The Exe Valley & Moorsway Federation

Inclusion Strategy – Whimple 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 school's inclusive mainstream fund (IMF).

1. Strategy overview

Detail	Date
Academic year that our current Inclusion Strategy covers	September 2026 to July 2027
Date this statement was published	1st October 2026
Date on which it will be reviewed	31st July 2027
Statement authorised by	Julie Ruddick, Inclusion Lead Governor
School's Notional SEND budget	£70,948
School's Mainstream Inclusion Grant	£7,720

2. Federation Statement of Intent

The Exe Valley and Moorsway Federation Schools are rooted in their rural communities. We are a federation of outward-facing, inclusive schools where high expectations, rich learning experiences, and strong relationships enable everyone to flourish. Together, we provide a distinctive education that connects our schools to the wider world. Whimple School is part of the federation and shares its Statement of Intent with the other members of the school grouping.

We believe that fostering a strong sense of belonging lies at the heart of everything we do. When pupils, staff, and families feel that they belong within a school community, they are more likely to thrive and flourish. In our church schools, this commitment reflects the Church of England's vision for education, *"Life in all its fullness"* (John 10:10), and is closely linked to Christian teachings about belonging, dignity, and flourishing.

For the Exe Valley and Moorsway Federation, inclusion means that every pupil is welcomed, belongs, attends, participates and achieves within their local school community, regardless of need, background or circumstance. We recognise that some pupils require different levels of support to achieve equitable outcomes and are committed to removing barriers through high-quality teaching, early intervention, reasonable adjustments and effective partnership working.

We recognise that attendance, engagement and belonging are closely connected. When children feel safe, understood and supported, they are more likely to attend regularly, engage positively in learning and achieve positive outcomes. We therefore work proactively with pupils, families and partner agencies to identify and address barriers at the earliest opportunity.

Support for pupils with SEND is delivered through the graduated approach of Assess, Plan, Do, Review. Class teachers remain responsible for the progress and inclusion of all pupils and work in partnership with families, the SENDCo and external professionals to review and refine provision.

We are committed to a co-production approach, actively seeking and valuing the views, wishes and aspirations of children and their families when identifying needs, planning support and reviewing provision. Through collaborative decision-making, we aim to ensure that support is personalised, effective and centred on helping every child achieve, participate and flourish.

This strategy is underpinned by the SEND Code of Practice (2015), the Equality Act (2010) and the DfE's principles of inclusive mainstream education.

Our strategic commitment

In our Strategic Plan 2026-2031, we identified the following attributes that make our schools distinctive and unite us in a shared purpose:

- Putting children and adults first, enabling all to flourish.
- Being committed to inclusion so that every child can thrive, while balancing the needs of individuals within our school communities.
- Leaders guided by honesty, integrity, and strong moral purpose.
- Maintaining lean leadership structures so that resources are focused on children's learning and well-being.

- Valuing staff and providing meaningful opportunities for professional development across the wider school group.
- Creating safe and supportive environments where leaders can flourish and develop their expertise.
- Leaders who are committed to serving children, families, and colleagues.
- Governors who support leaders wholeheartedly while providing robust challenge in the best interests of children.
- Ensuring accountability through effective and rigorous governance.
- Supporting schools through challenging times by working alongside leaders to drive improvement at pace and strengthen school-to-school collaboration.

Strategic Aim: Inclusion, Well-being and Belonging

Inclusion, well-being, and belonging form the second of our five strategic aims for 2026-2031. This aim is underpinned by four key objectives:

- Developing and implementing a shared inclusion strategy across the federation.
- Establishing strong pastoral systems that support children and families.
- Providing staff training in trauma-informed and inclusive practice.
- Strengthening early help provision and multi-agency collaboration.

The Strategic Plan was co-produced by staff, governors, parents, the Executive Principal, and the leadership team during the summer term of 2026 and was published on the federation website in September 2026.

The Strategic Plan informs the annual Federation Development Plan and each school's individual development plan. These plans set out how schools will implement and evaluate actions to improve inclusion, well-being, and belonging throughout each academic year.

Delivering Our Inclusion Strategy

Our Inclusion Strategy provides more detailed information about how we achieve these aims and demonstrates how we address the seven principles of inclusion.

We meet these principles in the following ways:

- **Ambitious leadership:** The federation's Strategic Plan, Federation Development Plan, and individual School Development Plans demonstrate a clear commitment to embedding inclusion at every level of leadership and practice.
- **Early intervention:** We prioritise evidence-informed approaches to early identification and support, with a particular focus on the early years and the development of children's communication and language skills.
- **Quality first teaching:** High-quality adaptive teaching and a curriculum designed for all learners have been central to our pedagogical development over the past three years and are regularly evaluated through school reviews and external inspection processes.
- **Enrichment for all:** Our schools are recognised for their rich and varied opportunities beyond the classroom, including educational visits, residential experiences, extracurricular clubs, and sporting, musical, and performing arts activities.
- **A culture of safety, respect and belonging:** The vision and values of each school promote a safe and respectful environment where every child feels welcomed, included, and able to participate fully in learning. We also strive to secure high levels of attendance and engagement.
- **Strong partnerships:** As small schools, we are able to build strong relationships with families and external agencies. These partnerships enable us to identify needs early, provide effective support, and ensure children and families receive the help they need.
- **Improving accessibility:** We are committed to continually enhancing accessibility across the federation. Progress is reviewed annually through the federation's Accessibility Plan, which forms part of the Federation Development Plan.

3. The school's barriers to learning and participation

This section 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	Are socio-economically disadvantaged [Those eligible for pupil premium] who have not had the same opportunities as their peers and may not have had the best start in life. We have 17 pupils on PPG, which is 14% of the school, which is below the national average. Three pupils have parents in the armed forces, which is a significant group and may have SEMH concerns as a result.
2	Have special educational needs (SEN) and/or a disability. This includes pupils receiving SEND support (on our SEND register), whether or not they have a formal diagnosis and those with an education, health and care (EHC) plan. There are currently 24 pupils identified as having SEND, including 5 pupils with EHCPs. The majority of pupils have communication and interaction needs [10 out of 24] or Social, Emotional and Mental Health Needs (6 out of 24)
3	Are known, or were previously known, to children's social care. This includes children in need and looked-after children (LAC). A small number of pupils continue to experience the long-term effects of early trauma and adverse childhood experiences.
4	May face other barriers to their learning and/or wellbeing. This includes pupils who share a protected characteristic such as race or religion, or certain groups of pupils such as young carers. A small number of pupils have caring responsibilities within the home setting, which can impact on attendance, wellbeing and engagement.
5	Have joined the school since the start of Reception, Keystage 1 or Keystage 2. Pupils who have joined the school from Elective Home Education may face particular barriers to learning if the quality of their experience was not strong. There are not currently any pupils who have joined the school from EHE.
6	Experienced low attendance levels [below 93%] due to extended periods of illness, EBSA or are on the edge of being home educated. Parental anxiety or poor mental health can contribute to low levels of attendance. There are seven pupils who are currently a cause for concern for attendance, which is monitored fortnightly.
7	Delays in speech and language development and delayed cognitive understanding due to communication difficulties. There are three pupils in Reception who have delayed speech and language and are receiving interventions from school.
8	At risk of harm or ever been at risk of harm or experienced domestic violence. These pupils may have had Early Help or be a Child in Need, but may no longer fit into these categories although they have experienced harm in the past. A small number of pupils have experienced adverse childhood experiences, including exposure to domestic abuse, which may continue to impact emotional wellbeing, relationships and engagement with learning.

4. Activity in this academic year

These are the activities that we will 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 our universal offer].

Description of activity (noting evidence and barrier numbers addressed)	Activity type (Universal or targeted)	Total budgeted cost (this should account for spend from IMF and core budget allocations)
1. Develop and implement a federation-wide Ordinarily Available Inclusive Provision (OAIP) framework that clearly identifies the universal strategies, reasonable adjustments and inclusive practices expected in every classroom. This will be reviewed through school reviews and learning walks [barriers 1-8].	Universal	Universal provision through AWPU funding.

Description of activity	Activity type	Total budgeted cost
2. All staff to be trained in transcription skills in English and enhancing subject knowledge for learning support assistants. English team to deliver training through staff meetings and staff professional days [barriers 1 to 8].	Universal	Universal provision through AWPU funding.
3. All staff to develop pedagogical skills to teach mathematical fluency and number confidence. Maths team to deliver training through staff meetings and staff professional days with focus on developing subject knowledge for learning support assistants [barriers 1 to 8].	Universal	Universal provision through AWPU funding.
4. Introduce Pupil Passports for all schools so that children's voice is recorded and pupils feel that they are known and understood [barriers 1 to 8].	Universal	Cost of £610 to introduce and set up and analyse trends in need.
5. Develop trauma informed practice through coaching by Inclusion Leads and training for all staff at SEND focused staff meetings [barriers 3,4, 8].	Universal	Inclusion Lead training budget for £1000 and £610 to deliver training during 2026/27.
6. Parent feedback demonstrates increased confidence in school support and communication for inclusive practice [barriers 1 to 8]	Universal	Universal provision through AWPU funding.
7. Learning needs or gaps of new arrivals identified within first 4 weeks of school and structured support plan is put in place and reviewed termly [barriers 4, 5].	Targeted	Budget of £3233 for Inclusion Lead assessment and £783 for support staff to deliver weekly support for 1hpw.
8. Early identification of Speech and Language need and provision of therapeutic interventions by learning support assistants under direction of Inclusion Lead for Speech and Language [barrier 7].	Targeted	Budget of £3323 for Inclusion Lead assessment and supervision and learning support assistant for 10hpw is £7830.
9. Provide high quality SEMH interventions to overcome emotional and anxiety challenges through targeted therapeutic interventions. Inclusion Assistant for SEMH to provide coaching for staff and monitor impact of interventions [barriers 2,4,8].	Targeted	Inclusion Assistant for SEMH budget of £2349. SEMH interventions for 3 pupils for 4hpw £9396.
10. Leaders to use Bromcom to report on attendance and share at monthly attendance clinics to identify trends and share good practice. Attendance clinics and parent meetings to be set up to improve attendance for low attenders [barrier 6].	Targeted	Teaching Assistant support for improving attendance for 3hpw £2349.
11. Enable vulnerable pupils to join educational and residential visits by using PPG funding to enable this group to attend [barriers 1,4].	Targeted	Budget of £1000 to fund pupils who are not eligible for PPG to attend residential visits.
12. Classroom support and intervention group work by teaching assistant to adapt curriculum and provide real time SEMH support to promote inclusion [barrier 1 to 8]	Targeted	Teaching assistant classroom support and intervention work for 61 hpw is £47,795
Income from the school's Notional Grant and Mainstream Inclusion Grant	**£78,668**	

5. Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of this year's inclusion strategy, and how we will measure whether they have been achieved.

The Exe Valley & Moorsway Federation

Intended outcome	Success criteria
1. All staff to be trained in Ordinarily Available Inclusive Provision principles, adaptive teaching skills and the identification and implementation of reasonable adjustments to remove barriers to learning, participation and attendance.	All teachers are trained in the use of OAIP. The School Review demonstrates that at least 80% of observed teaching shows high-quality adaptive teaching. Evidence from learning walks and provision reviews demonstrates that reasonable adjustments are routinely identified and implemented to support pupils with additional needs.
2. All staff to be trained in transcription skills in English and enhancing subject knowledge for learning support assistants. English team to deliver training through staff meetings and staff professional days.	All teachers deliver transcription skills programme at the start of the school year and School Reviews demonstrate that this has had a positive impact in at least 80% of classes. Attendance by learning support assistants is above 75% for training and impact is measured by School Review reports.
3. All staff to develop pedagogical skills to teach mathematical fluency and number confidence. Maths team to deliver training through staff meetings and staff professional days with focus on developing subject knowledge for learning support assistants.	All teachers demonstrate teaching of mathematical fluency in observed teaching at School Reviews. Maths team child conferencing and book scrutinies show that teaching of fluency has had a positive impact on pupil outcomes; the school's average score for Y4 Multiplication test is at least in line with national outcomes and 25/25 outcomes meet national at 34%.
4. Introduce Pupil Passports for all schools so that children's voice is recorded and pupils feel that they are known and understood.	Pupil Passports are completed and reviewed annually for identified pupils and pupil voice evidence demonstrates that pupils feel understood, included and able to contribute to decisions about their support.
5. Develop trauma informed practice through coaching by Inclusion Leads and training for all staff at SEND focused staff meetings.	School review evidence demonstrates that trauma-informed approaches are consistently applied across classrooms. Identified pupils show improved engagement, reduced dysregulation and improved attendance over time.
6. Parent feedback demonstrates increased confidence in school support and communication.	Annual parent surveys demonstrate that at least 85% of parents of pupils with additional needs at the school feel well informed, listened to and supported.
7. Learning needs or gaps of new arrivals identified within first 4 weeks of school and structured support plan is put in place and reviewed termly.	The needs of pupils who arrive after Reception are identified and structured support plans are put in place and reviewed. Typically, pupils who have joined the school late achieve the same as their peers at the end of Year 6.
8. Early identification of Speech and Language need and provision of therapeutic interventions by learning support assistants under direction of Inclusion Lead for Speech and Language.	Pupils with identified Speech and Language needs demonstrate measurable progress in communication skills through intervention records and classroom participation. Parents are supported through development of website resources to help their children at home. Inclusion Lead for Speech and Language provides high quality support for staff.
9. Provide high quality SEMH interventions to overcome emotional and anxiety challenges through targeted therapeutic interventions. Inclusion Assistant for SEMH to provide coaching for staff and monitor impact of interventions.	SEMH interventions reduce barriers to learning for vulnerable pupils and all SEMH related objectives identified in EHCPs are delivered to a high standard. Inclusion Assistant for SEMH provides high quality support for staff and manages intervention programme across the federation so that SEMH barriers are identifiably reduced by July 2027 [by case studies]
10. Leaders to use Bromcom to report on attendance and share at monthly attendance clinics to identify trends and share good practice. Attendance clinics and parent meetings to be set up to improve attendance for low attenders.	Heads identify pupils at risk of low attendance through monthly attendance clinics and share good practice to secure improvements at pace when needed. Early warning signs of Emotional School Based Avoidance are picked up rapidly and parents are supported to improve attendance. As a result, school attendance remains at least in line with national rates.

Intended outcome	Success criteria
11. Enable vulnerable pupils to join educational and residential visits by using PPG funding to enable this group to attend.	At least 80% of vulnerable pupils at the school join educational and residential visits during the year through providing adaptations to improve access and funding through PPG and local charitable trusts.
12. Classroom support and intervention group work by teaching assistant to adapt curriculum and provide real time SEMH support to promote inclusion [barrier 1 to 8]	Classroom support and intervention groups reduce barriers to learning for the majority of pupils who are at risk of falling behind in their learning. Outcomes at statutory assessment points are in line or better than national outcomes.

6. Review of the previous academic year

Inclusion has been a priority for the federation throughout its development and growth. Whilst we do not need to outline the progress that we made towards our intended outcomes during the previous academic year for 2025/6, data analysis indicates that across the federation, disadvantaged pupils achieved significantly better than the national averages in 2025/26. At the end of Year 6, 71% achieved the expected standard in reading [compared to 63% nationally in 2026], 65% achieved the expected standard in writing [compared to 60% nationally] and 65% achieved the expected standard in maths [compared to 62% nationally]. Overall outcomes for reading, writing and maths combined were 53% at the expected standard, compared to 49% nationally. There were 17 pupils [16% of the Year 6 cohort] in this group. This demonstrates that the long-standing strategies for inclusion adopted by the federation are effective. The number of pupils at the school is very small and therefore we have not included this information in this report.

7. Monitoring and Evaluating

The impact of this Inclusion Strategy will be monitored throughout the year through school reviews, attendance and attainment data, SEND reviews, pupil voice and parent feedback. Leaders and governors will evaluate progress against the intended outcomes and use findings to refine provision, inform future priorities and ensure resources are used effectively to reduce barriers to learning and participation. This process will help ensure that all pupils are supported to achieve, participate and experience a strong sense of belonging within their school community.

Andrew Wootton
Head of School