Inclusion Strategy – West Rainton Primary 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 (£108,559) and the inclusive mainstream fund (£8461) and additional top up funding (£26,100).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this statement was published	1st October 2026
Date on which it will be reviewed	1st October 2027
Statement authorised by	Susan Firth
Inclusion lead	Susan Firth
Governor lead	Michael Beck

Statement of intent

At West Rainton Primary School, we thrive on including everyone in our school's vision and development. Inclusion is at the very heart of our vision, and remains consistently at the heart of what we do. Our sense of community and belonging is second to none, and remains a consistent approach.

Ultimately, our aim, as an Inclusion Quality Mark 'Flagship School for Inclusion' is to ensure that our school is welcoming, happy and focused, creating an environment where all pupils regardless of their background or ethnicity, feel valued, safe and are able to thrive to the very best of their own individual ability. Equally, pupils with SEND and disadvantaged pupils will always receive the best support that we can offer them, allowing them to feel confident, secure in their learning experiences and

enable them to access the provision that is tailored for them succinctly. Our unique demographics are consistently celebrated, as we believe strongly that this what makes our school successful. Diversity is a key part of our school, and we embrace difference with gusto.

Our inclusion strategy is built around seven key principles:

1. Belonging – every pupil and adult is valued, as part of our wonderful school community.
2. High expectations – ensuring that every pupil has the best opportunities to allow the to achieve to their potential and beyond.
3. Early identification and support – identifying where extra support is needed as early as possible, to reduce the gap between pupils and their peers as part of the graduated, person-centred approach.
4. Participation and pupil voice – our curriculum and enrichment offer allows all pupils to be involved in activities, and enrichment of the curriculum through trips, clubs and visitors is driven by the interests of our pupils.
5. Equity and access – through the tailored support and high quality teaching on offer, barriers to learning are removed and an ambitious, balanced and accessible curriculum is on offer to all pupils.
6. Partnership working – working closely with families, the community and external agencies to ensure that provision is appropriate for the needs of our pupils.
7. Continuous improvement – always open to the ideas of other parties, and to the development of our practice, as the needs of our pupils diversify regularly.

The seven key principles are fulfilled through high quality teaching, specific and planned support for pupils with additional needs, early intervention, consistent pastoral support and a focus on partnerships with parents and care givers.

Over the ten years of being an Inclusion Quality Mark accredited school, we have consistently developed and grown our inclusive strategy to align with the key principles of inclusion. Considering pupil voice, community and family feedback, local authority support and ongoing consultation with our stakeholders continues to be at the heart of our strategy.

As part our work with IQM, the inclusion lead is committed to developing practice with other schools through sharing our unique offer, as well as always being open to learning from the excellent practice of other schools.

Barriers to learning and participation

At West Rainton Primary School, as part of our commitment to ensuring that barriers are removed and overcome, we recognise that many pupils may face barriers to learning, and we are dedicated in ensuring that all pupils have barriers removed and that they are set high, ambitious targets to provide them with the very best preparation for the future.

	Detail of barrier to learning
1	Internal monitoring and baseline assessments on entry into reception indicate that disadvantaged pupils require significant input in core aspects of learning such as phonics, reading and number. The reception cohort of 2025-26 has a higher-than-average proportion of pupils eligible for PP, for our context, and there is a clear gap in on-entry attainment compared to others.
2	Internal assessment of reading data shows that disadvantaged pupils generally have greater difficulty with reading than their peers, particularly up to Y3. The school has worked hard over recent years to close this gap by the end of Key Stage 2 and are building in interventions to close that gap sooner in order to ensure more pupils can access Key Stage 2 curriculum content more comfortably.
3	In recent years, the school has overhauled maths provision to ensure greater proportions of pupils, particularly those who are disadvantaged, experience a higher level of support and challenge within daily lessons. This approach led to greater proportions of pupils meeting both expected and greater depth level in KS2 in 2025. The school now intends to build on this provision so greater proportions of pupils exceed ARE, particularly across KS2.
4	Daily attendance monitoring shows that the school continually need to strive to support the school community in recognising the importance of maximising their curriculum entitlement. Attendance improved greatly in 2024-25 academic year to above national average levels but has still not returned to pre-pandemic levels. The school continues to shows initiative, dedication and proactivity in provision that ensures every day is too good to miss.
5	Pupil voice, surveys of parent and carers and everyday internal monitoring indicates that a sense of belonging, being valued, high wellbeing and happy in school every day, is fundamental to the academic success of all learners. Over the past two years, the school has also introduced a careers and aspirations curriculum to further consolidate an attitude that nothing is off-limits to pupils, particularly those from disadvantaged backgrounds.

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 *(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)*
CPD in EYFS curriculum and supporting training in language, literacy and communication through Wellcom and communication friendly settings. Barrier 1, 2	Universal	£1710
Additional qualified teaching assistant recruited for tuition/intervention programmes. Barrier 1, 2, 3	Targeted	£12,400
Tuition and intervention sessions in core skills. Barrier 1, 2, 3	Targeted	£4630
Individual reading partners Barrier 2	Targeted	£5130
Additional adult retained to allow for single cohort classes to ensure that teaching and learning is personalised and appropriate for all pupils Barrier 1, 2, 3,	Universal	£23520

Support for youth mental health first aid and mental wellbeing, including training, resourcing, use of external services where needed. Barrier 1, 4, 5	Targeted and universal	Whole school staff CPD in wellbeing support such as reducing anxiety. £550
Communication, language and interaction support. Additional resources, intervention materials and staff training to develop vocabulary development, speech and language recommendations and SEND. Barrier 1, 2	Targeted	£1200
Development of high quality inclusive teaching through staff training, investment in inclusion lead attending IQM clusters and other events. (all barriers)	Universal	£1500
Core SEND staffing, intervention delivery and inclusive provision funded through the school's notional SEND budget. (all barriers)	Universal and targeted	£92,480
		Total budgeted cost: Inclusive mainstream funding £8461 Top up funding/EHCP funding £26,100 Notional SEND funding £108,559 Total SEND and inclusion investment: £143,120

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 SEND and additional needs, including pupils from a disadvantaged background, will access an inclusive curriculum, which is broad, ambitious and accessible for all.	• Classroom ethos and culture • Learning walks by SLT and middle leaders • Book sample scrutiny • Staff meeting and CPD to self-evaluate • Pupil voice Above measures to inform level of consistency in all classrooms and areas of school. Pupils with additional needs making progress from their individual starting points.
Barriers to learning are clearly identified and actioned though high quality provision for all, and targeted support for pupils who need it.	• Assess, plan, do and review cycles evidencing barriers removed and progress being made. • EHCPs (through ILP) SEN support plans and short notes with criteria being met and progression evident. • Reviews of planned interventions on a regular basis to allow change and development.
Pupils with SEND and additional needs, including SEMH needs and reluctant to learn are committed to their own learning and development, showing confidence and independence in their learning.	• Pupil voice • Learning walks • SLT visits to classrooms and outdoor areas • Participation in lessons, including PSHE. • Regular evaluation of interventions. • Improved wellbeing indictors • Outcomes from nurture and interventions positive

Attendance of all pupils, including those with SEND and additional needs, is strong and barriers to attendance are reduced.	• Consistent and continual monitoring of attendance, including lateness. • Tracking of persistent absence. • LA involvement for pupils when necessary. Above measures to show a reduction in absence and positive approach from parents towards their children's attendance.
Inclusive practice is continually evolving and improving in line with the needs of the pupils, demonstrating growing confidence in staff members.	• Regular and timely review of provision • Pupil outcomes • SEMH needs being met in classrooms • Positive culture throughout school in regards to inclusion. • Staff surveys to assess their knowledge and confidence •
All pupils, including those with SEND and additional needs embrace wider school life and enrichment opportunities.	• Club and event attendance demonstrating embracement of universal offer.
Communication and language skills improve for all, enabling pupils to confidently voice their opinions, feelings and interact successfully with peers, staff members and members of the community.	• SALT interventions evidence improvement • Interventions reviewed and demonstrate improvement in individuals • Improvement in vocabulary used in spoken and written work • Social interaction with peers • Classroom participation

Review of the previous academic year

(To be included from September 2027, as DfE stipulates)

Further information

West Rainton Primary School is a much smaller than average school, with a large proportion of pupils coming from families with high levels of deprivation This school's deprivation indictor is significantly higher than the national average, placing us within the top 20% of disadvantaged schools nationally. This has driven school leaders to ensure that the barriers associated with disadvantage are removed through QFT initially, with some pupils requiring SEND support. We have an average level of pupils with SEND, largely due to the consistent inclusive practice that we have evolved over the 3 years of being an 'Inclusion Quality Mark School, followed by 3 years of being an IQM 'Centre of Excellence', before becoming an IQM 'Flagship School for Inclusion. The inclusion strategy is aligned with our wider school priorities, including attendance, curriculum development, safeguarding, career and aspirations, mental health and wellbeing and personal development.