Inclusion Strategy- Staniland Academy

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy Overview

Detail	Date
Academic year that our current Inclusion Strategy covers	2026-2027
Date this statement was published	23/11/26
Date on which it will be reviewed	September 2027
Statement authorised by	C Willerton

Statement of Intent

Long Term Objectives for Inclusion
1) Create a fully inclusive school where every pupil is understood, supported and enabled to achieve their potential. This year we will works towards this objective by: • Strengthening early identification and assessment processes to ensure needs are identified and addressed promptly. • Developing staff understanding of SEND, disadvantage, EAL and vulnerability through targeted CPD. • Improving attendance, engagement and participation for vulnerable groups. • Increasing opportunities for pupils to access enrichment activities, sports, leadership roles and wider school experiences. • Strengthening partnership working with parents and external agencies

2) Reduce barriers to learning and participation so that all pupils can access the curriculum, wider opportunities and school life.

This year we will works towards this objective by:

- Delivering family workshops and support sessions to help parents meet their children's needs at home.
- Identifying and addressing barriers relating to attendance, wellbeing, communication, behaviour and learning.
- Expanding inclusive opportunities within sport, enrichment and extracurricular activities.
- Embedding oracy, vocabulary and communication strategies to improve engagement and participation.
- Ensuring targeted support and interventions are matched to individual need and regularly reviewed

3) Ensure all staff deliver effective adaptive teaching so that every learner can access the curriculum, make progress and develop independence.

This year we will works towards this objective by:

- Embedding the EEF's 5-a-day principles across all classrooms.
- Providing CPD and coaching to develop staff confidence in adaptation and inclusive practice.
- Sharing effective examples of adaptive teaching and inclusive classroom resources.
- Using assessment information to plan appropriate challenge and support for all learners.
- Monitoring the impact of adaptive teaching through learning walks, pupil voice, planning reviews and progress data

How this Strategy will address the 7 Principles of Inclusion

Ambitious Leadership and Governance

Inclusion is central to our school vision and strategic planning. Leaders and governors actively monitor outcomes for vulnerable groups and ensure that inclusion priorities are reflected within the Academy Development Plan, SEND Action Plan and Pupil Premium Strategy. We are committed to creating a culture where every pupil is valued, barriers are identified early and resources are deployed effectively to improve outcomes for all learners.

Evidence-based support prioritising early intervention

We use robust assessment procedures, including Little Wandle phonics assessments and reading fluency checks, to identify pupils who require additional support at the earliest

opportunity. Evidence-based phonics teaching and targeted keep-up interventions ensure pupils develop secure decoding and early reading skills. By intervening quickly, we aim to prevent reading difficulties from becoming long-term barriers to learning.

High-quality adaptive teaching with curriculum designed for all learners

We believe that high-quality teaching is the most effective strategy for improving outcomes for all pupils. Staff are supported to adapt teaching, use effective scaffolds and make appropriate curriculum adjustments so that all learners can access, engage with and succeed within a broad and ambitious curriculum.

Enriching provision beyond the classroom that all children can access

We are committed to ensuring all pupils can participate in the wider life of the school. Through inclusive sports events, clubs, educational visits, careers education, leadership opportunities and enrichment activities, we provide experiences that develop confidence, aspiration, independence and a sense of belonging.

A safe and respectful culture fostering belonging, attendance, and participation in learning

We promote a positive school culture where every pupil feels safe, respected and included. Through attendance initiatives, wellbeing support, restorative relationships and consistent pastoral care, we encourage regular attendance, active participation and positive engagement in learning. We strive to ensure that all pupils feel that they are a valued member of the Staniland community.

Strong partnerships with families and wider services

We recognise that successful inclusion relies upon strong partnerships between school, families and external professionals. Through regular communication, family workshops, multi-agency working and collaborative planning, we work alongside parents and services to secure the best possible outcomes for children and young people.

Inclusive environments with continuous improvements to accessibility

We are committed to creating learning environments that enable all pupils to access education successfully. Through ongoing review of classroom environments, resources, accessibility arrangements and specialist provision, we continue to develop spaces that meet a diverse range of needs and promote independence, participation and achievement for every learner.

We have developed this strategy in partnership with families and the wider community by:

- Gathering and responding to parent and carer feedback to identify the support families need most, including planned workshops and information sessions focused on SEND, learning and wellbeing. (Parent surveys and discussions with parents at Parent's Evening/on the gates when school opens/during meetings with parents).
- Working closely with our Family Support and Attendance Team to understand and address barriers affecting attendance, engagement and participation in school life.
- Consulting and collaborating with external agencies, including health, education and specialist services, to ensure support for pupils and families is coordinated and responsive to need.
- Using pupil voice, family feedback and attendance information to inform priorities and evaluate the effectiveness of provision for vulnerable learners. (Parent surveys and 'Big Voice' sessions).
- Developing inclusive opportunities for all pupils through participation in sports partnerships, inclusive sporting events, careers education, enrichment activities and community-based experiences.

Barriers to Learning and Participation

We have identified the following barriers to learning and participation within our academy. These barriers necessitate inclusive universal approaches and targeted support:

1. <u>Early Language, Phonics and Reading Development</u>
A significant number of pupils enter school with delayed speech, language and communication skills, impacting their readiness for phonics and early reading. Some pupils require additional support to develop phonological awareness, decoding skills, fluency, vocabulary and comprehension. Weak early reading skills can create barriers across the curriculum, affecting confidence, engagement and long-term attainment

2. <u>Communication, language and vocabulary development</u>
A significant number of pupils enter school with delayed communication and language skills, whilst many learners continue to require support to develop vocabulary, comprehension, speaking and listening skills. This can affect their ability to access learning, communicate their understanding and engage fully in the curriculum.

3. <u>Increasing complexity of SEND and additional needs</u>
An increasing number of pupils present with complex SEND needs, often alongside additional vulnerabilities such as disadvantage, EAL or social, emotional and mental health needs. Many pupils require personalised support and carefully adapted provision to access learning successfully and develop independence.

4. <u>Attendance, punctuality and engagement in learning</u>

Although attendance continues to improve, persistent absence, lateness and barriers to regular school attendance remain a challenge for some pupils and families. Reduced attendance can impact both academic progress and participation in wider school life.

5. <u>Disadvantage and family circumstances</u>

Many pupils face barriers associated with socio-economic disadvantage, including limited access to enrichment opportunities, reduced support for learning at home and wider family challenges. These factors can affect attainment, wellbeing, confidence and engagement with education.

6. <u>Learner mobility and diverse pupil backgrounds</u>

A significant proportion of pupils join the school outside of the normal admissions process, including pupils with little or no previous school experience and those new to English. This requires responsive assessment, targeted intervention and robust transition support to ensure pupils can access learning and participate fully in school life.

Activity this Academic Year

These are the activities we will prioritise this academic year to alleviate the above barriers to learning and participation faced by learners with additional needs and SEND.

We have also detailed the clear realistic outcomes as want to achieve by the end of this strategy, and how we will measure whether they have been achieved.

Activity	Barrier No./Nos Addressed	Evidence link	Activity type	Budgeted Cost	Outcome	Success Criteria
Employ a Teaching Assistant for two days per week to enhance inclusive provision across the school through the delivery of targeted interventions, support for pupils requiring additional provision, and the development of early literacy, language and reading skills.	1, 2, 3	(EEF) Teaching and Learning Toolkit – Phonics (EEF) Guidance Report – Deployment of Teaching Assistants (EEF) Guidance Report – Making Best Use of Teaching Assistants Little Wandle Letters and Sounds Revised – Rapid Catch-up Little Wandle Implementation Guidance	Uni/Tar	£11,210	Inclusive provision is enhanced across the school, enabling pupils requiring additional support to access targeted interventions that improve early literacy, language and reading skills, leading to increased confidence, engagement and progress in learning.	• Pupils accessing targeted interventions demonstrate measurable progress in literacy, language and reading skills from their starting points. • Assessment and monitoring show improved attainment, engagement and confidence for pupils receiving additional support. • A greater proportion of pupils requiring additional provision successfully access the curriculum and make expected or better progress.
Employ a Teaching Assistant to strengthen inclusive practice across the school by supporting pupils with additional needs, delivering targeted interventions, contributing to assessment and progress monitoring, promoting communication, language and literacy development, and ensuring effective transitions that enable all pupils to thrive.	2, 3, 6	EEF Early Years Toolkit – Early Literacy Approaches EEF Early Years Toolkit – Communication and Language Approaches EEF Preparing for Literacy Guidance Report EEF Supporting Early Literacy in the Early Years	Uni/Tar	£13,290	Inclusive practice is strengthened across the school, resulting in pupils with additional needs receiving timely and effective support that enables them to access learning, make progress, develop communication and literacy skills, and successfully transition between classes, phases and settings.	• Pupils receiving targeted support demonstrate measurable progress towards their individual learning and developmental targets. • Staff assessment and monitoring show improved engagement, communication and participation in learning for identified pupils. • Transition arrangements are effective, with pupils successfully moving between classes and phases with appropriate support and continuity of provision.
Providing structured lunchtime and after-school enrichment opportunities to increase pupils' sense	4, 5	EEF: Supporting School Attendance (2024) DfE: The Enrichment Framework for	Uni/Tar	£2000	Increased engagement, participation and enjoyment in school life, leading to improved attendance, wellbeing and a stronger	• Increased participation in lunchtime and after-school enrichment activities, particularly among

of belonging and engagement with school.		**Schools and Colleges (2026) DfE: School Belonging Research (2026)**			**sense of belonging. This contributes to improved readiness to learn, greater confidence and enhanced educational outcomes.**	**disadvantaged and vulnerable pupils.** • **Improved attendance, engagement and readiness to learn for identified pupils.** • **Pupil voice and staff observations demonstrate increased wellbeing, confidence and sense of belonging to the school community.**

Total Budgeted Cost: £26,500

IMF Received: £24481