

Wallington County Grammar School
Inclusion Strategy

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Inclusion Strategy

Wallington
County Grammar School

At Wallington County Grammar School, we recognise inclusion is not an additional strategy, nor a discrete area of school improvement, it is central to every decision we make. We judge the quality of education by the impact we have on all pupils' outcomes and experiences, especially our pupils with special educational or additional needs. This statement therefore should be read in conjunction with our school improvement priorities and associated plans and evaluations.

This statement details our school's approach to addressing identified barriers to inclusion to deliver 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	2026-27
Date this statement was published:	December 2026
Date on which it will be reviewed:	December 2027
Statement authorised by:	Patrick Farmbrough

Statement of intent

1. What Inclusion Means at Our School

At Wallington County Grammar School, inclusion means providing expert, personalised support so that every student, including those with Special Educational Needs and Disabilities (SEND) or from disadvantaged backgrounds, can reach the highest academic standards, access world-class universities, and leave as happy, healthy, and resilient young adults, ready for the next stage of their education, or career. We know our pupils are engaged and thriving when they participate fully in our broad curriculum and extensive enrichment programmes alongside their peers, with no gaps in attendance, progress, or access to leadership opportunities. Through this strategy, we aim to further embed our proactive approach to identifying needs early, thereby positively impacting all pupils' academic outcomes, well-being, and future educational/career choices.

2. Our Universal Offer and Graduated Approach

Our inclusion strategy is rooted in a robust universal offer that stretches our highly able students while remaining fully accessible through Quality First Teaching strategies. When additional support is required to access this core offer, we utilise a formal graduated approach based on a four-part cycle: assess, plan, do, review. Targeted, evidence-based support is then implemented through bespoke Individual Educational Plans (IEPs) co-written with parents and students. This refined, graduated intervention ensures that any barriers to learning are removed, increasing pupils' access to the universal offer and preparing them for successful next steps in education and adulthood.

3. Prioritised Principles of Inclusion

In line with Department for Education guidance, we are focusing on implementing a few approaches exceptionally well to ensure inclusive practice is deeply embedded, consistent, and impactful. We have prioritised the following principles to build on our existing inclusive practice:

- **Principle 3: High-quality adaptive teaching with curriculum designed for all learners.** Developing high-quality inclusive teaching is our primary whole-school priority. Because the most significant barriers our students face involve slow processing speeds, working memory limits, and difficulties structuring written work, we must adapt our core delivery. We will achieve greater stretch and accessibility by further embedding our 'Focus Fives' strategy, which deliberately groups vulnerable pupils within the classroom to prioritise targeted checks for understanding, regular teacher circulation, and meaningful live feedback. Furthermore, we will strengthen consistency in our universal adaptations, particularly the use of mini-whiteboards for routine assessment, breaking information into smaller chunks, and allowing extended processing time.
- **Principle 5: A safe and respectful culture fostering belonging, attendance, and participation in learning**. A significant portion of our students with SEN face challenges with attention, focus, and susceptibility to environmental distractions. To ensure these students can fully participate in learning, we are prioritising the establishment of a calm, predictable, and highly focused classroom culture. We will achieve this by universally embedding attention-securing routines, such as focussed 'do now' retrieval practice, 'pens down, eyes on me' signals, and active teacher circulation. By standardising these routines, we aim to minimise distractions, reduce cognitive overload, and maintain high engagement and attendance for all learners.
- **Principle 6: Strong partnerships with families and wider services.** We firmly believe that close collaboration with families and specialist agencies is vital for student development. We will build upon our strong communication practices, which include co-writing IEPs with parents and carers to ensure shared goals and transparent support. To further support families, we will continue running our termly coffee social clubs and distributing weekly SEND newsletters packed with practical resources and advice. Additionally, we will strengthen our partnerships with external experts, such as COGNUS advisory services and our embedded CAMHS Mental Health Support Team, ensuring specialist interventions are seamlessly integrated into our mainstream provision.

Strategy Development and Alignment

This strategy has been informed by our evaluation of current provision, assessment and attendance information, monitoring of teaching and curriculum access, pupil and family voice, staff discussion and oversight through external visits. It should be read alongside the school's SEN information report, accessibility plan, and the Equalities Policy of the Greenshaw Learning Trust.

Barriers to learning and participation

	Detail of barrier to learning, participation or both	How we know this is priority to address (evidence from our cohort)
1	**Processing and Working Memory Limitations** The most prominent barrier to learning across our IEPs is slow processing speed and limited working memory capacity. Students sometimes struggle to keep up with the overall pace of lessons and require additional time to fully understand and digest new concepts. This barrier also manifests as difficulties with reading comprehension, the long-term recall of facts, and retrieving specific vocabulary, meaning these learners consistently need extra processing time and deliberate repetition to demonstrate their knowledge.	A combination of student and parent voice through IEP reviews and classroom observation by our SEN team.
2	**Attention and Focus Challenges** A significant number of students face difficulties in maintaining steady attention and concentration during lessons. Often associated with ADHD, ADD, or Autism, these learners are susceptible to becoming restless or distracted by environmental factors such as classroom noise and crowded spaces. Conversely, some students experience challenges because they hyper-focus on single details, making it difficult for them to transition smoothly between activities or follow the broader flow of a lesson without explicit prompts.	
3	**Executive Functioning and Organisation Difficulties** The third barrier involves executive functioning, specifically concerning how students plan, structure, and independently manage their academic tasks. Many students exhibit distinct struggles when attempting to organise their thoughts for extended writing, frequently needing significant scaffolding to plan essay structures effectively. Furthermore, this barrier encompasses broader self-regulation and organisational issues, including procrastination, poor timekeeping, and a general inability to effectively manage their independent study time and overall workload.	

Intended outcomes

Intended outcome	Success criteria
Universal pedagogical adaptations, including chunking information, extended processing time, and live checks for understanding, are consistently embedded across all subject areas to ensure processing and memory constraints do not limit academic progress.	Achieve a Year 11 (GCSE) SEN Value Added score of at least 1.0 in August 2027, demonstrating that classroom adaptations continue to close the attainment gap for students with SEND.
Whole-school attention-securing routines (such as focussed 'do now' retrieval practice, 'pens down, eyes on me', and active teacher circulation) are fully integrated to minimise distractions and maintain engagement for students with focus difficulties.	100% of classrooms demonstrate full embedding of universal focus routines during monitoring drop-ins by Summer 2027, while maintaining an overall SEND attendance rate of at least 94.1%.
Students develop strong independent study, essay-structuring, and workload-management skills through structured classroom scaffolding, targeted 'Focus Five' feedback, and tailored pastoral mentoring.	Achieve an Upper Sixth (A Level) SEN Value Added score of at least +0.26 by Summer 2027, with students with SEND continuing to access aspirational destinations—including Russell Group and Oxbridge universities—at rates that match or exceed the whole-school average.

Activity in this academic year

Layer (*Universal / Targeted)*	**Description of activity**	**Evidence that supports this approach**	**Barrier number(s) addressed**	**Total budgeted cost**
Universal	Delivery of whole-staff CPD focused on 'Clarify' and 'Consolidate' teaching strategies, specifically implementing 'Checking for Understanding' via Mini Whiteboards (MWBs) and Pose, Pause, Pounce, Bounce (PPPB) questioning.	EEF: Cognitive Science Approaches in the Classroom; Tom Sherrington / Doug Lemov — *Rosenshine's Principles in Action*.	1	£11,151 out of a total cost of £38,451[1]
Universal	Embedding consistent classroom management and attention routines across all subjects, specifically, focussed 'Do Now' retrieval practice, and 'pens down, eyes on me' signals.	EEF: Improving Behaviour in Schools; Adam Boxer; Doug Lemov — *Teach Like a Champion 3.0*.	2	
Universal	Strengthening responsive teaching and scaffolding for independent work through live feedback, use of modelling, and 'purple pen' feedback correction loops.	EEF: Teacher Feedback to Improve Pupil Learning; Michael Chiles, Tom Sherrington — *The Feedback Pendulum*.	3	

[1] Based on an average teacher cost of £91,602 divided by 1265 hours to give the hourly cost of each of our 59 teachers.

Targeted	Implementing the 'Focus Fives' strategy within classrooms to prioritise highly vulnerable and SEND students for targeted checks for understanding and teacher circulation.	EEF evidence indicates high-quality teaching and purposeful assessment are the most powerful ways to improve attainment for vulnerable students.	1, 2, 3	
Targeted	Provision of targeted Subject Surgeries offering small group tuition across a wide range of KS3, KS4, and KS5 subjects (e.g., Year 7/8 Maths Club, Y11 English Support, Sixth Form Chemistry Support).	EEF: Small group tuition (Intensive support - either one-to-one or as part of a small group - supports pupil learning if linked with normal lessons).	1	£860 out of a total cost of £52,946[2]
Targeted	Direct pastoral, behavioural, and emotional interventions including daily lunchtime ELSA clubs, Education Wellbeing Service sessions, attendance plans, and parent meetings overseen by Year Leaders and the Educational Welfare Officer.	EEF: Behaviour interventions; EEF: Working with Parents to Support Children's Learning.	2, 3	£3,300 out of a total cost of £11,380[3]

[2] Based on teachers running weekly 45 minute intervention sessions for 36 weeks a year. 5.6% of total costs.
[3] 1 hour a fortnight of Year Leader Time (total cost/1265 hours) + EWO costs