

Whitefield Infant School



Inclusion Strategy

*Every Child Thriving Through Inclusion,
Communication and Excellence*

2026-2029

By working together with ambition, compassion and high expectations, we will continue to build a school where every child feels safe, valued and inspired to succeed.

WHITEFIELD INFANT SCHOOL AND NURSERY

Inclusion Strategy 2026-2029

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	Annually
Statement authorised by	Erica Mason, Headteacher
Allocated Funding	£16,187.00

Summary

At Whitefield Infant School and Nursery, we believe that every child has the right to experience success, feel valued and develop a genuine sense of belonging. Inclusion is not an additional aspect of school life; it is the thread that runs through every decision we make, every relationship we build and every learning opportunity we provide.

Our vision is simple:

'Every child, regardless of their starting point, background or individual need, deserves an ambitious education that enables them to achieve their fullest potential'.

We recognise that children arrive at Whitefield with a wide range of strengths, experiences and needs. Serving a diverse community with high levels of deprivation, a significant proportion of pupils eligible for Pupil Premium and a predominantly multilingual community, we understand that equality does not mean treating every child the same. Instead, it means providing the right support, at the right time, in the right way, so that every child can flourish.

This strategy sets out how Whitefield Infant School and Nursery will continue to strengthen an inclusive culture where barriers to learning are anticipated, identified early and removed through high-quality teaching, evidence-informed practice and strong partnerships with families and professionals.

It has been developed in response to the Department for Education's Inclusive Mainstream Fund and reflects the national ambition to create a mainstream education system that is inclusive by design, rather than relying on increasing levels of specialist intervention.

Our approach ensures that every child benefits from a strong universal offer whilst enabling those with additional needs to receive increasingly personalised support through our graduated response, supported in the EEF guide to inclusive teaching (July 2026). At Whitefield, inclusion begins with exceptional teaching.

High-quality adaptive teaching remains the single most important factor in ensuring children achieve well. We believe that teachers are the most powerful resource in improving outcomes for all learners and therefore invest heavily in professional development, coaching and evidence-informed practice.

Alongside our universal provision, we have developed a flexible graduated model of support that enables children to receive targeted intervention or highly personalised provision according to their needs. Central to this is our Meadow provision, which provides a personalised curriculum and carefully planned pathways that enable children to develop communication, independence, emotional regulation and readiness for learning before successfully accessing mainstream learning wherever appropriate.

- Over the next three years we will continue to: strengthen inclusive leadership across the school further develop high-quality adaptive teaching
- improve early identification of additional need
- continue to develop our language-rich curriculum
- expand our inclusive environments and specialist provision
- strengthen partnerships with families improve attendance, participation and belonging
- ensure every child experiences success from their individual starting point

Whitefield's Commitment to Inclusion

Our School Context

At Whitefield Infant School and Nursery, inclusion begins with understanding the community we serve. Every decision we make is informed by the unique strengths, experiences and needs of our children and families. We are proud to be an outstanding infant school serving children from Nursery to Year 2. Our families bring a wealth of languages, cultures, experiences and aspirations that enrich our school every day. We recognise these differences as strengths and celebrate the diversity that makes Whitefield such a unique place to learn.

Alongside these many strengths, we also understand that many of our children face significant barriers to learning before they even arrive at school. High levels of deprivation, increasing complexity of need, delayed language development and rising levels of neurodiversity mean that inclusion cannot simply be viewed as SEND provision; it must underpin every aspect of school life.

Barriers to learning and participation

The key barriers to learning and participation that we have identified amongst our children, necessitating inclusive universal approaches and targeted support are:

	Detail of barriers to learning
1	Speech, language, and communication needs On entry to Whitefield, 25%* of children enter our school at age related expectations for speech, language and communication. They encounter difficulties understanding and using language, following instructions, expressing ideas, developing vocabulary, and interacting effectively with others. As language underpins learning across the curriculum, these challenges can affect academic progress, participation, collaboration, and independence. SLCN can also impact confidence, self-esteem, emotional wellbeing, and relationships. Early identification and appropriate support are essential to reduce barriers to learning and promote positive educational and social outcomes. * 3 year baseline average (2023-2025)
2	English as an Additional Language (EAL) At Whitefield Infant School, we recognise that children who speak English as an Additional Language (EAL) bring a wealth of linguistic, cultural, and personal strengths to our school community. However, some pupils may experience barriers to learning while they are developing proficiency in English, particularly when accessing the language demands of the curriculum. At Whitefield Infant School, 98% of children*, speak English as an additional language. Children who are learning English may initially find it challenging to understand new vocabulary, follow complex instructions, express their ideas, participate in discussions, or demonstrate their knowledge and understanding. These challenges can affect their ability to access learning across all subjects, build relationships, develop confidence, and participate fully in school life. The cognitive demands of learning new concepts while simultaneously acquiring a new language can also impact the pace at which children make progress. * 3 year average (2024-2026)

3	Social, emotional, and mental health needs At Whitefield Infant School, we recognise that social, emotional, and mental health (SEMH) needs can present significant barriers to learning, wellbeing, and participation in school life. Some children experience difficulties with emotional regulation, anxiety, self-esteem, resilience, relationships, or behaviour, which can affect their ability to engage with learning, attend school regularly, and achieve their potential.
4	Cognition and learning needs At Whitefield Infant School, children may experience difficulties that affect the pace at which they learn, their ability to retain information, or their capacity to work independently and transfer learning across different contexts. Pupils with cognition and learning needs may find it challenging to acquire literacy and numeracy skills, process and recall information, understand abstract concepts, organise their thinking, or sustain attention and concentration. We recognise that cognition and learning needs exist across a continuum and may include moderate to severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties or difficulties linked to other SEND needs.
5	Sensory Needs We recognise that some children may experience barriers to learning, participation, and wellbeing as a result of differences in how they think, process information, communicate, interact with others, and respond to their environment. This includes children with a range of profiles such as autism, attention deficit hyperactivity disorder (ADHD), and other differences. These differences are a natural part of human diversity and bring many strengths, talents, and unique perspectives.
6	High levels of deprivation The school is located in the Whitefield ward, which falls within the top 20% most deprived areas nationally. According to local data, the area is classified within the highest deprivation band and the Living Environment Deprivation Index confirms that many families experience poor-quality housing, overcrowding, and limited access to green or outdoor spaces. The school is significantly above the national average for Pupil Premium numbers. High rates of unemployment, poverty, and low-income households (with over 3,200 children in Pendle living in low-income families) compound the challenges faced by the local community. At Whitefield, there is a need for external agency intervention to address the complex and often interrelated challenges faced by families. Many pupils and their families experience significant socio-economic hardship, including food insecurity, unstable housing, and limited access to essential services and life experiences.

These factors have shaped our strategic approach to inclusion and continue to influence the way we design our curriculum, deploy staff and develop our provision.

Our Universal Offer:

Like schools nationally, Whitefield has experienced a significant increase in both the number and complexity of children requiring additional support. These changes require schools to move beyond traditional intervention models.

Rather than creating separate systems for different groups of children, we have focused on strengthening our **universal offer**, ensuring that high-quality adaptive teaching and inclusive

classroom practice benefit every learner while allowing increasingly personalised support to be layered where required, as recommended in the EEF guide to inclusive teaching (July 2026).

Our Response

Over recent years we have intentionally invested in developing a school-wide culture where inclusion is everyone's responsibility.

This has included:

- developing a language-rich curriculum built around high-quality interactions and oracy
- embedding evidence-informed approaches such as 'SHREC' across the Early Years
- strengthening adaptive teaching in every classroom
- investing in staff professional development
- refining our graduated response to SEND
- expanding universal provision before increasing intervention
- creating our bespoke SEND provision (The Meadow) to provide flexible personalised pathways for pupils with the most complex needs
- strengthening partnerships with parents and external agencies
- continually reviewing our learning environments to ensure they are accessible, communication-friendly and inclusive.

As a result, inclusion is not viewed as a separate initiative at Whitefield. It is the foundation upon which teaching, learning and school improvement are built.

Using the Inclusive Mainstream Fund

The Inclusive Mainstream Fund provides an opportunity to strengthen our universal offer and further develop inclusive practice across the school.

Funding will be used strategically to:

- develop staff expertise in adaptive teaching
- enhance communication and language provision
- improve accessibility within learning environments
- strengthen early identification systems
- expand resources within our SEND Hub
- purchase specialist sensory and communication resources
- improve inclusive classroom environments.

Impact will be measured through improved pupil outcomes, increased participation, staff confidence and stronger inclusive practice across the school.

Allocated Funding	£16,187.00
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Our Inclusive Principles

Our strategy is built upon the Department for Education's 'Seven Principles of Inclusion'. At Whitefield, these principles are translated into everyday practice.

1. Ambitious Leadership and Governance

Inclusive schools begin with inclusive leadership.

Leaders and governors share a collective responsibility for ensuring every child receives the education they deserve.

This means we will:

- place inclusion at the heart of school improvement
- allocate resources according to need
- use evidence to inform decision-making
- monitor outcomes for vulnerable groups
- invest in staff development
- continually evaluate the impact of our provision.

2. Early Identification and Evidence-Based Support

Children should never have to fail before receiving help. We believe early identification is one of the most powerful ways to improve outcomes.

Our approach ensures children receive the right support at the earliest opportunity through:

- careful observation
- ongoing formative assessment
- regular pupil progress meetings
- speech and language screening
- close partnership with parents
- timely referrals to external professionals
- evidence-informed interventions.

3. High-Quality Adaptive Teaching

High-quality teaching remains the most important factor in improving outcomes for all children.

Our classrooms are designed around the principle that children learn differently and that effective teaching responds to these differences without lowering expectations.

Every teacher is responsible for adapting learning through:

- responsive assessment
- carefully planned scaffolding
- explicit vocabulary teaching
- visual supports
- practical learning experiences
- flexible grouping
- purposeful questioning
- modelling and worked examples
- retrieval practice
- communication-rich interactions.

4. Enriching Experiences for Every Child

Every child deserves opportunities that extend beyond the classroom. We believe enrichment should never depend upon background or additional need.

Children at Whitefield are encouraged and supported to access:

- educational visits
- visitors and workshops
- clubs
- sporting opportunities
- music
- performances
- leadership roles
- outdoor learning
- community experiences.

5. A Culture of Belonging

Children learn best when they feel emotionally safe. Positive relationships are therefore central to our inclusive culture.

Every adult is expected to:

- know every child well
- build trusting relationships
- promote emotional wellbeing
- celebrate success
- develop resilience
- encourage independence
- model respect and kindness in our school values

Our behaviour curriculum teaches children how to be successful members of our school community rather than simply responding to poor behaviour.

6. Strong Partnerships with Families

Parents and carers know their children better than anyone. We value families as equal partners and recognise that successful inclusion depends upon open, honest and respectful relationships.

We will continue to:

- communicate regularly
- involve families in decision-making
- provide workshops and guidance
- celebrate successes together
- coordinate multi-agency support
- ensure parents understand the support available.

7. Inclusive Learning Environments

The environment is often described as the "third teacher." At Whitefield, our classrooms and shared spaces are intentionally designed to reduce barriers and maximise independence.

Children learn within environments that are:

- calm
- organised
- language rich
- visually supportive
- accessible
- welcoming
- inclusive
- stimulating without becoming overwhelming.

Emerging Priorities

At Whitefield Infant School, our inclusive approach is aligned with the seven key areas identified within the Inclusive Mainstream Fund. These areas guide our strategic planning, ensuring that provision is coherent, evidence-informed, responsive to the needs of our cohort and supporting our aim of all children accessing our ambitious curriculum.

	Area of Inclusion	Current Practice	Strategic Development Priorities
1	Ambitious leadership and governance that embeds inclusion	Inclusion is central to school improvement planning and is led by the two SENCO's and SLT. Regular monitoring, lesson observations and data analysis is demonstrating that our inclusive practice is effective.	Ensure children in Meadow are making individualised progress from their unique starting points and provision is matching their needs, delivered by trained and confidence staff.
2	Evidence-based support prioritising early intervention	Needs are identified early through ongoing assessment. In our Early Years environment, evidence-informed approaches are implemented by all members of staff to ensure that monitoring cycles begin for	Strengthen support staff knowledge and competence with all key areas of need, particularly speech and language in all classes,

		children demonstrating signs of requiring additional support. This is similar across school, where a graduated response to ensure that children receive the support they need early. The Leadership Team ensure that all interventions provided in school are of high quality and have recorded impact. Our NELI assessments in Early Years provide further speech and language support for our children who have been identified as needing support in this key area.	ensuring quality first teaching sits at the heart of all we do. Extend Meadow provision for emerging SEMH needs.
3	high quality adaptive teaching with curriculum designed for all learners	Through high-quality lesson preparation and planning, our teachers are able to utilise adaptive teaching strategies to ensure all children can access the ambitious curriculum, through our schemes of learning and adapted knowledge hands.	Embed consistency in adaptive teaching across all curriculums, with use of Widgit and other consistent methods across school.
4	Enriching provision beyond the classroom that all children can access	Pupils are provided with opportunities beyond the classroom to support personal development, including trips, clubs and wider curriculum experiences.	Increase participation of children with SEND in afterschool clubs and enrichment activities Provide additional opportunities in school for children in the Meadow to interact with their chronological year group peers, in inclusive, accessible enrichment, where possible based on their individual needs.
5	A safe and respectful culture fostering belonging, attendance, and participation in learning	A strong culture of inclusion promotes respect, belonging and high expectations. At Whitefield, it is our ambition to create an environment of excellence for children to belong, learn and grow. This is rooted with high expectations and inclusive learning environments. Attendance is monitored closely by the HT and HHSO, with targeted support for families who need it.	Develop further strategies to improve attendance for children with SEND and children with disadvantage. Ensure strong parental partnerships.
6	Strong partnerships with families and wider services	Our inclusive approach relies heavily on the relationships we build with wider agencies and the families we serve. The school works closely with external agencies and our local specialist provision to ensure children have expert, evidence-informed support from professionals. The school also works closely with families to ensure they feel their voice is heard and they are aware of the further support they can offer outside of school.	Increase staff knowledge of wider agencies to ensure support can be gained more efficiently

7	Inclusive environments with continuous improvements to accessibility	Our key identifier for inclusive practice is that inclusion is 'vital for some, valuable for all'. This means our classrooms are designed to support learning, with adaptations made to meet all needs demonstrated in the classroom. Resources and technology are used to reduce barriers to learning. All children at Whitefield are immersed in a safe, inclusive environment, which supports them to be ambitious, resilient and kind learners.	Further develop the Meadow and staff team to develop opportunities for children with SEMH to make progress Ensure all classrooms across school show consistency in inclusive environments and 5 a day EEF principles.
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Activity in this academic year

The activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND are:

Description of activity	Activity type	Total budgeted cost	Barriers addressed	Principles of Inclusion
Expand bespoke SEND provision				
Expand the Meadow provision further to provide flexible specialist provision whilst maintaining mainstream inclusion. Add sensory specialist equipment to meet the complex needs of the children.	Targeted	CIF (£29,400) + Core Budget £8,000	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 5, 7
Further develop Nursery SEND space to meet complex needs and resource	Targeted	IMF £5,000	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 5, 7
Delivery of Targeted Speech and Language Support				
Staff released from class to deliver NELI interventions tailored to individual needs and delivered by trained staff. Language Leader released from class 1 day weekly for targeted S&L support	Universal and Targeted	IMF £2000	1, 2, 4	1, 2, 3
CPD to Further Develop High Quality Adaptive Teaching				
High-quality CPD/specialist teacher input on ASD, Speech & Language, SEMH and adaptive teaching from ADYS.	Universal	£750.00 core budget	1, 2, 4	2, 3
Delivery of SEMH Support and Intervention				
SMSH - Expand Happy Minds and Feel Good Friday wellbeing programmes to ensure targeted support for identified children.	Universal	Core Budget	1, 4, 5, 7	2, 5, 6, 7

Further Evaluate Impact of Provision/Parent and Carer Consultation				
Increase parent workshops and SEND coffee mornings	Universal	Core Budget	5, 6	5, 6
Access to Specialist Advice and Services				
Access to specialist advice and support through Experts at Hand: • Inclusion and Disability Support • Specialist Teacher Services • Speech and Language Therapy	Universal	IMF £8,000	1,2,3,4,5	2, 3, 6
Commission of external assessment from Specialist and other relevant professionals: Educational Psychology Services	Targeted	£3000.00 (1,500 core budget, 1,500 IMF)		

Total cost to deliver this strategy: £52,750

(-29,000 mainstream capital funding grant = **£23,750**)

Allocated Inclusion Mainstream Fund: **£16,187.00**

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.

Expand bespoke SEND provision	
Intended outcome	Success criteria
To further develop and sustain inclusive, accessible, and enabling learning environments that proactively remove barriers to learning and participation, ensuring that all children can access an ambitious curriculum.	• Expanded SEND provision - The Meadow meeting the complex needs of our children. • SMSC space developed to provide a regularity space for our complex children. • Pupils demonstrate increased engagement participation in learning. • Consistent use of reasonable adjustments, adaptive teaching strategies, and supportive resources is evidenced across the school. • Reduced barriers to learning are evidenced through progress, attendance, participation, wellbeing, and pupil outcomes.

Delivery of Targeted Speech and Language Support

Intended outcome	Success criteria
To identify speech, language and communication needs at the earliest opportunity and provide targeted support that enables children to access learning, participate fully in school life, and achieve their potential.	• Pupils demonstrate improved use and understanding of spoken language and are better able to follow classroom instructions. • Pupils make measurable progress against identified speech, language, and communication targets/NELI. • Pupils participate more confidently in classroom discussions and learning activities. • NELI/Intervention targets are achieved within agreed timescales. • Teacher assessments indicate improved communication skills across curriculum areas.

CPD to Further Develop High Quality Adaptive Teaching

Intended outcome	Success criteria
To further develop adaptive teaching through high quality CPD, that will enable staff to respond effectively to the diverse strengths, needs, and learning profiles of pupils. Through careful planning, assessment, scaffolding, modelling, questioning, resource adaptation, and the use of reasonable adjustments, teaching will be responsive to individual needs whilst maintaining high expectations for all learners.	• Teachers demonstrate a secure understanding of the barriers to learning experienced by pupils within their class. • Adaptive teaching strategies are used consistently across all subjects and year groups. • Pupils with SEND actively participate in learning alongside their peers and access the full curriculum. • Pupils with SEND make good progress from their individual starting points, demonstrating increased attainment in line with their personalised learning targets and identified needs. • Children share their positive views on feeling supported, included, and able to succeed across the curriculum.

Delivery of SEMH Support and Intervention

Intended outcome	Success criteria
To identify SEMH needs and deliver intervention that will enable pupils to develop the skills and confidence needed to manage emotions, build positive relationships, engage successfully in learning, and participate fully in school life.	• Pupils demonstrate improved emotional regulation and resilience. • Improvements are seen in attendance, engagement, and participation in learning. • Reductions in behaviour incidents and emotional dysregulation for targeted pupils. • Individual SEMH targets show measurable progress over time. • Staff demonstrate increased confidence in supporting pupils' SEMH needs.

Further Evaluate Impact of Provision/Parent and Carer Consultation

Intended outcome	Success criteria
To further develop regular and meaningful consultation with parents and carers of SEND pupils, to identify children's needs, share information, celebrate success and plan appropriate support.	• A clear timetable of regular parent/carers consultation opportunities is established and communicated throughout the year. • Parents and carers report that they feel listened to, valued, and actively involved in discussions about their child's needs and progress. • Timely and effective systems are in place to share information between home and school, resulting in improved communication and partnership working. • Children's strengths, achievements, and successes are routinely celebrated and shared with parents and carers. • Individual needs are identified at an early stage through collaborative discussions with parents, carers, and relevant professionals. • Support plans reflect the views of parents, carers, and children and are reviewed regularly to ensure they remain appropriate and effective.

Specialist Advice and Services

Intended outcome	Success criteria
To work in partnership with specialist advice services to identify and meet pupils' needs effectively, provide timely and personalised support, remove barriers to learning, and improve educational, social, emotional, and wellbeing outcomes.	• Pupils make expected or better progress from their starting points. • Staff report increased confidence in meeting a range of needs. • Parents and carers feel informed, involved, and supported. • Specialist recommendations are effectively implemented and reviewed. • Pupils with additional needs report positive experiences and a strong sense of belonging within the school community.

Review of the previous academic year

Review of Previous Academic Year (2025-26)

During 2025-26 Whitefield strengthened its inclusive practice through the continued development of the Meadow, investment in staff professional development and the implementation of whole-school adaptive teaching approaches.

Significant developments included:

- expanded specialist provision through the Meadow
- increased staff confidence in meeting a wider range of needs
- stronger partnerships with external agencies
- increased use of evidence-based interventions
- improved accessibility of learning environments

Monitoring demonstrated improved pupil engagement, stronger classroom participation and greater consistency in adaptive teaching. The strategy also highlighted areas requiring further development, particularly attendance for vulnerable groups, earlier intervention in speech and language, increased parental engagement and continued expansion of inclusive provision.

These priorities have informed the 2026-27 Inclusion Strategy.

End Points		
Autumn term 2026	Spring Term 2027	Summer Term 2027
• Inclusion Strategy completed and published. • Needs of new starters established and support in place. • SEND and disadvantaged outcomes analysed and priorities identified. • Consistent use of adaptive teaching strategies across all classes. • Universal communication systems clarified (Widgit, visuals, signing, communication boards). • Meadow expansion plans agreed and implemented.	• Staff confidently implement EEF SEND 5-a-Day approaches/ applying Guide to Inclusive Teaching EEF • High-quality provision evident in all classrooms. • Strong evidence of children making progress from individual starting points. • Consistent use of Branch Maps and personalised assessment systems. • Increased parental engagement in supporting SEND learners and use of local services from Family Hubs.	• Inclusive practice is embedded across school. • The Meadow demonstrates strong impact on pupil outcomes. • Staff demonstrate confidence in meeting increasingly complex SEND needs. • Gaps between SEND/disadvantaged pupils and peers continue to diminish. • Whitefield recognised as a model of inclusive practice within the local authority.

Further Information

Bringing Our Principles Together

- Although these principles are described separately, they are interconnected.
- Strong leadership enables high-quality teaching.
- High-quality teaching supports early intervention.
- Early intervention strengthens wellbeing.
- Wellbeing improves attendance and engagement.
- Strong partnerships with families ensure support is consistent between home and school.
- Together, these elements create an inclusive culture where every child is known, understood and supported to succeed.

How Inclusion Works at Whitefield

Our Graduated Response

Our graduated response ensures that support is flexible, responsive and proportionate to individual need. Rather than waiting for children to fail before intervening, we identify barriers early, implement evidence-informed support and continually review its impact.

Our approach is built upon the principles of **Assess – Plan – Do – Review**, as outlined in the SEND Code of Practice (2015), ensuring that provision evolves alongside the child.

Importantly, movement through our graduated response is **not linear**. Children may move between levels of support as their needs change. Our ambition is always to provide the least restrictive provision that enables each child to thrive.

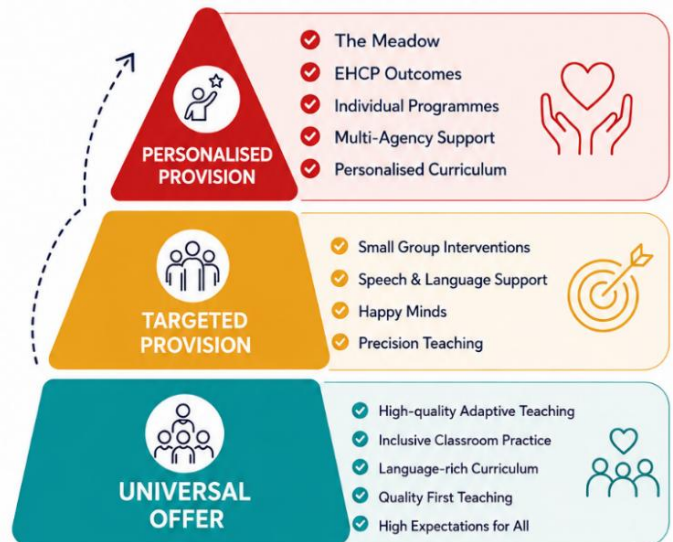
Universal Offer - Excellent Teaching for Every Child

Everything begins with exceptional teaching.

Our universal offer is designed so that every child benefits from an inclusive learning environment without requiring additional intervention. Universal provision is not the minimum offer; it is the foundation upon which all further support is built.

Teachers continually adapt learning through:

- responsive assessment
- scaffolding
- explicit modelling
- retrieval practice
- purposeful questioning
- practical learning
- visual supports
- flexible grouping



This universal offer enables the majority of children to achieve successfully within their mainstream classroom.

Targeted Provision - Additional Support for Some Children

Where assessment identifies that children require support beyond our universal offer, targeted interventions are introduced. These are carefully planned, evidence-informed and monitored to ensure they accelerate progress whilst maintaining children's access to high-quality classroom teaching. Examples include:

Communication and Language	Cognition and Learning	SEMH	Physical and Sensory
• NELI • Colourful Semantics • Blank Levels • Information Carrying Words • Speech and Language programmes	• Precision Teaching • Fast Track Phonics • Pre-teaching • Additional reading • Maths interventions	• Lego Therapy • Drawing and Talking • Social Skills Groups / 'Happy Minds' • Emotional Regulation support • Individual mentoring	• Sensory circuits • Fine motor programmes • Adapted equipment.

Interventions are regularly reviewed to ensure they remain purposeful and responsive to need

Personalised Provision - Highly Individualised Support

A small number of pupils require provision that goes beyond targeted intervention.

For these children, learning is personalised through:

- individual outcomes
- bespoke timetables
- specialist programmes
- multi-agency planning
- personalised risk assessments
- curriculum adaptations
- enhanced adult support

The Meadow - Inclusion Through Flexible Pathways.

As the needs of our pupils have become increasingly complex, Whitefield has developed an innovative SEND provision; The Meadow, that provides personalised learning pathways whilst maintaining a strong commitment to inclusion. The Meadow is **not a separate school within a school**. It is an integral part of Whitefield's graduated response, enabling children with the most significant barriers to learning to access a curriculum matched to their developmental stage while remaining valued members of our school community. Our curriculum within The Meadow is built around the principles outlined in our Meadow rationale, including personalised learning, sensory regulation, alternative pedagogies, holistic development, life skills and ambitious inclusion.



Targeted and Personalised Support

Meeting Individual Needs Through a Graduated Response

At Whitefield Infant School and Nursery, we recognise that while high-quality adaptive teaching meets the needs of the majority of our pupils, some children require additional support to overcome barriers to learning. Our graduated response ensures that support is timely, evidence-informed and tailored to each child's individual strengths and needs.

Support is never viewed as separate from excellent teaching. Instead, targeted and personalised provision complements classroom learning, enabling children to access the curriculum, develop independence and make strong progress from their individual starting points. Our approach is underpinned by the **Assess – Plan – Do – Review** cycle, ensuring provision is continually evaluated and adapted in response to each child's progress.

