Inclusion Strategy – Winterton Federation

This statement details Winterton Federation's approach to delivering inclusive practice for all children, including those with SEND, funded through 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	2026–2027
Date this statement was published	To be published by 31 December 2026
Date on which it will be reviewed	Annual review: Autumn 2027
Statement authorised by	Federation Governing Body / Executive Headteacher

Statement of intent

At Winterton Federation, our ambition is for every child to Achieve, Belong and Thrive. We are developing an inclusive core offer in which barriers to learning and participation are anticipated and removed as early as possible, so that pupils receive high-quality adaptive teaching, early help when they need it and support that is evidence-informed.

Our strategy has been developed around the Department for Education's 7 principles of inclusion: ambitious leadership and governance; evidence-based support prioritising early intervention; high-quality adaptive teaching and curriculum designed for all learners; enriching provision beyond the classroom; a safe and respectful culture; strong partnerships with families and wider services; and inclusive, increasingly accessible environments.

Our Federation context shows commonly occurring barriers linked to gaps in foundational knowledge, disadvantage, increasing complexity of additional need, regulation and participation, and inconsistency in how adaptations and assessment are translated into classroom practice. We have therefore deliberately prioritised a small number of high-impact activities rather than a broad collection of disconnected interventions.

Our first priority is to strengthen the universal offer. Federation curriculum work is identifying the foundational language, reading, writing and number knowledge pupils need to access later learning. Our teaching approach draws on Rosenshine's Principles, cognitive load, cognition and metacognition and adaptive teaching. Staff use explicit instruction, modelling and visualisers, manageable learning steps, retrieval and links to prior learning, checking for understanding and responsive scaffolding. Provision mapping and common assessment points will support earlier identification and a graduated response without waiting for diagnosis or statutory assessment.

Where the universal offer alone is insufficient, targeted support will be carefully aligned with curriculum learning and individual barriers. The Lighthouse, within both the Infant and Junior School, provides a specialist resource provision and an enhanced resource base for pupils with EHCPs and those who need more academic and nurture support. The primary area of need is Communication and Interaction with a secondary need of Executive Functioning. Our work will increasingly align SRP and mainstream curriculum concepts, foundational knowledge and vocabulary while retaining

specialist adaptation for pace, communication, starting points and EHCP outcomes. Belonging and participation are central to our strategy. Relational and restorative behaviour, Fostering Friendly practice, active play, mentoring, sport, STEM, clubs, trips and wider enrichment are used to strengthen engagement and equitable participation. Pupil voice, family engagement, staff insight, assessment, attendance, behaviour and participation information, and work with external professionals will inform implementation and annual evaluation.

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	Low capacity for cognitive load and environmental overload make it harder for some pupils to access age-related curriculum content and retain new learning.
2	Existing classroom environments, including brightly coloured furniture, visually stimulating displays and busy learning spaces, can create sensory overload for some pupils, particularly those with SEND, autism and sensory processing differences. This can negatively affect concentration, emotional regulation and engagement in learning.
3	The federation currently has limited access to dedicated, appropriately equipped sensory regulation environments. This can restrict opportunities for pupils with sensory processing and emotional regulation needs to access structured, individualised support, affecting their readiness to learn and successful participation in mainstream classrooms.
4	Some disadvantaged pupils may experience additional barriers to learning linked to emotional wellbeing, anxiety, reduced readiness to learn and difficulties with self-regulation. Busy, highly stimulating classroom environments and limited access to calm, supportive spaces may further impact their ability to concentrate, engage positively and access learning consistently.
5	Some pupils experience heightened anxiety, emotional dysregulation or difficulty managing sensory demands within busy classroom environments. Without appropriately adapted, low-arousal environments and access to regulation strategies, these pupils may experience increased distress, reduced engagement and difficulties maintaining positive participation in school life.
6	Pupils accessing The Lighthouse require specialist, targeted support that remains coherently aligned with mainstream curriculum concepts, vocabulary and foundational learning to avoid a fragmented curriculum experience.
7	Variations in classroom organisation, visual stimulation, environmental adaptations and staff understanding of sensory needs can lead to inconsistent experiences for pupils. A more consistent, whole-school approach is required to ensure learning environments are inclusive, predictable and responsive to individual sensory needs.
8	Pupils with sensory processing differences and emotional regulation difficulties may struggle to sustain attention, manage transitions and remain engaged in classroom learning. Limited access to suitable environmental adjustments and targeted sensory interventions can increase reliance on adult support and reduce independence.

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)*
Convert an existing, unused cloakroom space into a dedicated sensory regulation room to enhance inclusive provision across Winterton Federation. The space will be equipped with appropriate sensory resources, calming equipment and regulation tools to support pupils with SEND, particularly those experiencing sensory processing difficulties, emotional dysregulation and barriers to learning. The provision will offer a safe, structured environment where pupils can access targeted sensory activities and develop self-regulation strategies, supporting their readiness to learn, emotional wellbeing and successful participation in mainstream education. Staff will receive appropriate training and guidance to ensure the space is used effectively and consistently. *Links to DFE principle 2,3,5 and 7* *Links to Barriers 1,3,5,6,8*	Targeted	£9042 (Infant allocation of IMF)
As part of a wider initiative to establish therapeutic, low-arousal and inclusive learning environments, existing brightly coloured classroom furniture will be replaced with more neutral alternatives. This will complement improvements to classroom organisation, visual displays, sensory regulation spaces and accessibility. o reduce unnecessary visual stimulation, support attention and emotional regulation, and create calmer, more predictable learning environments that enable pupils with SEND to access mainstream classroom provision successfully. *Links to DFE principle2,3,5, 7* *Links to Barriers 1,2,3,4,5,7,8,*	Universal	£11,485 (Junior allocation of IMF)
TOTAL IMF ALLOCATION		£20,527

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
• At least 80% of identified pupils accessing the sensory room will demonstrate improved emotional regulation, measured through individual regulation records and staff observations. • At least 75% of identified pupils will demonstrate improved readiness to learn and increased classroom engagement following sensory regulation sessions. • A 20% reduction in recorded incidents of emotional or sensory dysregulation for targeted pupils, compared with baseline data. • At least 70% of identified pupils will demonstrate increased independence in recognising their sensory needs and accessing appropriate regulation strategies, relative to their individual starting points. • At least 75% of targeted pupils will maintain or increase their successful participation in mainstream classroom activities, measured through engagement records and individual provision reviews. • 100% of staff supporting pupils to access the sensory room will receive guidance or training, with at least 90% reporting increased confidence in supporting sensory regulation.	• The existing cloakroom is successfully converted into a safe, accessible and appropriately equipped sensory regulation space. • Individual sensory regulation plans are developed for all identified pupils accessing the provision. • Baseline information is collected before interventions begin, including frequency of dysregulation, engagement in learning and levels of adult support required. • The sensory room is used purposefully through planned interventions and responsive regulation support. • Pupils demonstrate measurable improvements in emotional regulation, independence and readiness to learn. • Staff consistently implement agreed sensory strategies and support pupils to transfer these skills into classroom environments. • Pupil progress is reviewed at least termly, using behaviour records, engagement observations, pupil voice where appropriate and staff feedback. • Evidence demonstrates that the provision contributes to improved inclusion and access to learning across Winterton Federation.
• 100% of identified classrooms have a completed sensory environment audit. • At least 80% of staff report that the changes have improved the suitability of the learning environment for pupils with sensory needs. • At least 75% of identified pupils demonstrate improved engagement or reduced sensory-related distress, measured against baseline observations. • Termly learning walks demonstrate consistent implementation of agreed low-arousal classroom principles.	• 100% of classrooms complete an environmental audit to identify sensory barriers, visual overstimulation and opportunities to improve accessibility. • 100% of identified classrooms replace brightly coloured furniture with appropriate neutral-toned alternatives, subject to funding approval. • All classrooms implement agreed low-arousal principles, including organised resources, purposeful displays, reduced visual clutter and accessible regulation resources. • At least 80% of staff report improved classroom environments that support pupil concentration, emotional regulation and engagement. • At least 75% of identified pupils demonstrate improved attention,

	engagement or emotional regulation compared with baseline observations. • A reduction in sensory-related distress is evident for identified pupils, measured through behaviour and regulation records. • Termly learning walks demonstrate consistent implementation of therapeutic and inclusive classroom principles. • Pupil voice indicates that pupils feel calmer, more comfortable and better supported within their learning environments, where developmentally appropriate.