Wilson Stuart

Inclusion Strategy

Detail	Date
Academic years covered	2026-2029
Date published	September 2026
Date for review	September 2027
Statement authorised by	Headteacher and Governing Body

Wilson Stuart School Inclusion Strategy 2026-2029

GET REAL - Give Enough Time to Real life learning, providing our students with the skills and qualities that they need beyond Wilson Stuart to successfully prepare for adulthood.

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1. Strategic Vision / Statement of Intent

At Wilson Stuart School, inclusion is not a discrete initiative; it is the foundation upon which our entire school community is built.

As a specialist school, we cater for a students with complex medical and physical needs and as such inclusion is at the heart of everything we do. We are committed to ensuring that every pupil, regardless of their need, disability, background, communication profile, culture, identity or circumstance, experiences a genuine sense of belonging, achieves their full potential and is successfully prepared for adulthood and a life beyond Wilson Stuart.

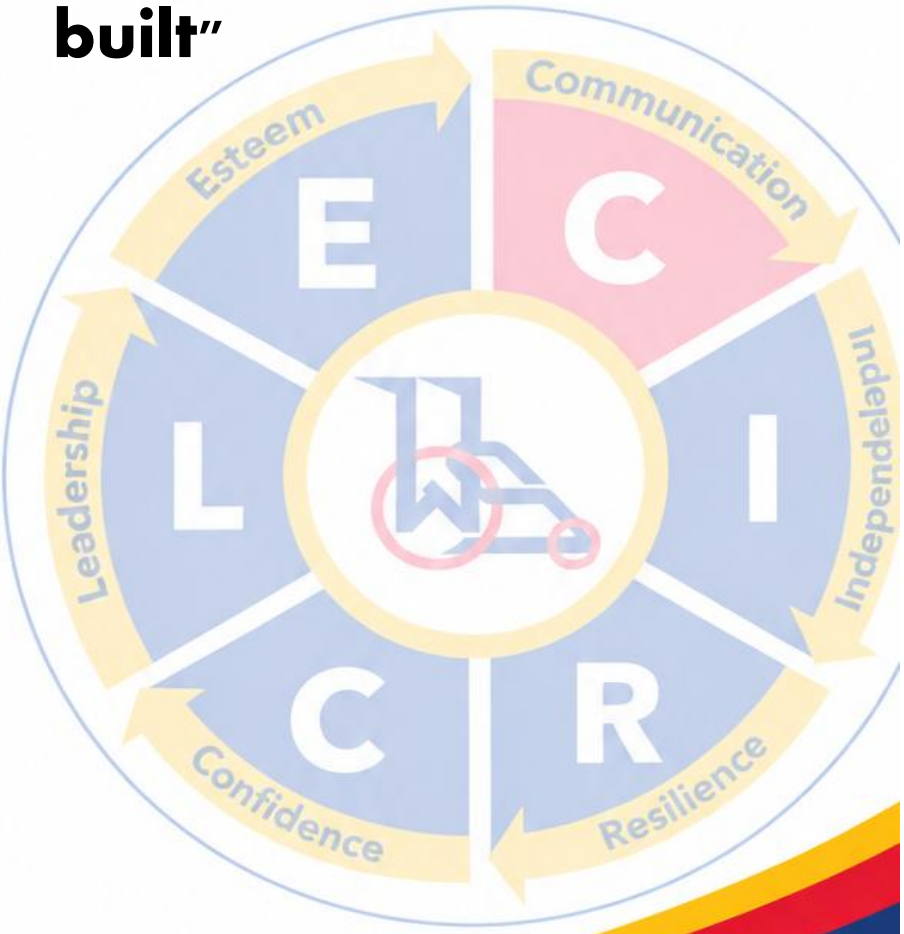
Our inclusion strategy reflects the principles of the Children and Families Act (2014), the SEND Code of Practice, the Equality Act (2010) and current Department for Education priorities. We believe that inclusion is not simply about access to education; it is about creating a culture where diversity is valued, barriers are removed and every learner is supported to thrive.

2. Our Inclusion Commitment

We will:

- Place pupils and families at the centre of decision making.
- Promote high aspirations for all learners at all levels in all pathways.
- Remove barriers to participation and achievement.
- Champion communication in all its varied forms.
- Ensure equality of opportunity and outcomes.
- Support positive wellbeing, attendance and engagement.
- Prepare learners for successful adult lives.
- Build an inclusive workforce and school community.

"Inclusion is at the heart of everything we do…. It is not a discrete initiative; it is the foundation upon which our entire school community is built"



3. 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
1	Increasing complexity of communication needs, including pupils requiring AAC, Total Communication approaches and highly personalised communication systems.
2	Gaps in early literacy / numeracy and reading development, including learners accessing pre-formal and semi-formal pathways.
3	Variability in attendance due to medical needs, anxiety, transport challenges and complex family circumstances.
4	Social, emotional and mental health needs requiring trauma-informed, relational and regulation-based approaches.
5	Increasing complexity of sensory, physical and medical needs impacting access to learning and participation.
6	Need for greater consistency in understanding individual learner profiles, strengths, aspirations and preparation for adulthood outcomes.
7	Barriers experienced by some families in accessing information, support services and school communications, including EAL families.
8	Need to further expand opportunities for independence, employability, community engagement and preparation for adulthood.

4. Activity in this Academic Year

Description of Activity (including barriers addressed)	Activity Type	Total Budgeted Cost
Develop our whole-school student profiling system to improve understanding of learner strengths, communication needs, aspirations and PLG / EHCP outcomes (Barriers 1, 4, 6).	Universal	Core Budget
Further develop communication-rich classrooms, AAC provision and Total Communication approaches including staff training (Barriers 1, 5).	Universal & Targeted	Core Budget
Develop reading and literacy provision across all pathways, including targeted interventions where appropriate (Barriers 2, 6).	Universal & Targeted	Core Budget

Develop attendance monitoring, family support and multi-agency intervention for vulnerable pupils (Barriers 3, 7).	Targeted	Core Budget
Embed trauma-informed and regulation-based approaches including emotional coaching and sensory regulation systems (Barriers 4, 5).	Universal	Core Budget
Increase parental engagement through workshops, communication events, preparation for adulthood programmes and accessible information (Barriers 7, 8).	Universal	Core Budget
Expand preparation for adulthood opportunities including work-related learning, enterprise, community engagement and independence opportunities (Barriers 6, 8).	Universal	Core Budget
Improve sensory, physical and communication accessibility across learning environments through ongoing environmental audits (Barriers 1, 5).	Universal	Core Budget
Develop staff expertise through research-informed professional development linked to inclusive practice and adaptive teaching (All barriers).	Universal	Core Budget

5. Intended Outcomes

Intended Outcome	Success Criteria
Improved communication outcomes and participation for all learners.	Increased engagement in learning, improved communication assessments and greater independence in expressing needs and choices.
Improved reading / literacy / numeracy achievement across all pathways.	Improved progress measures, increased engagement with reading / numeracy and improved curriculum access.
Increased attendance and engagement.	Reduction in persistent absence and improved attendance for identified pupils.
Consistently high-quality adaptive teaching.	Quality assurance activities show strong inclusive practice across all classes and pathways.
Improved emotional wellbeing and self-regulation.	Reduction in behaviour incidents linked to dysregulation and increased pupil participation.
Stronger family partnerships.	Increased parental participation in workshops, reviews and school events alongside positive stakeholder feedback.
Enhanced preparation for adulthood outcomes.	Increased independence, community participation, work-related learning opportunities and positive transitions to next destinations.
Improved accessibility and inclusion across the school environment.	Accessibility audits demonstrate continuous improvement and positive stakeholder feedback.

Through high expectations, strong partnerships and an unwavering commitment to removing barriers, we will ensure every pupil is empowered to thrive, succeed and contribute meaningfully to their community and future life.



6. Our Inclusive Principles

1. *Ambitious Leadership and Governance that Embeds Inclusion*

Our Commitment

Inclusion will remain central to all strategic decision-making, school improvement planning and governance.

Leaders and governors will ensure that inclusive practice drives improvement across teaching, curriculum design, wellbeing, attendance, safeguarding and preparation for adulthood.

Key Strategic Actions

- Embed inclusion priorities within all school improvement planning including the school development plan.
- Implement comprehensive pupil profiling systems to ensure that all staff understand learner strengths, needs and aspirations.
- Ensure all pathways clearly articulate preparation for adulthood outcomes.
- Continue to develop Wilson Stuart as a research-informed organisation.
- Strengthen quality assurance systems to evaluate inclusive practice through the effective use of our OAG.
- Develop leadership capacity at all levels to champion inclusive provision.

Success Indicators

- Inclusion is evident in all development plans across school.
- Consistent high-quality practice across pathways.
- Increased staff confidence in meeting complex SEND needs.
- Evidence-based decision making informs school improvement.

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2. Evidence-Based Support Prioritising Early Intervention

Our Commitment

Support will be proactive, preventative and responsive.

We will identify barriers early and provide timely interventions which allow pupils to access learning, communication and wider opportunities.

Key Strategic Actions

- Adopt a Assess-Plan-Do-Review process to ensure that our school ethos of 'Better Never Ends' is fulfilled.

- Develop the whole-school profiling system to identify needs more effectively.
- Strengthen literacy, communication and reading interventions across pathways.
- Develop consistent support for EAL learners.
- Increase use of research-informed intervention approaches.
- Monitor the impact of interventions through Insights and PLG / EHCP outcomes.

Success Indicators

- Earlier identification of learning needs.
- Strong progress against EHCP outcomes and Personal Learning Goals.
- Improved literacy, communication and engagement outcomes.
- Clear evidence of intervention impact.

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3. High-Quality Adaptive Teaching with a Curriculum Designed for All Learners

Our Commitment

Every learner will access a broad, ambitious and personalised curriculum that reflects their strengths, interests and future aspirations.

We believe that high-quality adaptive teaching is the greatest driver of inclusion.

Key Strategic Actions

- Embed the Wilson Stuart OAG and Assessment Guidance across all pathways.
- Continue to develop pathway-specific pedagogical approaches including bespoke curriculum design.
- Refine curriculum models that support communication, literacy and preparation for adulthood.
- Strengthen the use of communication strategies, AAC and Total Communication approaches.
- Develop reading provision appropriate to individual pathways.
- Ensure curriculum materials reflect diverse identities and experiences.
- Develop staff expertise in adaptive teaching strategies through targeted CPD.

Success Indicators

- Consistently strong classroom practice.
- Increased pupil engagement.
- Improved achievement across pathways.
- High-quality communication-rich learning environments.

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4. Enriching Provision Beyond the Classroom that All Children Can Access

Our Commitment

Every pupil will access meaningful experiences that broaden horizons, develop independence and prepare them for adulthood and time outside Wilson Stuart.

Therefore, we recognise that inclusion extends beyond the classroom.

Key Strategic Actions

- Expand Preparation for Adulthood opportunities both in school and in the community.
- Develop work experience pathways appropriate to individual needs.
- Increase volunteering, enterprise and leadership opportunities.
- Strengthen links with Hive College and post-19 providers.
- Expand travel training opportunities.
- Develop creative arts, physical activity and enrichment programmes.
- Ensure all enrichment activities are fully accessible.

Success Indicators

- Increased participation in enrichment.
- Positive post-school destinations.
- Improved independence outcomes.
- Greater student leadership and contribution to the wider community.

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5. A Safe and Respectful Culture Fostering Belonging, Attendance and Participation

Our Commitment

All pupils will feel safe, valued, respected and understood. From past Alumni events we have altered our practice and the curriculum to ensure that students have an awareness of their own and others barriers and to feel comfortable about communicating their needs.

Our culture will be built upon relationships, communication and belonging.

Key Strategic Actions

- Develop a whole-school behaviour and regulation framework.
- Embed trauma-informed and attachment-aware approaches.
- Strengthen emotional coaching across school.
- Develop sensory-informed approaches and sensory profiling.
- Introduce regulation systems in all classrooms.
- Improve attendance through early intervention and strong family support.

- Promote disability awareness, diversity and pupil voice.
- Celebrate difference and promote representation.

Success Indicators

- Improved attendance.
- Reduction in persistent absence (Aside from medical limitations)
- Improved pupil wellbeing indicators.
- Positive behaviour trends.
- Increased pupil participation and engagement.

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6. Strong Partnerships with Families and Wider Services

Our Commitment

Families are experts in their children and essential partners in successful inclusion.

We will work collaboratively with parents, carers and external services to secure the best possible outcomes for every learner.

Key Strategic Actions

- Develop a structured parental engagement strategy using all staff and our targeted safeguarding / family support managers.
- Increase opportunities for curriculum generalisation between home and school.
- Deliver workshops focused on communication, disabilities and preparation for adulthood.
- Improve communication systems and translation services.
- Strengthen family support networks.
- Develop community partnerships and multi-agency collaboration.
- Improve access to information for families from diverse linguistic and cultural backgrounds.

Success Indicators

- Increased parental engagement.
- Improved family satisfaction.
- Greater participation in workshops and events.
- Stronger multi-agency collaboration.
- Increased accessibility of school communication.

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7. Inclusive Environments with Continuous Improvement in Accessibility

Our Commitment

All school environments will be accessible, enabling and responsive to the needs of our learners.

Accessibility will be considered in everything we design, develop and improve.

Key Strategic Actions

- Continue to evaluate and improve physical accessibility across the school site including classroom spaces and other areas such as bathrooms, dining rooms etc.
- Develop sensory environments and sensory regulation spaces.
- Increase use of assistive technology.
- Ensure communication accessibility in all learning spaces.
- Improve multilingual communication and representation.
- Incorporate accessibility considerations into all facility developments.
- Develop inclusive playground, enrichment and social spaces.

Success Indicators

- Increased learner independence.
- Greater participation in all aspects of school life.
- Improved accessibility across learning environments.
- Positive feedback from pupils, families and professionals.

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7. Monitoring and Evaluation

Progress will be reviewed through:

- Annual Inclusion Self-Evaluation (Whole school SEF)
- EHCP outcome tracking through annual review process.
- Attendance and engagement data.
- Progress and achievement data and evidence collection
- Behaviour and wellbeing analysis.
- Pupil voice activities.
- Parent and carer feedback.
- Governor monitoring visits.
- External reviews and audits.

A comprehensive Inclusion Report will be presented annually to governors and stakeholders

8. Expected Impact by 2029

By 2029 Wilson Stuart School will demonstrate:

- ✅ A continued strong culture of belonging and inclusion.
- ✅ Excellent outcomes for pupils with SEND.
- ✅ Highly skilled staff with expertise in inclusive practice.
- ✅ Exceptional communication provision.
- ✅ Strong attendance and wellbeing outcomes.
- ✅ Meaningful preparation for adulthood pathways.
- ✅ Positive partnerships with families and external agencies.
- ✅ Recognition as a centre of excellence for specialist inclusive education.

Wilson Stuart School believes that inclusion is not an additional responsibility; it is the foundation of outstanding specialist education. Through high expectations, strong partnerships and an unwavering commitment to removing barriers, we will ensure every pupil is empowered to thrive, succeed and contribute meaningfully to their community and future life.
It is this unwavering commitment that contributes to our school ethos of 'Better Never Ends' as we always look for new and innovative ways to enhance the education of all of our learners.
