Inclusion Strategy

This Inclusion Strategy details our school's approach to delivering inclusive practice for all children, including those with SEND, with specific reference to how we intend to spend the school's Inclusive Mainstream Fund (IMF) allocation alongside our core school budget (including the notional SEN budget).

This Inclusion Strategy should be read alongside the school's SEND Information Report, which provides further information about the practical arrangements through which we deliver our inclusive approach, including identification of need, Ordinarily Available Provision, the Graduated Response, adaptive teaching, specialist interventions and engagement with external agencies.

It should also be read in conjunction with the Girls' Learning Trust SEND policy.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Peter Baumann-Winn

Statement of intent

Our Inclusion Strategy sets out a clear commitment: every student, regardless of background, ability, or additional need, belongs, is valued, and is supported to succeed. Our goal is a fully inclusive school where all students, especially those within our Targeted Support Group (TSG), achieve strong academic progress, feel safe and confident, and actively participate in all areas of school life. The Targeted Support Group (TSG) includes students whose outcomes may be adversely affected by barriers to learning, attendance, wellbeing or participation. This includes, but is not limited to, students with SEND, those eligible for Pupil Premium, children supported by social care services, and students experiencing significant pastoral or attendance concerns.

We aim to remove their barriers to learning, close gaps in outcomes, and ensure that every young person is prepared for a positive future.

To achieve this, we focus on early identification of need, high-quality teaching for all which incorporates the use of Ordinarily Available Provision (OAP) and reasonable adjustments to support learning. We carefully monitor students' progress, wellbeing, attendance, and engagement so that we can respond quickly and effectively. Teachers adapt lessons so that everyone can access learning without lowering expectations, we use a clear Graduated Response through a "Assess–Plan–Do–Review" approach, working closely with families and specialists to provide targeted, tailored support where appropriate.

Inclusion is everyone's responsibility. Our Inclusion Team brings together expertise from across the school, including leadership, pastoral care, safeguarding, attendance, SEND, curriculum, pupil achievement and student support services. Together, the team provides strategic oversight of inclusion and works to remove barriers to learning, participation and achievement.

Roles & Responsibilities

Inclusion Team	Role
Local Governing Board	Provides strategic oversight and constructive challenge to ensure the school fulfils its statutory responsibilities for Inclusion. Monitors the impact of this Inclusion Strategy, reviews outcomes for the TSG, ensures appropriate resourcing, and holds leaders to account for delivering equitable access, participation, achievement and wellbeing for all students.
Headteacher	Provides strategic leadership for inclusion across the school, ensuring that inclusion is central to school improvement, decision-making, resourcing and culture.
SENDCo	Leads provision for students with special educational needs and disabilities, supporting identification of needs, implementation of the graduated response and staff development. Co-leads with the Headteacher on implementation and monitoring of this Inclusion Strategy by SLT.
Deputy Headteacher (Quality of Education)	Ensure that high-quality teaching, adaptive practice and Ordinarily Available Provision are consistently embedded across the curriculum.
Assistant Headteacher (Teaching & Learning)	
Assistant Headteacher (Pupil Achievement / Pupil Premium)	Leads strategies to improve outcomes, participation and progression for all students, particularly disadvantaged and vulnerable groups. Oversees Pupil Premium, careers education, attainment interventions, examinations, and equality, diversity and inclusion initiatives. Supports the analysis of student outcomes and leads actions to close achievement gaps.
SLT	Leads the implementation and monitoring of the Inclusion Strategy, ensuring that inclusive practice is embedded across all areas of school life.
Assistant Headteacher (Pastoral)	Coordinates pastoral systems and interventions to support students' wellbeing, engagement, behaviour and sense of belonging.
Safeguarding Lead	Ensures that vulnerable students receive appropriate support and protection, working with families and external agencies where necessary.
Attendance Lead	Leads attendance strategy and intervention, identifying and addressing barriers to attendance and supporting successful reintegration where required.
Designated Teacher for Looked After and	Champions the education, attendance, wellbeing and achievement of children in care and previously looked after children.

Previously Looked After Children	
Careers Coordinator	Supports preparation for adulthood by ensuring that all students, particularly those who face barriers to participation, attainment or progression, have equitable access to high-quality careers education, guidance, work-related learning and transition planning, enabling successful pathways beyond school.
Heads of Year	Monitor the progress, wellbeing and engagement of students within their year groups and coordinate support for individuals experiencing barriers to learning or participation.
All Staff	Every member of staff is responsible for creating an inclusive learning environment where all students can participate, belong and achieve. Staff implement high-quality teaching and Ordinarily Available Provision, identify emerging needs, remove barriers to learning, uphold high expectations, and work collaboratively with colleagues, families and external agencies to support student success.

Through these roles and responsibilities, we will ensure that inclusion is embedded in all decision-making and that staff are trained to meet a wide range of needs. The strategy is regularly reviewed using data, student voice, and feedback from families to ensure it is making a real difference.

This strategy is shaped by seven key principles of inclusion:

- **Leadership and Accountability** – inclusion is prioritised at every level of the school.
- **Early Identification and Intervention** – barriers are identified and addressed before they become entrenched.
- **High-Quality Adaptive Teaching** – all students can access an ambitious curriculum through effective teaching, Ordinarily Available Provision and reasonable adjustments.
- **Participation and Opportunity** – all students are able to participate fully in school life, including trips, clubs and leadership opportunities.
- **Belonging, Wellbeing and Safety** – students feel safe, respected, valued and connected to the school community.
- **Partnership and Collaboration** – we work closely with families, external agencies and the wider community.
- **Accessible Environments** – we continually develop our physical and learning environments to support access for all.

A key strength of our approach is the emphasis on listening. Students are encouraged to share their experiences and shape school practice through surveys, focus groups, and leadership opportunities. Families are fully involved through co-production, actively contributing to the planning of support, attending reviews, and helping to shape school development. We also work closely with local services and community organisations to provide specialist help and wider opportunities. Communication is clear and flexible so that all families feel included and informed.

Our Inclusion Strategy is about creating a school where every student feels they belong, differences are valued, and everyone can succeed. By working together, students, families, staff, and the community, we are building an environment that is ambitious, supportive, and fair for all.

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 to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Reduced attendance of students who are recognised as having social, emotional and mental health (SEMH) needs. The number of students recorded as having SEMH on the school's SEND register has increased year on year with a 10 % since 2024 which has required us to review how our EBSNA programme, use of Alternative Provision, Intervention strategy and Attendance & Inclusion strategies are used to increase effective reintegration
2	Increasing number of students with Neurodiverse needs and associated barriers to learning including high levels of anxiety. The number of students recorded as having a diagnosed Neurodiversity, are on the pathway to a diagnosis or show significant traits of Neurodiversity has increased significantly in the last few years
3	Increased numbers of students transitioning from Primary School with undiagnosed speech and language needs resulting in increased barriers in accessing learning
4	The school has identified a year-on-year increase in the number of students on roll with an allocated social worker whose lived experiences impact how they are able to effectively engage in the school environment and learning opportunities
5	Data analysis over time has identified poorer outcomes for some of the school's harder to reach key demographic groups. White British Students who are identified as Pupil Premium are one of these groups.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND. In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Purchase of one seat at an online Alternative Provision to support academic engagement for those who SEMH is a barrier to attendance (Barrier 1)	Targeted	£3000
Training for staff to support adaptive teaching practice across all areas of need to reduce academic barriers to attendance	Universal	£1000

(Barrier 1, 2 & 3)		
Implementation of the 'Golden Hour' to support attendance. Dedicated staff time across departments to engage with attendance activities eg calls, meetings, soft starts, home visits etc to engage with families to explore, identify and support barriers to attendance (Barrier 1,2,4,&5)	Universal	£11,735.63 (staffing cost)
Employment of a Neurodiverse mentor and associated training to support the engagement of identified students with possible barriers to learning and engagement *(Barrier 1 & 2)*	Targeted (with or without diagnosis)	£34,882.30
Investment in Speech and language screening tools and the recommended intervention to support attendance, academic achievement and behaviour *(Barrier 1, 2 & 3)*	Targeted	£95 (Progression tool) £6,386.13 (staffing cost) £4,800 (SALT assessments)
Increase capacity within the Safeguarding Team enabling families to liaise with the same staff member over time to support the building of stronger relationships *(Barrier 4&5)*	Targeted	£14,431.74 (staffing cost)
Whole school participation in the Building Stronger Foundations (BSF) project to support the embedding of relational approaches across the school. *(Barrier 1,2,3,4,& 5)*	Universal	£6,131.40 (staffing cost)

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.

Intended outcome	Success criteria
To improve school attendance for TSG students	Golden Hour will be fully embedded Whole school attendance will have improved above national percentages Attendance of students with SEND will have improved (targets held internally)

	The gap in PP versus nonPP will have reduced for attendance.
Neurodiverse students will have a better sense of understanding and belonging	Increased percentage of successful reintegration of students with EBSNA Pupil voice will show that pupils feel understood as shown by improved responses in the Edurio survey and Difference Matters student group. Staff will demonstrate they have a better understanding of how to support students with neurodiverse needs
Earlier identification of speech and language need	Resources will have been purchased Staff training will have been received OAP will be embedded into the school teaching & learning Identified Speech and language needs will have increased Interventions will be in place with regular review and monitoring
Relational approaches will be embedded across all school systems.	The school will have successfully completed Year 2 of the Build Stronger Foundations Programme Students and families to feel an increased sense of belonging and community that will be reflected in parent and student voice

Review of the previous academic year

Due for review September 2027