

Inclusion Strategy

Inclusion Strategy – Walton Priory Middle 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	2026–2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher and Governing Body

Statement of intent

Walton Priory Middle School is committed to providing an inclusive education where every pupil can participate, achieve and belong. Inclusion is the responsibility of every member of staff and is underpinned by high-quality adaptive teaching, early identification, graduated support and partnership with families and external agencies.

The strategy aligns with Staffordshire's seven principles of inclusion by promoting belonging, removing barriers to learning, maintaining high expectations, intervening early, developing staff expertise, making effective use of resources and working collaboratively with families and professionals.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Increasing complexity of SEMH needs and emotionally based school avoidance.
2	Literacy and numeracy gaps on entry.

3	Communication, interaction and neurodiverse needs.
4	Sensory needs affecting access to learning.
5	Persistent absence amongst vulnerable groups.
6	Growing demand for statutory assessment and EHCPs.
7	Need for continued development of adaptive teaching.

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 (<i>noting evidence and barrier numbers addressed</i>)	Activity type (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget allocations</i>)	Success Measure
Whole-school adaptive teaching CPD and coaching	Universal	Core + IMF	Improved QA outcomes
Foundation literacy/numeracy classes	Targeted	Core + IMF	Improved reading/maths
Rapid screening and intervention	Universal	Core	Needs identified earlier
Expanded ELSA and SEMH provision	Targeted	Core + IMF	Improved engagement
Robust APDR cycles and agency involvement	Targeted	Core	Reduced escalation
Attendance clinics	Targeted	Core	Improved SEND attendance
SEND/PP progress meetings	Universal	Core	Improved progress

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
High-quality inclusive teaching	Learning walks evidence consistently strong adaptive teaching.
Improved attendance	Attendance of SEND pupils improves year-on-year.
Improved attainment	SEND and disadvantaged pupils achieve ambitious targets.
Reduced EHCP reliance	More pupils' needs met through SEN Support.
Improved wellbeing	Behaviour incidents reduce and pupil voice improves.
Strong parental partnership	Positive parent feedback and review engagement.

Review of the previous academic year

2026–2027 is the first year of this strategy. The baseline has been informed by improvements already made during 2025–2026, including strengthened APDR processes, expanded ELSA provision, foundation literacy and numeracy classes, improved attendance systems, increased adaptive teaching and greater use of external agencies.

Further information

Impact will be evaluated using attendance, behaviour, exclusions, attainment, progress, intervention reviews, parent and pupil voice, learning walks, governor monitoring and annual self-evaluation.