

Inclusion Strategy

2026 - 2029



West Kirby
Grammar School



Inclusion at West Kirby Grammar School

At West Kirby Grammar School, we believe that every student deserves to feel valued, supported and empowered to achieve their full potential. Inclusion is not an additional aspect of school life, but one that is central to who we are as a community and to our commitment to both Pioneering Excellence and being a Compassionate Community.

This Inclusion Strategy sets out how we will continue to develop an inclusive culture in which every student can achieve, belong and thrive. It reflects our wider strategic direction, aligns with the Department for Education's seven principles of inclusion, and outlines how we identify and respond to barriers to learning and participation so that all students are able to access the opportunities, experiences and outcomes that a WKGS education provides.

We recognise that students arrive at WKGS with different strengths, experiences, needs and aspirations. Some students may face barriers to learning, participation or belonging that require additional support, adaptation or intervention. Our responsibility is to understand those barriers and work proactively to remove them, ensuring that every student can participate fully in school life and realise their potential.

We believe that inclusion and high expectations go hand in hand. We do not see inclusion as lowering expectations or creating separate pathways for success. Instead, we strive to create an environment in which every student is challenged, supported and encouraged to flourish academically, socially and personally. This means ensuring that all students have access to an ambitious curriculum, expert

teaching, meaningful pastoral support and the rich wider opportunities that form part of life at WKGS.

Our approach is rooted in the belief that good inclusive practice benefits all learners. High-quality teaching, strong relationships, clear routines, effective communication and a culture of belonging support every student to succeed. Alongside this universal provision, we provide targeted and specialist support where required to meet individual needs and ensure that barriers to learning are addressed effectively.

The delivery of this strategy is supported through the school's core budget, including the notional SEND budget, alongside the Inclusive Mainstream Fund (IMF). Together, these resources enable us to strengthen our universal offer, build staff expertise, remove barriers to learning and participation, and provide targeted support where additional needs cannot be met through universal provision alone. The strategy is reviewed annually by leaders and governors to ensure it continues to reflect the needs of our school community, national guidance and our ongoing commitment to continual improvement.

Inclusion at WKGS is therefore not simply about access to education. It is about access to opportunity, participation, leadership, enrichment, wellbeing and achievement. It is about ensuring that every student can look back on their time at school knowing that they were known, valued, supported and challenged to become the very best version of themselves.

Inclusion at West Kirby Grammar School

Inclusion at West Kirby Grammar School is about creating a community where every student is known, valued and empowered to thrive.





Our Cohort

West Kirby Grammar School is a selective, high-performing secondary school serving approximately 1,250 students aged 11–18 from across Wirral, Cheshire West and beyond. Our students arrive with a diverse range of strengths, experiences, aspirations and needs, all of which contribute to the richness of our school community.

While many students join WKGS having demonstrated high prior attainment, we recognise that academic ability does not remove the need for support, adaptation or intervention. Students may face barriers to learning, participation or wellbeing at different points in their educational journey, and these barriers can arise from a wide range of factors including special educational needs and disabilities, social and emotional needs, attendance challenges, financial disadvantage, medical conditions, literacy needs or significant life events.

Area	Overview
Students of Roll	1180
SEND Support	9.24%
EHCP	0.34%
Pupil Premium	8.89%
16 – 19 Bursary	3.08%
EAL	13.47%
Looked After / Previously Looked After	0.17%
Sixth Form	22.71%
Attendance	95.4%

Common Barriers to Learning and Participation

At WKGS, we recognise that barriers to learning and participation are not fixed, simple or limited to particular groups of students. They may affect students with SEND, students experiencing disadvantage, students with high prior attainment, students with medical or wellbeing needs, or students who encounter challenges at particular points in their school journey.

Our approach is therefore to identify barriers early, understand them in context, and respond through a combination of high-quality universal provision, targeted support and specialist intervention where required.

Barrier	What This May Look Like
Organisation & Independence	Difficulties with planning, homework, revision, managing deadlines, remembering equipment or developing effective study habits.
Wellbeing & Emotional Regulation	Anxiety, low confidence, emotional dysregulation, friendship concerns, low mood or difficulty managing pressure.
Attendance & Engagement	Patterns of absence, reduced participation, lateness, avoidance, or difficulty re-engaging after absence.
Social Communication & Belonging	Difficulties with peer relationships, group work, communication, confidence in discussion or feeling fully part of the school community.
Sensory, Physical or Medical Needs	Barriers linked to the physical environment, sensory regulation, fatigue, access, movement around school or medical routines.
Financial or Practical Barriers	Difficulty accessing trips, resources, equipment, uniform, music tuition, extracurricular activities or wider enrichment opportunities.
Transition & Change	Challenges when joining the school, moving between key stages, entering Sixth Form, preparing for examinations, or moving beyond WKGS.
Stretch, Aspiration and Confidence	Students may require additional challenge, mentoring or guidance to fully realise their potential and sustain ambition.
Academic Literacy and Communication	Successfully accessing and communicating increasingly complex ideas through reading, writing, discussion and subject-specific vocabulary across the curriculum.
Academic Confidence and Independence	Developing the confidence, resilience and independent learning habits required to engage successfully with a highly ambitious curriculum, including mathematical and analytical thinking.



Our Universal Offer

We believe that the strongest foundation for inclusion is an exceptional educational experience available to every student.

Our Universal Inclusion Offer represents the provision that all students can expect as members of the WKGS community. It is designed to remove barriers before they arise, create a strong sense of belonging and ensure that every student can access the opportunities, support and experiences that enable them to flourish.

While some students may require targeted or specialist support at different points in their educational journey, our starting point is always high-quality universal provision. We believe that inclusive practice benefits all learners and that the most effective approach combines ambitious expectations with the right support at the right time.

Our Universal Inclusion Offer is built around four interconnected commitments:

Exceptional Learning

Every student benefits from an ambitious curriculum provision, high-quality teaching, adaptive practice, literacy and numeracy development, and a culture of intellectual curiosity and academic challenge.

Wellbeing and Support

Every student has access to strong pastoral care, trusted adults, effective wellbeing provision and the support required to feel safe, valued and ready to learn.

Opportunity and Personal Development

Every student can access a rich range of opportunities beyond the classroom, including leadership, enrichment, careers education, extracurricular activities and personal development experiences through our Beyond Horizons framework.

Belonging and Community

Every student is part of a community built on respect, kindness, inclusion and high expectations, where positive relationships and a strong sense of belonging enable individuals to thrive.

Together, these commitments form the foundation of our inclusive culture and ensure that every student is supported to achieve, participate and contribute fully to life at West Kirby Grammar School.

Universal Offer at WKGS

Our Universal Inclusion Offer is the foundation of an inclusive WKGS education. It ensures that every student can access high-quality learning, feel supported and take part in the rich opportunities our school community provides.



Ambitious Leadership and Governance that Embeds Inclusion

Inclusive schools are created through clear vision, strong leadership and an unwavering commitment to high expectations for every student. At West Kirby Grammar School, inclusion is not viewed as a separate initiative but as an integral part of school improvement, strategic planning and decision-making. We believe that every student should have equitable access to learning, opportunity and support, and that leaders at all levels have a responsibility to identify and remove barriers that may prevent students from thriving.

Our approach is underpinned by evidence-informed practice, meaningful stakeholder engagement and a commitment to continual reflection and improvement. Inclusion is therefore embedded within the culture, values and strategic direction of the school.

What This Looks Like at WKGS

- Inclusion is embedded within the school's vision of Pioneering Excellence and Compassionate Community.
- Strategic planning considers the needs, experiences and outcomes of all students.
- Leaders regularly review attendance, achievement, participation and wellbeing data to identify trends and inform action.
- Governors provide challenge and support regarding inclusion, equity and student outcomes.
- Student voice informs school improvement and decision-making.

- Professional learning supports staff in developing inclusive practice.
- Resources are allocated strategically to maximise impact and opportunity.
- Inclusion priorities are aligned with the wider School's Strategic Direction.
- School policies are regularly reviewed to promote accessibility, fairness and inclusion.
- The impact of inclusion initiatives is evaluated and refined over time.

Key Areas of Provision

Leadership	Evaluation	Culture
Strategic Planning	Data Review	Shared Values
Governor Oversight	Quality Assurance	High Expectatynos
Staff Development	Student Voice	Continuous Improvement

Evidence-Based Support Prioritising Early Intervention

We believe that barriers to learning, participation and wellbeing are most effectively addressed when identified early and supported promptly. At WKGS, we seek to understand students as individuals, using professional judgement, student and family voice, assessment information and wellbeing indicators to identify emerging needs and respond appropriately.

Through collaboration between staff, families and external agencies, we provide timely, evidence-informed support that enables students to remain fully engaged in school life and achieve their potential.

What This Looks Like at WKGS

- Comprehensive transition arrangements support students joining the school at all key entry points.
- Information from primary schools, families and external agencies informs early planning and support.
- Attendance, achievement, behaviour and wellbeing data are regularly reviewed to identify emerging concerns.
- Staff are encouraged to raise concerns promptly and contribute to the graduated approach to support.
- Pupil Centred Plans (PCPs) help ensure that individual needs are understood and consistently supported across the curriculum.
- The Thrive Hub provides early intervention and coordinated support for students experiencing barriers relating to wellbeing, engagement or attendance.

- Academic support and intervention are used to address emerging gaps in knowledge, confidence or study skills.
- SEND provision follows a graduated approach of assess, plan, do and review.
- External agencies are engaged where specialist advice or support is required.
- Support plans and interventions are regularly reviewed to ensure they remain effective and responsive to need.
- Student voice and parental feedback are valued as an important part of identifying needs and evaluating support.

Our Approach



High-Quality Teaching with Curriculum Designed for All Learners

High-quality teaching is the foundation of an inclusive education. The greatest impact on student outcomes comes from ambitious curriculum design, expert teaching and learning experiences that enable every student to access, engage with and succeed within the curriculum.

Inclusion is not simply about access to learning, but active participation in learning. Students should be supported to think deeply, contribute confidently and engage meaningfully with increasingly challenging concepts and ideas. Through responsive teaching, effective assessment and high expectations, barriers to learning can be reduced while ensuring that challenge and ambition remain central to every student's experience.

What This Looks Like at WKGS

- Students access a broad, ambitious and carefully sequenced curriculum.
- High expectations are maintained for all learners.
- Teaching is responsive to individual needs through adaptive practice and informed professional judgement.
- Literacy, communication and vocabulary development are embedded across the curriculum.
- Numeracy skills are developed and reinforced across appropriate curriculum areas.
- Classroom routines support participation, independence and confidence.

- Assessment is used to identify misconceptions, inform teaching and support progress.
- Students are encouraged to think deeply, articulate their ideas and engage actively in learning.
- Professional learning supports staff in continually developing inclusive classroom practice.
- Appropriate challenge ensures that all students, including the most able, are supported to achieve their potential.

Key Areas of Provision

Ambitious Curriculum	Adaptive Teaching	Active Participation	Responsive Assessment
Broad and carefully sequenced curriculum	Adaptive practice informed by need	Talk for Learning approaches	Curriculum-driven assessment
High expectations for all learners	Appropriate scaffolding and support	Oracy and discussion	Identification of misconceptions
Stretch and challenge	Responsive classroom practice	Active engagement in learning	Feedback that moves learning forward
Literacy and vocabulary development	Inclusive classroom routines	Confidence in expressing ideas	Monitoring progress over time
Numeracy across the curriculum	Professional judgement	Intellectual curiosity	Evidence-informed intervention

Accessible and Enriching Provision Beyond the Classroom

Education extends far beyond academic achievement. Access to enrichment, leadership, personal development and wider school life helps students develop confidence, character, aspiration, wellbeing and a strong sense of belonging.

Through the Beyond Horizons Framework, WKGS provides a broad and purposeful enrichment offer that is aligned with our values, curriculum, personal development provision and wider strategic direction. Our approach reflects the Department for Education's Enrichment Framework by ensuring that enrichment is accessible, well communicated, shaped by student voice, strengthened through partnership, focused on meaningful outcomes and reviewed over time.



What This Looks Like at WKGS

- Beyond Horizons provides a coherent structure for enrichment, personal development and wider participation.
- Students access opportunities across leadership, voice, careers, community, culture, sport, trips and wider life skills.
- Opportunities are clearly communicated, actively encouraged and celebrated.
- Student voice helps shape enrichment, leadership and wider school life.
- Participation is monitored to identify patterns, barriers and students at risk of missing out.
- Practical, financial, confidence-related and accessibility barriers are addressed wherever possible.
- Partnerships with employers, universities, alumni and external providers broaden the offer.
- Enrichment is reviewed for its impact on belonging, confidence, aspiration, wellbeing and future

A Safe and Respectful Culture Fostering Belonging and Attendance

Students are most likely to thrive when they feel safe, respected, valued and connected to their school community. A strong sense of belonging supports wellbeing, attendance, engagement and achievement, enabling students to participate confidently in all aspects of school life.

Positive relationships, high expectations and a culture of mutual respect create the conditions in which students can flourish. By fostering a community where every individual feels known, supported and included, barriers to participation can be reduced and attendance strengthened.

What This Looks Like at WKGS

- The WKGS Way provides a shared framework for expectations, behaviour and community values.
- Positive relationships between students and staff are prioritised and actively nurtured.
- Attendance is promoted through a culture of belonging, support and high expectations.
- Students have access to pastoral support and trusted adults when needed.
- Student voice contributes to school improvement and community life.
- The House System strengthens participation, teamwork and connection across year groups.

- Wellbeing support helps students feel safe, supported and ready to learn.
- Diversity, respect and inclusion are actively promoted throughout school life.
- Success, effort and contribution are recognised and celebrated.

Key Areas of Provision

Belonging	Relationships	Attendance	Wellbeing
WKGS Way	Trusted adults	Early support and intervention	Thrive Hub
House System	Pastoral care	Attendance monitoring	Wellbeing support
Student Voice	Restorative approaches	Family engagement	Safe spaces
Celebration and recognition	Positive communication	Removal of barriers	Personal development

Strong Partnerships with Families and Wider Services

Strong partnerships between school, families and external services play an important role in supporting student success. Shared understanding, open communication and collaborative problem-solving help ensure that students receive consistent support and are able to thrive academically, socially and emotionally.

Parents and carers are a child's first educators, and effective partnership working strengthens our ability to understand individual needs, celebrate successes and respond to challenges. Where additional expertise is required, collaboration with external agencies helps ensure that students and families can access appropriate support.

What This Looks Like at WKGS

- Positive relationships with parents and carers are built through open and respectful communication.
- Families are actively involved in supporting students' learning, wellbeing and personal development.
- Regular opportunities are provided for dialogue, feedback and collaboration.
- Student voice, parent voice and stakeholder feedback help inform school improvement.
- Transition processes support effective partnership working at key stages of education.
- External agencies contribute specialist advice and support where appropriate.

- Multi-agency working helps ensure coordinated and effective support for students and families.
- Partnerships with employers, universities, alumni and community organisations enrich students' experiences and aspirations.
- Communication systems help families remain informed, engaged and connected to school life.

Key Areas of Provision

Families	External Services	Community Partnerships	Student Voice
Parent communication	SEND services	Employers and industry partners	Student Council
Progress evenings	Health and wellbeing services	Universities and higher education providers	Surveys and feedback
Review meetings	Safeguarding partners	Alumni network	Student leadership
Transition events	Local authority services	Community organisations	Consultation opportunities

Inclusive Environments with Continuous Improvements to Accessibility

An inclusive environment enables every student to access learning, participate fully in school life and feel that they belong. Accessibility extends beyond the physical environment to include the classroom conditions, systems, resources, routines and relationships that help students feel confident, capable and ready to learn.

At WKGS, we aim to create capable environments in which students understand what is expected, can access the learning in front of them, and are supported to participate with confidence and independence. This requires continual reflection and improvement, so that barriers are identified and reduced, reasonable adjustments are made where required, and students are able to engage fully in learning and wider school life.

What This Looks Like at WKGS

- Classroom environments and routines support learning, participation and independence.
- Students are supported to understand expectations, access tasks and experience success.
- The school environment is reviewed to identify and reduce barriers to access and participation.
- Reasonable adjustments are implemented to support individual needs where appropriate.
- Learning resources and teaching approaches are adapted where necessary to improve accessibility.

- Assistive technologies and alternative approaches are used to promote equitable access to learning.
- The Thrive Hub provides a supportive space for regulation, wellbeing and pastoral support.
- Accessibility considerations inform planning, decision-making and future development of facilities.
- Student and family feedback contributes to ongoing improvements in accessibility and inclusion.

Key Areas of Provision

Physical Environment	Learning Environment	Wellbeing Environment	Future Development
Accessibility planning	Adapted resources	Thrive Hub	Accessibility reviews
Reasonable adjustments	Assistive technology	Safe spaces	Estates development
Accessible facilities	Inclusive classroom practice	Pastoral support	Continuous improvement
Site access and navigation	Equitable access to learning	Student support services	Stakeholder feedback

Targeted & Specialist Provision

Responding to Individual Need

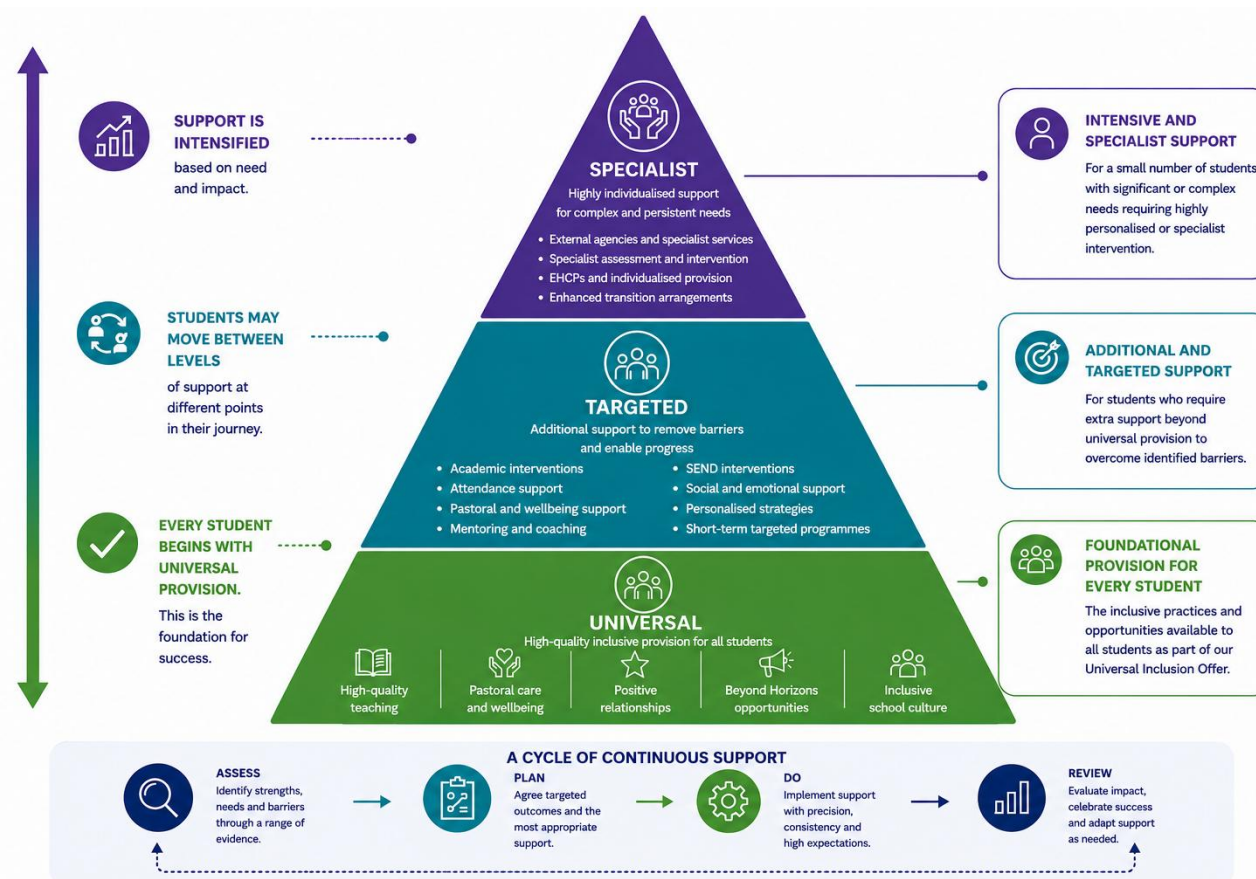
The Universal Inclusion Offer provides the foundation of inclusive practice for all students and reflects our commitment to creating an environment in which every learner can thrive. However, students may experience barriers to learning, participation, wellbeing or attendance that require additional support at different points in their educational journey.

Support is therefore delivered through a graduated approach that is responsive, proportionate and tailored to individual need. The aim is not simply to provide intervention, but to remove barriers, build confidence and enable students to access the full range of opportunities available through school life.

The level and nature of support will vary according to need and may change over time. Through regular review, collaboration with students and families, and a focus on impact, provision is adapted to ensure that every student receives the right support, at the right time, for the right reason.

Key Principles

- Support is based on identified need rather than labels alone.
- Students and families are actively involved in decision-making.
- Provision is reviewed regularly and adapted where required.
- High expectations remain central to all support.
- Success is measured through improved participation, wellbeing and outcomes.





Our Priorities for 2026-29

The priorities within this Inclusion Strategy are drawn directly from the school's wider Vision, Values and Strategic Direction. The table below outlines the key activities that will strengthen inclusive practice and support the delivery of these priorities during the current strategy period.

Strategic Priority	Key Activities	Universal/ Targeted	Funding	Expected Impact
Inclusive Teaching and Academic Challenge	Strengthen adaptive teaching, Talk for Learning, responsive assessment and academic literacy through CPDL, faculty planning and QA.	Universal	Core + IMF	Students access ambitious learning with greater confidence, independence and participation.
Early Identification and Responsive Support	Refine systems for identifying emerging needs through transition information, data review, staff referral, Thrive Hub, PCPs and provision review.	Universal / Targeted	Core + IMF + Notional SEND	Needs are identified earlier and support is better matched to individual barriers.
Belonging, Attendance and Wellbeing	Embed the WKGS Way, positive noticing, restorative practice, attendance routines and pastoral support to strengthen engagement and belonging.	Universal / Targeted	Core + IMF	Improved attendance, engagement, behaviour and sense of safety across the school.
Access to Opportunity and Personal Development	Monitor and widen participation in Beyond Horizons, leadership, enrichment, trips, careers and wider opportunities, removing practical or financial barriers.	Universal / Targeted	Core + IMF + PP Bursary	More students, including key groups, participate fully in the wider life of the school.
Partnerships, Transition and Accessibility	Strengthen transition planning, family communication, external agency links and accessibility reviews to remove barriers to learning, participation and belonging.	Universal / Targeted	Core + IMF + Notional SEND	Students and families experience more coordinated support, smoother transitions and improved access to school life.
Targeted Intervention and Provision Review	Review targeted academic, pastoral, SEND and wellbeing interventions to ensure support is timely, evidence-informed and evaluated for impact.	Targeted	Core + IMF + Notional SEND	Targeted support is sharper, more consistent and better aligned to identified barriers and individual need.
Leadership, Evaluation and Collective Responsibility	Use line management, governor reporting, QA, student voice and impact review to ensure inclusion remains embedded in school improvement.	Universal	Core	Leaders at all levels understand, evaluate and strengthen inclusive practice.

These activities are funded through the school's core budget, notional SEND budget, Pupil Premium and 16-19 Bursary funding where appropriate, and the Inclusive Mainsream Fund. Priorities, activity and funding are reviewed annually to ensure resources remain focused on strengthening inclusion across the school.

Intended Outcomes

The following outcomes describe what this strategy is intended to achieve by strengthening inclusive practice across the school.

Intended Outcome	Success Criteria
Students access ambitious learning	Students, including those with additional needs, participate confidently in lessons, access the full curriculum and make strong academic progress.
Needs are identified early	Staff use assessment, attendance, wellbeing and pastoral information to identify emerging barriers and ensure support is timely and proportionate.
Students feel safe, known and that they belong	Student voice, wellbeing information and pastoral evidence show that students feel valued, supported and connected to the school community.
Students participate fully in wider school life	Participation in Beyond Horizons, leadership, enrichment, trips and extracurricular opportunities increases across key groups.
Targeted support has clear impact	Academic, pastoral, SEND, attendance and wellbeing interventions are reviewed regularly and adapted in response to evidence of impact.
Inclusive practice is embedded across the school	Quality assurance, staff feedback and governor review show that inclusion is reflected in curriculum, teaching, pastoral practice and leadership decision-making.

Measuring Impact

The success of this strategy will be measured through a combination of quantitative and qualitative evidence. Inclusion is reflected not only in academic outcomes, but also in attendance, participation, wellbeing, belonging and students' wider experiences of school life.

Leaders and governors review a range of information throughout the year to understand the impact of provision, identify areas for improvement and ensure that all students are able to access the opportunities and support they need to thrive.

Area of Impact	Examples of Evidence
Achievement and Progress	Student outcomes, progress measures, attainment across key groups, curriculum participation and achievement.
Attendance and Engagement	Attendance, persistent absence, punctuality, participation in learning and engagement with support.
Belonging and Wellbeing	Student voice, wellbeing data, behaviour information, pastoral referrals and feedback from students and families.
Access and Participation	Participation in extracurricular activities, leadership opportunities, educational visits, enrichment and wider school experiences.
Inclusion and Equity	Outcomes and experiences of key groups including SEND, disadvantaged students and other identified cohorts.
Quality of Provision	Quality assurance activities, lesson visits, work scrutiny, case studies and stakeholder feedback.
Destinations and Future Success	Post-16 and post-18 destinations, progression pathways and preparedness for life beyond school.



The impact of this strategy is reviewed annually and informs future priorities, resource allocation and school improvement planning.

Governance Review

Inclusion is a shared responsibility across the school community. Strategic oversight is provided by the Headteacher, Senior Leadership Team and Governing Board, with all staff contributing to the creation of an inclusive culture and the delivery of high-quality provision for students.

Leaders review a range of evidence throughout the year, including student outcomes, attendance, participation, wellbeing, stakeholder feedback and quality assurance activities, to evaluate the effectiveness of provision and identify priorities for improvement.

The Governing Board receives regular updates on areas relating to inclusion and holds school leaders to account for the impact of the school's inclusive practices and strategic priorities.

Annual Review

This strategy is reviewed annually to ensure that it continues to reflect the needs of the school community, national guidance and the school's wider strategic direction.

The annual review will consider:

- Changes in cohort need and school context.
- Progress against strategic priorities.
- Student, parent and staff feedback.
- Outcomes for key groups of students.
- Participation, attendance and wellbeing indicators.
- Findings from quality assurance and self-evaluation activities.

Related Documents

This strategy should be read alongside:

- SEND Information Report
- Pupil Premium Strategy
- Accessibility Plan
- Attendance Strategy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Objectives
- School Strategic Direction Document





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