



Wincle CE Primary School

Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Shine Like Stars' Philippians 2:15

Inclusion Strategy

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	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Shirley Goodwin – Chair of Governors

Statement of intent

At Wincle School, we believe that every child is unique, valued and created to flourish. Our vision is to provide an enriching and outstanding rural education that nurtures the whole individual: body, mind and soul, inspiring rounded, happy and courageous children who shine in all that they say and do. We are committed to ensuring that every member of our school community feels welcomed, respected, included and empowered to achieve their full potential.

Our inclusion strategy aims to remove barriers to learning, participation and belonging so that all pupils, including those with additional needs and SEND, can experience success and thrive academically, socially, emotionally and spiritually. Through our key drivers of Communication, Initiative, Wellbeing and the Environment, we create a culture where differences are celebrated, strengths are recognised and every child is supported to become a confident and independent learner.

We achieve these objectives through high-quality teaching, early identification of need, personalised support, strong partnerships with families and effective collaboration with external agencies. We recognise that inclusion is everyone's responsibility and ensure that staff have the knowledge, skills and confidence to meet the diverse needs of our pupils.

Our strategy is underpinned by the Seven Principles of Inclusion:

- All children are entitled to a sense of belonging and to be valued as part of our school community.
- All children can learn, achieve and make progress when supported appropriately.

- Children's voices are heard and respected, enabling them to actively contribute to decisions that affect them.
- Families are partners in education, and their insights help shape support and provision.
- Diversity is celebrated, fostering an inclusive respect for all people, beliefs and backgrounds.
- Provision is responsive and flexible, recognising individual strengths, needs and aspirations.
- Inclusion benefits everyone, enriching the experiences and understanding of the whole school community.

The development of this strategy has been informed by the views and experiences of our stakeholders. Through parent, pupil and staff voice collected in July 2026, we listened carefully to what our community values and where further improvements could be made. Their feedback reinforced the importance of clear communication, emotional wellbeing, personalised support, positive relationships and creating a learning environment where every child feels safe, understood and able to participate fully.

As a church school, our Christian vision inspires us to ensure that every child is known, loved and encouraged to shine. We are committed to building an inclusive community where all pupils develop a passion for learning, a confident faith, a loving concern for others and the resilience to embrace future opportunities with courage and confidence. Through this commitment, we strive to ensure that every child at Winkle School can flourish and shine in all that they say and do.

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	Over the past two years, there has been a growing need for pupils to access alternative provision through Forest School programmes. However, this provision is costly, with sessions typically costing around £70 each, and demand has resulted in extensive waiting lists. In addition, many of our parents are understandably reluctant to use organised transport due to the age and complex needs of their children, meaning they are often required to take time off work to provide transport themselves. Winkle School is fortunate to have the outdoor environment and facilities necessary to establish an on-site Forest School provision. However, we currently do not have a member of staff qualified to lead and deliver this programme. A number of pupils would benefit significantly from regular weekly Forest School sessions, which would support the development of their self-confidence, motivation, teamwork and wider personal and social skills. Establishing this provision within school would increase accessibility for families while ensuring that pupils can benefit from a valuable and enriching intervention tailored to their needs.

2	While attendance at Winkle School remains above the national average, a number of pupils experience difficulties accessing lessons consistently for a variety of reasons. Some pupils become overwhelmed and require time away from the classroom to self-regulate, others face challenges relating to emotional wellbeing, and some neurodiverse pupils experience periods of burnout that impact their ability to engage effectively in learning. Although appropriate adaptations are made through high-quality teaching and classroom-based support, we currently do not have a dedicated space within school to meet the needs of these pupils and facilitate their successful return to learning. This challenge has been further compounded by staff absence, as pupils are often unable to leave the classroom without adult supervision. To address this need, we require a dedicated wellbeing and regulation space that pupils can access whenever necessary. Such a provision would support emotional wellbeing, promote self-regulation, reduce barriers to learning and enable pupils to return to the classroom more quickly and successfully, thereby improving both engagement and attendance within lessons.
3	Over the past two years, opportunities for staff training on the effective deployment of Teaching Assistants (TAs) have been limited for a variety of reasons. As a result, teachers would benefit from additional support and guidance in maximising the impact of Teaching Assistants within the classroom, drawing on the recommendations outlined in the Education Endowment Foundation's (EEF) <i>Making Best Use of Teaching Assistants</i> guidance report. There is also a need to provide Teaching Assistants with further professional development to strengthen their understanding of how to scaffold learning effectively and promote pupil independence. Without appropriate training, there is a risk that well-intentioned support can inadvertently lead to an over-reliance on adult assistance, limiting opportunities for pupils to develop confidence and autonomy in their learning. Targeted training would enable Teaching Assistants to adopt evidence-informed strategies that encourage pupils to think independently and take greater ownership of their learning. In particular, training in the EEF's five-step scaffolding approach, comprising self-scaffolding, prompting, clueing, repeating/refining and direct instruction, would equip staff with practical tools to provide graduated support that is responsive to pupils' needs. This would help ensure that Teaching Assistant support is both effective and sustainable, leading to improved pupil engagement, independence and progress across the curriculum.
4	Although the proportion of pupils with identified Special Educational Needs at Winkle School is currently below national averages (4.6% with an Education, Health and Care Plan compared with 5.3% nationally, and 7.7% receiving SEN Support compared with 14.2% nationally), we have also identified a significant number of pupils who require additional support. Currently, 12.3% of pupils are recorded as causing 'First Concerns', while 13.8% have a diagnosis of dyslexia and experience difficulties associated with slow processing speed. Pupil voice has highlighted that many learners find subject-specific vocabulary overwhelming and often struggle to retain key definitions, which can reduce their confidence and ability to work independently. In addition, analysis of assessment outcomes has shown that some pupils find the language and vocabulary used in national assessments, such as the Year 6 SATs, challenging to access, which can negatively impact both their understanding of questions and the pace at which they complete assessments. Staff have received limited training in the use of pre-teaching strategies. Pre-teaching is an evidence-informed approach whereby key vocabulary, concepts and ideas are introduced to pupils before the main lesson, enabling them to engage more confidently and successfully with new learning. Developing the effective use of pre-teaching has therefore been identified as a whole-school priority for the 2026-2027 academic year. Initially, the focus will be on embedding pre-teaching approaches within mathematics, before extending the strategy across other curriculum areas. By increasing staff expertise in this area, we aim to improve pupils' understanding of key vocabulary and concepts,

	enhance their confidence and independence in lessons, and support stronger outcomes for all learners, particularly those with additional learning needs.
5	Across the school, a number of pupils have been identified as having specific gaps in their learning through our robust assessment systems. Following consultation with the Cheshire East Autism Team and Educational Psychologists, Precision Teaching has been recommended as an effective intervention to address these areas of need. Precision Teaching is a structured, evidence-informed approach that focuses on developing fluency, accuracy and confidence in key skills through regular practice, monitoring and targeted support. While the Education Endowment Foundation (EEF) does not evaluate Precision Teaching as a standalone programme, its principles align closely with EEF guidance on adaptive teaching, targeted interventions and the use of regular assessment to inform next steps in learning. Currently, staff have received only limited training in the implementation of Precision Teaching, which has restricted our capacity to deliver the intervention consistently and effectively. In addition, timetable constraints reduce opportunities for regular intervention sessions, and high levels of staff absence have made it challenging to sustain provision over time. Increasing staff expertise in this approach would enable us to deliver targeted interventions more effectively, helping pupils to close identified learning gaps and make stronger progress across the curriculum.
6	Since September 2025, the school has had a qualified Emotional Literacy Support Assistant (ELSA) in place to support pupils' emotional wellbeing. In recognition of the growing demand for this provision, the allocation was increased to two full days per week from February 2026. This intervention has proven to be highly successful, with the ELSA consistently meeting all supervision requirements and providing targeted support to a significant number of pupils across the school. Feedback from both pupils and parents has identified ELSA provision as a particular strength of the school, highlighting the positive impact it has had on pupils' emotional wellbeing, confidence and engagement with learning. However, the success of the provision has led to increased demand, resulting in a waiting list for support. To ensure that all pupils requiring emotional wellbeing interventions can access timely and effective support, there is a need to increase ELSA provision to 2.5 days per week. Expanding this capacity would enable the school to meet a wider range of needs, reduce waiting times and provide earlier intervention, helping more pupils to develop the emotional resilience, self-regulation and wellbeing skills necessary to flourish both academically and personally.

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	Activity type	Total budgeted cost
A member of staff to attend Forest School Training and complete the Forest School teacher qualification (barrier number 1). Once training is complete (July 2027), we will look to setting up our own Forest School to support all pupils.	Universal	£1000 for Forest School training £300 for relevant First Aid training
Set up a universal space for pupils which can be easily accessed for all (barrier number 2). Ensure this space has the resources required to support pupils' needs.	Universal	£100 decoration of room costs £500 resources
Teachers to be trained on the effective deployment of TAs (barrier number 3) in a series of staff meetings in autumn term two. Create an implementation plan for the spring term to ensure sustainability. TAs to be trained on the effective use of scaffolding in support staff meetings on a weekly basis. These meetings will take place in school time to ensure attendance. Time will be given for support staff to support each other in developing the knowledge and skills needed to support pupils' independence.	Universal Universal	£500 supply costs to cover teachers to coach others. £1000 in supply costs to ensure staff attendance in training.
Teachers to be trained on the importance of Pre-teaching key vocabulary in Maths and then an implementation plan will be created at the October inset day in preparation for the start of November. Linked to barrier number 4. Opportunities will be taken to share this knowledge with parents and they will be given weekly updates via the school information platform.	Universal	£500 supply costs to ensure all teachers attend the inset day (those that are part time). £500 resources to support the development of pre-teaching.
A number of support staff to be trained on the intervention of Precision teaching and a long-term plan set up to ensure interventions can be run consistently. Linked to barrier number 5.	Targeted	One staff member employed to run Precision Teaching activities 5 mornings a week for one hour: $£13.69 \times 5 = £68.45 \times 39 = £2669.55$ exc on costs
ELSA sessions will be extended to 2.5 days a week from 2 days a week to support pupils' emotional wellbeing.	Targeted	3.5 hours @ £13.69 = $£47.92 \times 39 = £1868$ exc on costs

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
To develop in-school Forest School provision by training a member of staff to achieve the Forest School Teacher qualification by July 2027, enabling pupils to access high-quality outdoor learning opportunities that support their emotional wellbeing, self-efficacy, motivation, teamwork and engagement with learning.	A member of staff successfully completes the Forest School Teacher qualification by July 2027. A Forest School action plan, risk assessments and programme of delivery are developed and approved for implementation within school. An appropriate Forest School area is established and equipped to deliver regular sessions safely and effectively. Forest School provision is launched at Wincle School during the 2027-2028 academic year. At least one cohort of identified pupils accesses regular Forest School sessions each term. Pupil voice demonstrates improved confidence, motivation and enjoyment of learning among those participating in Forest School. Staff observations and pastoral records indicate improved self-regulation, resilience and teamwork skills for targeted pupils. Parent feedback reflects positive views regarding the accessibility and impact of the school's Forest School provision. The need for costly external Forest School placements is reduced, providing a more sustainable and accessible intervention for pupils and families. Attendance and engagement data for identified pupils shows improvement following participation in Forest School activities where appropriate.
To establish a dedicated, universally accessible wellbeing and regulation space that provides pupils with the support, resources and environment needed to manage their emotions, develop self-regulation strategies and successfully re-engage with learning.	A dedicated wellbeing and regulation space is established and accessible to all pupils by the agreed implementation date. The space is appropriately furnished and equipped with resources that support emotional regulation, sensory needs and mental wellbeing. Clear procedures and expectations are developed to ensure pupils can access the space safely and effectively when required. Staff receive guidance and training on how to use the space to support pupils' emotional and behavioural needs. Pupils report that the space helps them to regulate their emotions and feel ready to return to learning. Staff observations indicate that pupils are able to return to class more quickly following periods of dysregulation or emotional distress. The number of incidents resulting in prolonged time away from learning is reduced. Pupils who previously struggled to remain in lessons demonstrate improved engagement and participation in classroom activities. Parent and pupil voice reflects positive feedback regarding the impact of the wellbeing space on emotional wellbeing and school experience. The provision supports improved attendance, engagement and readiness to learn for identified pupils.

To improve pupil outcomes by ensuring teachers and Teaching Assistants are trained in evidence-informed approaches to the effective deployment of support staff and the use of scaffolding strategies. This will enable Teaching Assistants to promote greater pupil independence, provide targeted and impactful support, and maximise learning opportunities for all pupils, particularly those with additional needs.	All teaching staff receive training on the effective deployment of Teaching Assistants during Autumn Term 2. An implementation plan is developed and launched for Spring Term to embed and sustain effective TA deployment across the school. All Teaching Assistants attend weekly in-school training sessions focused on scaffolding learning and promoting pupil independence. Teaching Assistants demonstrate an increased understanding of the EEF's five-step scaffolding approach: self-scaffolding, prompting, clueing, repeating/refining and direct instruction. Dedicated opportunities for peer support and professional discussion enable Teaching Assistants to share effective practice and problem-solve collaboratively. Classroom observations show Teaching Assistants using a wider range of scaffolding strategies and reducing over-reliance on adult-led support. Teachers and Teaching Assistants plan and work together more effectively to identify the purpose and impact of classroom support. Pupils supported by Teaching Assistants demonstrate increased independence, resilience and confidence when completing tasks. Staff voice indicates increased confidence in deploying and utilising Teaching Assistants effectively. The impact of Teaching Assistant support is monitored through observations, pupil progress data and stakeholder feedback.
To improve pupils' understanding, retention and application of mathematical vocabulary and concepts through the consistent use of pre-teaching strategies. This will enable pupils, particularly those with SEND, dyslexia and slow processing needs, to access learning more confidently, work more independently and achieve improved outcomes in mathematics. Parental engagement will be strengthened through regular communication, enabling key vocabulary and concepts to be reinforced at home.	All teaching staff receive training on the importance and effective implementation of pre-teaching strategies in mathematics. An implementation plan is developed during the October INSET day and launched from November. A consistent whole-school approach to pre-teaching mathematical vocabulary is established and embedded. Key vocabulary and concepts are identified and shared with pupils prior to lessons to support readiness for learning. Teachers demonstrate effective use of pre-teaching strategies during lesson observations and monitoring activities. Pupils show increased confidence when using mathematical vocabulary and explaining their reasoning. Pupils are better able to access age-related mathematical content independently. Parents receive regular weekly updates on key vocabulary and concepts through the school's communication platform. Parents report increased confidence in supporting their children with mathematical vocabulary at home. Vulnerable learners, including pupils identified with dyslexia, slow processing speed and SEND, demonstrate improved engagement and participation in mathematics lessons. Monitoring and assessment data indicate improvements in pupils' understanding and retention of mathematical vocabulary. The approach is evaluated and refined for future implementation across other curriculum subjects.
To build staff capacity to deliver Precision Teaching interventions effectively and consistently,	A number of support staff successfully receive training in the principles and application of Precision Teaching.

enabling identified pupils to address specific gaps in learning, improve fluency and accuracy in key skills, and make accelerated progress. A sustainable model of intervention delivery will be established to ensure that support remains effective despite staffing changes or absences.	Staff demonstrate confidence in selecting, delivering and monitoring Precision Teaching interventions. A long-term implementation plan is developed, detailing intervention timetables, staffing responsibilities, monitoring processes and contingency arrangements. Precision Teaching interventions are delivered consistently throughout the academic year. Systems are established to minimise disruption to interventions during periods of staff absence. Baseline and ongoing assessment data are used to identify pupils who would benefit from Precision Teaching and to monitor progress. Pupils receiving Precision Teaching demonstrate increased fluency, accuracy and confidence in targeted skills. Regular reviews are undertaken to evaluate intervention impact and inform next steps. Staff collaborate effectively to share expertise and ensure consistency in intervention delivery. The intervention becomes an embedded and sustainable element of the school's graduated approach to supporting pupils with additional learning needs.
To increase ELSA provision from two days to 2.5 days per week, ensuring that more pupils can access timely emotional wellbeing support. This will enable the school to meet increasing demand, reduce waiting times for intervention, and provide targeted support that develops pupils' emotional literacy, resilience, self-regulation and readiness to learn.	ELSA provision is increased from two days to 2.5 days per week. Additional ELSA capacity enables more pupils to access support throughout the academic year. Waiting times for ELSA intervention are reduced. Pupils receive support at an earlier stage, helping to prevent emotional difficulties from escalating. ELSA interventions continue to meet supervision requirements and are delivered in line with best practice. Pupils accessing ELSA support demonstrate improved emotional literacy, self-confidence and self-regulation skills. Staff report improvements in pupils' emotional wellbeing, engagement and readiness to learn following intervention. Parent and pupil voice continue to identify ELSA provision as a strength of the school. Referrals and outcomes are monitored regularly to ensure support is targeted effectively and has a positive impact. The increased provision contributes to improved attendance, engagement and wellbeing for identified pupils.

Review of the previous academic year

To be completed July 2027.