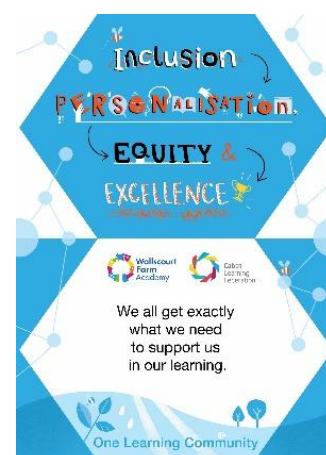


# WFA Inclusion Statement

At Wallscourt Farm Academy, we are committed to being an inclusive school where every child feels welcomed, valued and supported. Our goal is to ensure that all learners - including those with Special Educational Needs and Disabilities (SEND) - receive the right support to help them succeed academically, socially and emotionally.



## Our aims

We aim for to:

- Provide a nurturing, positive and equitable learning environment for all learners.
- Ensure support is **needs-led**, not diagnosis-led, in line with the SEND Code of Practice.
- Use high-quality teaching as the foundation of SEND provision, ensuring adaptations are made to help every learner access learning and feel successful.
- Work closely with families and external agencies so that we fully understand each child as an individual.
- Promote emotional wellbeing and resilience through approaches such as **Thrive** and **Hamish and Milo**.
- Secure the best possible outcomes for learners with significant long-term needs through the EHCP process where appropriate.

## Our Implementation

Every home zone provides **inclusive, high-quality teaching** through the '5 a day' approach. Teachers personalise learning, differentiate tasks and use a range of strategies and resources to ensure full access to the curriculum for all learners.

We follow the national *assess-plan-do-review* cycle:

1. **Universal Support:** inclusive Quality First Teaching for all learners.
2. **Targeted Support:** where a learner needs additional help, we use screeners and targeted interventions to identify and address areas of need.
3. **Specialist Support:** if progress remains limited, personalised interventions are implemented and recorded within a **Learner Plan**.



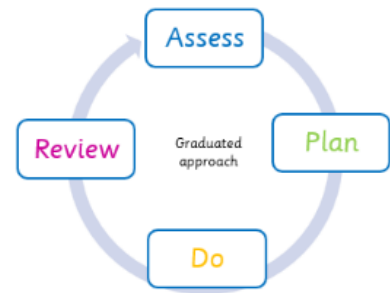
Learner Plans are co-produced with families and reviewed termly.



## SEND Register

Learners may be added to the SEND register if:

- they have a diagnosis,
- they are on a diagnostic pathway,
- a referral has been made to external professionals, or
- they require provision beyond what is normally available – ‘*different from, additional to*’.



The register is reviewed regularly, and learners may be removed if they make accelerated progress. Families are informed of any changes by the SENCo.

## Learner Passports

Learners on the SEND Register may have a **Learner Passport**, created with the learner and their family.

This includes:

- strengths and interests,
- areas of need,
- effective strategies,
- challenges and aspirations
- learner voice.

Passports follow the learner as they move through school and are reviewed three times a year.

## Working with Specialists

Where appropriate, we work with external professionals such as:

- Educational Psychologists,
- Speech and Language Therapists,
- Autism specialists,
- Occupation Therapist,
- Primary Mental Health Specialist.

We carry out referral processes collaboratively with families and ensure they are fully informed about expected wait times at the time of submission.



## The Thrive Approach

We are proud to be a Thrive school. At the heart of our practice is the understanding that **behaviour is a form of communication**. Through the Thrive Approach, we support learners' social and emotional development, helping them to build resilience, self-regulation, and positive relationships.

Our certified Thrive Practitioner works closely with staff across the school to identify individual needs and develop tailored strategies for learners with SEMH (Social, Emotional and Mental Health) needs. This proactive, relational approach enables us to intervene early and provide targeted, meaningful support.

In addition to Thrive, we also use **Hamish and Milo**, an evidence-based therapeutic programme designed for primary-aged children. This intervention further enhances learners' mental health, wellbeing, and social-emotional learning through structured sessions that promote confidence, empathy, and emotional literacy.

## Education, Health and Care Plans (EHCPs)

EHCPs are considered for children with **significant, long-term needs** who require more support than can be provided through ordinarily available provision. Annual reviews gather learner voice and family voice to ensure support remains appropriate.

An Education, Health and Care Plan (EHCP) is provided for learners who have **significant and long-term special educational needs**. Most children with additional needs can be supported through the **inclusion funding already available in school**, without the need for an EHCP.

For learners who do have an EHCP, termly meetings will continue to review progress and discuss specific targets. In addition to these termly reviews, there is also an **Annual Review meeting**, where the EHCP document is examined in full. During this meeting, any necessary updates or amendments are considered, with contributions from the child, their family, and any external professionals involved.



## Our Impact

Our approach ensures that:

- **Learners make strong progress** from their individual starting points through tailored support and ongoing monitoring.
- **Needs are identified early**, allowing us to put appropriate support in place quickly.
- **Families feel involved and informed**, playing an active role in reviews and planning.
- **Learners develop confidence, independence and emotional resilience**, supported through Thrive and nurturing practice.
- **Transitions are smooth**, with Learner Passports ensuring new teachers understand each learner well.
- **Learners with EHCPs receive long-term, appropriate support**, reviewed systematically each year.
- Our SEND register is **accurate and responsive**, showing that provision is dynamic and based on progress.

Wallscourt Farm Academy remains committed to providing inclusive, high-quality education where every learner can thrive.

