# Whitchurch CE Federation

# Inclusion Strategy

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| **Implemented** | September 2026 |

# Inclusion Strategy 2026-2029

"Learning to love God and your neighbour as yourself." Luke 10:25-37

At the Whitchurch CE Federation, inclusion is not a separate aspect of school improvement; it underpins everything we do. We are committed to ensuring that every child, regardless of need, background, starting point or circumstance, is welcomed, valued, included and supported to flourish academically, socially, emotionally and spiritually.

This strategy has been developed in line with:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education
- DfE Inclusive Mainstream Schools Guidance
- Shropshire Local Authority SEND and Inclusion Priorities
- St Bart's Multi Academy Trust Vision and Values

The strategy reflects the current context of the federation, including increasing levels of SEND, higher than national EHCP numbers, specialist autism provision across both sites and a commitment to ensuring all pupils have access to high-quality teaching and wider opportunities.

**Our Vision for Inclusion**

We believe that:

Every child belongs.

Every child can succeed.

Every child deserves access to a rich and ambitious curriculum.

Every child has the right to be known, valued and supported.

We recognise that pupils learn in different ways and may require differing levels of support to achieve success. Our aim is to remove barriers to learning and create an environment where all children can participate fully in the life of the Federation. We are committed to developing communication, independence, resilience, self-advocacy and life skills that prepare pupils for successful transitions and future learning.

Inclusion is the responsibility of every member of staff. All staff are accountable for the progress, wellbeing and participation of all pupils

The Federation believes that inclusion begins with high-quality ordinarily available provision for all pupils.
All classrooms will provide adaptive teaching, effective scaffolding, communication support, high-quality relationships and appropriate reasonable adjustments before additional or specialist support is considered.Leaders will regularly review classroom practice to ensure that inclusive approaches are embedded consistently across both schools.
Particular attention will be given to attendance patterns of SEND, disadvantaged and vulnerable groups. Attendance data will be reviewed regularly and used to inform targeted interventions and support.

**Current Federation Context (25/26 information)**
The Federation currently serves a diverse community with:

- 22% Pupil Premium pupils in the Infant Department.
- 31% Pupil Premium pupils in the Junior Department.
- SEND rates of approximately 17.6% in Infants and 19% in Juniors.
- EHCP numbers above national averages.
- Specialist autism provision through Little Explorers and Explorers.
- Increasing numbers of pupils requiring SEMH support.
- Growing numbers of pupils with communication and interaction needs.

Demand for specialist provision continues to increase, reflected through rising EHCP consultations and the expansion of inclusion provision across the federation.

# Focus Areas

| Area | Key Focus | We will… | Success Measures |
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| High Quality Teaching and Learning | Ensure all pupils access high-quality first teaching through adaptive and inclusive classroom practice. | • Embed adaptive teaching across all classrooms.<br>• Maintain high expectations for all pupils.<br>• Develop staff confidence in inclusive teaching strategies.<br>• Use scaffolding, dual coding and assistive technology effectively.<br>• Ensure SEND support begins with quality first teaching. | • Inclusive practice evident in lesson visits.<br>• Improved pupil engagement.<br>• Positive pupil voice.<br>• Improved outcomes for SEND pupils. |
| Early Identification and Intervention | Identify barriers to learning at the earliest opportunity. | Develop robust assessment systems, strengthen transition arrangements, use provision mapping and pupil progress meetings to identify need quickly. | Needs identified earlier, reduced escalation of need, improved progress and wellbeing outcomes |
| Specialist Provision | Further develop Little Explorers and Explorers specialist provision. | • Maintain high-quality autism provision.<br>• Develop sensory and communication environments.<br>• Increase opportunities for integration where appropriate.<br>• Ensure smooth transitions between specialist and mainstream provision.<br>• Continually review capacity and provision. | • Positive EHCP outcomes.<br>• Increased successful integration opportunities.<br>• Positive parental feedback.<br>• Strong external validation of provision. |
| Communication and Interaction | Improve communication opportunities for all learners. | • Embed Makaton across the Federation.<br>• Further develop communication boards and visual supports.<br>• Strengthen speech and language interventions.<br>• Increase opportunities for pupil voice.<br>• Develop communication-friendly classrooms. | • Improved communication outcomes.<br>• Increased confidence and independence.<br>• Communication supports evident throughout school.<br>• Positive feedback from families and professionals. |
| Attendance and Inclusion | Reduce barriers to attendance and improve engagement for vulnerable groups. | • Continue robust attendance monitoring.<br>• Strengthen early intervention processes.<br>• Develop personalised attendance plans.<br>• Work closely with families and external agencies.<br>• Ensure attendance is viewed through an inclusion lens. | • Improved attendance rates.<br>• Reduced persistent absence.<br>• Improved attendance for SEND and vulnerable groups.<br>• Strong parental engagement. |
| Social, Emotional and Mental Health | Promote wellbeing and emotional regulation for all pupils. | • Embed trauma-informed and relational practices.<br>• Develop SEMH interventions.<br>• Strengthen emotional regulation provision.<br>• Maintain strong pastoral support systems.<br>• Further develop pupil voice opportunities. | • Reduced behavioural incidents.<br>• Positive wellbeing indicators.<br>• Improved emotional regulation.<br>• Reduced suspensions and exclusions. |
| Workforce Development | Develop a skilled and confident workforce that can meet a diverse range of needs. | • Deliver SEND-focused CPD.<br>• Strengthen coaching and mentoring.<br>• Share expertise across both schools.<br>• Develop leadership capacity in inclusion.<br>• Maintain strong partnerships with external agencies. | • Increased staff confidence.<br>• Improved provision across classrooms.<br>• Positive staff feedback.<br>• Strong succession planning. |
| Partnership with Families | Continue Strengthen relationships with parents and carers. | • Increase opportunities for engagement.<br>• Use person-centred approaches.<br>• Develop workshops and information sessions.<br>• Improve accessibility of communication.<br>• Gather and respond to parent voice. | • Increased parental engagement.<br>• Positive parent surveys.<br>• Strong home-school partnerships.<br>• Improved confidence in provision. |
| Partnership with Shropshire LA and External Agencies | Ensure pupils and families access the right support at the right time. | • Work closely with Shropshire SEND Team.<br>• Engage with Educational Psychology, SaLT, BeeU and health professionals.<br>• Ensure effective multi-agency working.<br>• Strengthen support for EHCP pupils and vulnerable learners. | • Timely support services secured.<br>• Positive outcomes from professional involvement.<br>• Improved pupil progress and wellbeing.<br>• Effective annual review processes. |

**Partnership with Families**

Parents and carers are essential partners in inclusion.

We will:

- Involve families fully in decision-making.
- Continue to Strengthen communication in different formats.
- Develop workshops and information sessions.
- Continue person-centred approaches.
- Seek regular parent feedback.
- Improve accessibility of information.

Strong relationships with families continue to be a significant strength identified across Federation evaluations.

**Partnership with Shropshire Local Authority and External Agencies**

The Federation will continue to work closely with:

- Shropshire SEND Team
- Educational Psychology Service
- Speech and Language Therapists
- Occupational Therapists
- BeeU
- Early Help Services
- Health professionals
- Virtual School
- Specialist advisory teachers

Partnership working will support early identification, intervention and effective provision planning.

**Monitoring and Evaluation**

Progress against this strategy will be monitored through:

- Inclusion reviews
- Governor monitoring of outcomes, attendance, provision
- Attendance data
- Behaviour data
- Pupil progress meetings
- EHCP reviews
- Parent voice
- Pupil voice
- External reviews
- Trust quality assurance visits

The strategy will be reviewed annually by the Principal, Senior Leadership Team, SENDCos and Governors.

**Intended Impact by 2029**

By 2029 we intend that:

- Inclusion remains a recognised strength of the Federation.
- All pupils access a broad, ambitious curriculum.
- Attendance improves for vulnerable groups.
- Specialist provision continues to grow and flourish.
- SEND outcomes improve year on year.
- Staff are confident and highly skilled practitioners.
- Families feel supported and listened to.
- Pupils are happy, safe, included and successful.

Through living out our vision and values, we will continue to build a federation where every child truly belongs and is able to flourish.