND," balancing high-quality teaching with purposeful graduated intervention. They highlighted that staff "have high ambition for all their pupils," recognise the importance of early identification, and ensure interventions are "purposeful and led by trained staff." For our most complex learners, the review praised a "highly effective team" who provide total communication approaches that meet pupils at the point of need and celebrate both small steps and big wins.

Building on this secure foundation, our Inclusion Strategy refines and strengthens our existing universal offer. It is directly aligned to our School Development Plan, ensuring that the priorities of promoting mental health, wellbeing and safeguarding, and strengthening teaching and learning, respond precisely to the barriers to learning set out below.

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	Increasing numbers of children have delayed communication and social communication differences, which directly impact early learning and fluency.
2	Increasing numbers of pupils require developmentally-focused provision, aligning with our SDP focus on strengthening EYFS practice, play-based learning, and early learning approaches.
3.	Increasing numbers of pupils present with complex SEMH needs, directly aligning with our SDP priority to embed high-quality mental health interventions.
4.	Increasing numbers of children have sensory regulation and processing differences, reinforcing our SDP commitment to embed Sensory Circuits and develop calm, low-arousal environments through Zones of Regulation.
5.	Increasing numbers of children enter Reception with lower school readiness, aligning with our SDP focus on strengthening EYFS teaching, assessment and early literacy/numeracy outcomes.

Activity in this academic year

The activities we will prioritise this academic year, to alleviate the barriers outlined above, are detailed below.

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 our 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)* **£24,792**
Embed Sensory Circuits, Feelings Detectives, Lego Therapy and Social Stories across school, ensuring high-quality delivery and impact. (SDP Area 1 - Barriers 3 & 4)	Targeted	Lego Therapy £120 Sensory Circuit Resources £100 SENDCo Training Staff on interventions £1912
Ensure the Children's Wellbeing Charter remains high profile and effectively embedded in daily school life through INSET, class practice, collective worship and termly Wellbeing Afternoons. (SDP Area 1 - Barrier 3)	Universal	SendCo Whole Staff Training £85 Children Training £56 Resources to embed Wellbeing £350
Appoint, train and supervise Wellbeing Champions; provide regular drop-ins and guidance. (SDP Area 1 - Barriers 3 & 4)	Targeted	Wellbeing Champion Training £147 Lunchtime Club Hours £603
Maintain and embed Growth Mindset across school through parent workshops, ambassador training, staff induction and Mission Possible days, ensuring it continues to support pupils' resilience, motivation and engagement. (SDP Area 1 - Barrier 3)	Universal	Mission Possible Workshop £1 000
Plan and introduce updates to our Behaviour Policy through staff training and daily check-ins, calm corners, regulation scripts and visuals. Training delivered by SENDCO (SDP Area 1 – Barrier 1)	Targeted /Universal	Resources £510 CPD £850
Create an inclusive environment which will include calm corners and visuals in all classrooms. (SDP Area 1 - Barriers 3 & 4)	Targeted /Universal	Resources £1 630 Calm Corners £2 100 Sensory and flexible seating options £3 250

Strengthen EYFS and KS1 teaching through maths fluency review, coaching model, and evaluation of play based learning. (SDP Area 2 -Barriers 1, 2 & 5)	Universal	*Maths Lead Review £240* *Deliver Play-Based Training £252*
Review EYFS teaching and learning to ensure our high standards are maintained (SDP Area 2 -Barriers 1, 2 & 5)	Universal	*£585*
Research and plan whether learning-through-play should become more embedded in Year 1 and Year 2; identify training needs and pilot approaches. (SDP Area 2 - Barriers 2 & 5)	Universal	*Reviewing practice AHT £503* *Deliver Play-Based Training £252*
Employ highly-skilled teachers and TAs to maintain a Specialist Base for children with profound Communication & Interaction needs and a Specialist class for children with significant needs. (SDP Area 2 – Barriers 1, 3 & 4)	Targeted	£9 090
Commission Specialist Teacher Assessments ensuring children receive the most appropriate targeted support (Barrier 1)	Targeted	13 hours @ £89/hour = £1157

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**
Pupils with SEMH needs show improved regulation and readiness to learn.	Intervention drop-ins show consistent delivery. Logs indicate positive impact. Pupil voice reflects improved regulation. Staff report reduced need for co-regulation.
The Children's Wellbeing Charter is embedded in daily practice.	Learning walks offer evidence of strong engagement. Charter language is used consistently in classes and worship. Pupil voice reflects increased sense of belonging.
Wellbeing Champions contribute positively to pupil wellbeing.	Champions demonstrate role understanding and support peers. SLT monitoring shows positive impact.

Growth Mindset strengthens pupils' resilience and engagement.	Workshops delivered. Ambassadors active. Staff induction completed. Pupil voice reflects increased confidence and resilience.
EYFS and KS1 teaching strengthens early communication, play and early literacy/numeracy.	Learning walks show improved fluency teaching. Maths review leads to clear plan. Coaching model implemented. Progress data shows improvement.
EYFS provision remains strong through staffing changes.	Updated EYFS vision published. Assessment reviewed. GLD projections are met.
Learning-through-play approaches in Y1/Y2 are evaluated and implemented where beneficial.	Monitoring activities show the positive, inclusive difference learning through play has had in Y1 and 2.
Specialist teacher assessments strengthen understanding of need and inform provision.	Timely access to specialist assessment when required. Recommendations implemented through provision and practice. Improved outcomes for identified pupils.

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.