Compass Eko Trust

Inclusion Strategy

Wingfield Primary School

This statement outlines our school's approach to strengthening inclusion for every child, including those with SEND. It explains the barriers to learning and participation we have identified through self-evaluation, the activities we will prioritise to address them, and the outcomes we aim to achieve. Our strategy builds on existing provision funded through our core school budget, including the notional SEND budget, and details how we will use the Inclusive Mainstream Fund (IMF), alongside other school resources, to strengthen our inclusive universal offer and improve access, participation, belonging and achievement for all.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	September 2026 - July 2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by Headteacher & Chair of LSC	November 2026

Statement of intent

At Wingfield Primary School, inclusion is central to who we are. We believe every child has the right to belong, participate and achieve within their local school community. We value every child and family, creating a culture where diversity is celebrated, strengths are recognised and everyone feels they matter.

Our ambition is for all children, including those with SEND and additional needs, to receive an excellent education that enables them to thrive and fulfil their aspirations. Through high-quality adaptive teaching, early identification, effective support and strong relationships, we work to remove barriers to learning and participation. We recognise that children learn and develop in different ways and are committed to ensuring every child feels safe, respected, confident and successful.

Our inclusion strategy provides a framework for achieving this vision. It represents our commitment to continuous improvement and to creating schools where every everyone achieves.

Our strengths

Inclusion is a strength of our school and is reflected in our values, culture and everyday practice. High-quality adaptive teaching, strong relationships and a focus on early identification help us to respond effectively to children's needs and remove barriers to learning.

We draw upon expertise from across Compass Eko, including specialist provisions and special schools, and the Royal Borough of Greenwich to strengthen inclusive practice and build staff confidence. We recognise that creating effective provision for children with the most complex needs improves outcomes for all learners and enriches the quality of education across the school.

We champion equity, recognising that different children may require different levels and types of support to succeed. We maintain high expectations for all learners and provide an ambitious curriculum with appropriate adaptations and scaffolds to ensure meaningful access to learning. We celebrate diversity, adopt a strengths-based approach, and foster a culture where inclusion is everyone's responsibility.

Partnership is fundamental to our work. We value the expertise of parents and carers and work closely with children, families, staff and external professionals to understand needs, overcome barriers and secure positive outcomes. Through relational practice, open communication and genuine collaboration, we ensure that the voices and experiences of our community help shape our provision and continuous improvement.

This strong culture of collective responsibility enables us to create an environment where children are valued, supported and included, and where belonging underpins success for all.

Barriers to learning and participation

At Wingfield Primary school, we recognise that barriers to learning and participation can arise when the curriculum, environment, systems or support available are not yet fully responsive to the strengths and needs of all learners. Through self-evaluation, stakeholder feedback and analysis of school information, we have identified the following priorities to strengthen inclusion. Our identified barriers are aligned to the seven principles of inclusion: ambitious leadership and governance; evidence-based support and early intervention; high-quality adaptive teaching; enriching provision beyond the classroom; a safe and respectful culture; strong partnerships with families and wider services; and inclusive environments.

	Detail of barrier to learning
1	Ensuring that inclusion is consistently embedded within leadership, governance and school improvement processes so that decisions at every level contribute to belonging, participation and achievement for all children.
2	Ensuring adaptive teaching, formative assessment and responsive feedback are implemented consistently across all classrooms so that barriers to learning are identified and addressed effectively.
3	Ensuring a consistently strong understanding of child development, including speech and language, sensory, motor, executive function, and social and emotional development, so that all children benefit from effective support and access to learning.
4	Strengthening opportunities for children, young people and families to contribute to discussions and decisions about support, ensuring outcomes are shaped through genuine partnership and shared understanding.
5	Ensuring support is identified, implemented and reviewed at the earliest opportunity so that barriers to learning are addressed promptly and all children benefit from evidence-informed provision that responds to their strengths and needs.
6	Ensuring that learning environments, communication approaches and curriculum resources are consistently accessible and inclusive, so that all children can participate fully, understand expectations and experience a strong sense of belonging.
7	Ensuring all children experience a safe, respectful and inclusive school culture where they feel valued, develop a strong sense of belonging, and are supported to engage, attend and participate fully in learning.
8	Ensuring all children can participate fully in the wider life of the school, including enrichment activities, leadership opportunities, trips, clubs and experiences that support belonging, confidence and personal development.
9	Ensuring children experience effective transitions at key points in their education, including entry to school, movement between classes and phases, and preparation for onward settings, so that changes are planned proactively, reduce anxiety and support continuity of learning, participation and belonging.
10	Ensuring teaching assistants are deployed, trained and supported effectively so that they complement and enhance high-quality teaching, promote independence, and contribute to improved participation, belonging and outcomes for all children.

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Activity in this academic year

Intended outcomes

The intended outcomes below describe the difference we expect our inclusion strategy to make by the end of the academic year. Each outcome should link directly to one or more of the identified barriers and reflect the impact we want our activities to have on pupils, families, staff and the wider school community.

Intended outcome	Success criteria
Inclusion is a shared responsibility	Leaders, governors and staff can articulate the school's inclusion priorities and how they contribute to them. School improvement, curriculum and inclusion planning demonstrate clear alignment. Monitoring activities show inclusion is considered routinely in strategic and operational decision-making.
Children benefit from teaching that is informed by a strong understanding of child development and individual need.	Staff confidence surveys, CPD evaluations and professional discussions demonstrate increased knowledge and confidence. Learning walks show evidence of developmental understanding informing classroom practice and provision planning. Pupil voice indicates that children feel supported to access learning successfully. School self-evaluation demonstrates progress against inclusion priorities.
Adaptive teaching, formative assessment and responsive feedback are consistently embedded across classrooms, enabling all children to access an ambitious curriculum.	Learning walks, lesson visits and curriculum reviews demonstrate consistent use of adaptive teaching strategies. Teachers use assessment and feedback effectively to identify barriers and adapt learning. Pupil voice indicates that children understand their learning and feel supported to succeed.
Children receive timely, evidence-informed support through a consistent graduated approach, reducing barriers to learning at the earliest opportunity.	Provision is routinely planned, reviewed and evaluated. School systems demonstrate earlier identification of need and timely intervention. Provision impact reviews show that support is adapted responsively in line with pupil progress, with interventions demonstrating measurable impact and improving outcomes for children.

Inclusion is embedded within leadership, governance and school improvement processes, driving continual improvement in the school's universal offer.	School self-evaluation demonstrates progress against inclusion priorities. Governors and leaders can evidence how inclusion informs strategic decision-making, resource allocation and improvement planning. Regular monitoring activities demonstrate a consistent focus on inclusion across the school.
Children, young people and families are actively involved in planning, reviewing and shaping support.	Parent and carer feedback indicates that families feel listened to, valued and involved in decision-making. Support plans and outcomes reflect co-produced goals and shared priorities. Attendance at review meetings and engagement with planning processes is maintained or improved.
Learning environments, communication approaches and curriculum resources are increasingly accessible and inclusive.	Learning walks and pupil voice demonstrate that classrooms, communication systems and resources support participation and understanding. Children can access learning with greater independence and confidence. Staff consistently use appropriate adaptations and accessible resources.
All children can participate fully in the wider life of the school.	Participation rates for clubs, trips, enrichment activities, leadership opportunities and wider school experiences increase over time, particularly for children with SEND and additional needs. Pupil voice demonstrates that children feel included and able to access a broad range of opportunities.
Children experience a safe, respectful and inclusive school culture which supports belonging, attendance and participation in learning.	Attendance data demonstrates improved attendance and reduced persistent absence for key groups. Pupil voice indicates that children feel safe, respected and that they belong. Behaviour, participation and wellbeing indicators show positive engagement with school life.
Children experience successful transitions that promote continuity, belonging and participation.	Children, families and staff report positive experiences of transition. Enhanced transition arrangements are implemented consistently where needed. Pupil voice demonstrates increased confidence and preparedness for change. Attendance, engagement and wellbeing are maintained following key transitions, and information about strengths, needs and effective support is transferred effectively between settings and staff.

Teaching assistants are deployed effectively to enhance inclusion and support pupil independence.	Teaching assistants demonstrate increased confidence and expertise in evidence-informed inclusive practice. Classroom monitoring shows that teaching assistants are deployed strategically and work in partnership with teachers to support learning. Pupil voice and observation indicate increasing independence, engagement and participation. Leaders can evidence that teaching assistant deployment is aligned to identified need and contributes positively to outcomes for children.

Review of the previous academic year

Not applicable