Whitemoor Academy Inclusion Strategy

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/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher & Governing body

Whitemoor Academy Inclusion Strategy: Statement of Intent

At Whitemoor Academy**,** we are committed to creating a school where every child feels valued, belongs, and is supported to achieve their full potential. We believe that inclusion is fundamental to effective education and is everyone's responsibility. Inclusion is embedded within our culture, curriculum, teaching, relationships, policies, and practices, ensuring that all pupils can participate fully in school life and develop the knowledge, skills, confidence, and independence needed for future success.

Our approach is informed by the Department for Education's seven principles of inclusion. We recognise that the greatest impact on outcomes comes from high-quality teaching**,** delivered through adaptive practice, strong relationships, high expectations, and an ambitious curriculum that is accessible to all learners. We are committed to identifying emerging needs early, responding proactively to barriers to learning, and ensuring that support is provided at the earliest opportunity.

We strive to create an environment where pupils feel safe, respected, and represented, promoting a strong sense of belonging and positive participation in the wider life of the school. We recognise that successful inclusion extends beyond the classroom and encompasses attendance, behaviour, wellbeing, enrichment, and personal development.

As a school with three Enhanced Provisions and a significant number of pupils with EHCPs/SEND, we are committed to continually strengthening our universal offer while ensuring that targeted and specialist support is available where needed. Through effective collaboration with families, external agencies, trust partners, and pupils themselves, we seek to remove barriers to learning, increase independence, and improve outcomes for all. We will continue to develop our learning environments, resources, and systems to ensure they remain accessible, inclusive, and responsive to the changing needs of our pupils, enabling all learners to participate fully in school life.

Our priorities are informed by evidence gathered through assessment information, attendance data, behaviour trends, SEND reviews, pupil voice, family feedback, safeguarding information, and professional advice. This enables us to identify areas for development and invest in a small number of strategic actions that will have the greatest impact on inclusion, participation, achievement, and wellbeing.

At Whitemoor Academy, inclusion is not simply about access to education. It is about ensuring that every child is known, understood, supported, and empowered to thrive within a community where diversity is valued and success is achievable for all.

Our Context

Whitemoor Academy serves a diverse community with a growing number of pupils presenting with increasingly complex needs. The number of pupils with additional needs continues to grow, with 89/ 24.2% of pupils identified as having SEND, including 24/ 6.5% with an Education, Health and Care Plan. Alongside a significant proportion of pupils identified with SEND, the school also supports learners facing barriers linked to attendance, emotional wellbeing, disadvantage and social vulnerability. Levels of disadvantage are also notably above national figures. Around 36% of pupils are eligible for Pupil Premium funding, while broader indicators of deprivation suggest that between 39% and 50% of pupils experience socio-economic disadvantage.

To ensure that all pupils can participate fully in school life, this strategy focuses on four key barriers to inclusion that have the greatest impact on outcomes at Whitemoor Academy.

This strategy is informed by the SEND Code of Practice (2015), Equality Act (2010), Department for Education guidance and evidence-informed approaches including those promoted by the Education Endowment Foundation (EEF).

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
1.	**Curriculum Access and Achievement** Some pupils experience difficulties accessing the curriculum due to additional learning needs, language and communication barriers, cognitive differences or other vulnerabilities. Assessment information, SEND data and classroom evidence show that a significant number of pupils, including those with EHCPs, are working substantially below age-related expectations. Many pupils require additional support to access an ambitious curriculum, develop independence and achieve positive outcomes.
2.	**Attendance and Persistent Absence** Regular attendance is fundamental to participation, achievement and well-being. Pupils who are absent from school miss valuable learning opportunities, enrichment experiences and time developing positive relationships with peers and trusted adults. For some pupils, attendance can be affected by a range of factors including health needs, social, emotional and mental health needs, family circumstances and unmet additional needs. Attendance information shows that a small but significant group of pupils' experience barriers to attending school consistently, limiting their access to the curriculum and wider aspects of school life.
3.	**Meeting Increasingly Complex Needs** The complexity of pupil need continues to increase, requiring enhanced expertise, capacity and collaboration across the school. This requires ongoing development of staff expertise, inclusive provision, accessible learning environments and the effective deployment of resources to ensure all pupils can access learning, participate successfully in school life and achieve positive outcomes.
4.	**Supporting pupils SEMH Needs** Some pupils experience social, emotional and mental health difficulties that affect their wellbeing, relationships, engagement and readiness to learn. Due to our school context, many children face additional socio-economic pressures at home. We recognise our responsibility to support children's well-being through a mixture of universal and targeted approaches.

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**	**Total budgeted cost**
Barrier 1: • Strengthen consistent use of adaptive teaching strategies across all classes. • Develop staff expertise in meeting a wide range of SEND needs. • Ensure interventions complement, rather than replace, high-quality classroom teaching. • Review curriculum accessibility and remove unnecessary barriers to participation. • Strengthen pupil progress discussions, ensuring vulnerable learners are prioritised. • Enhance assessment systems to identify barriers and support earlier intervention. Funding will support release time for staff to complete monitoring activities and access professional learning to improve learning outcomes for all pupils- particularly vulnerable pupils.	Universal	£6,000
Barrier 2: • Implement a graduated response to attendance concerns. • Strengthen early identification and intervention processes. • Improve partnerships with families through regular communication and personalised support. • Work collaboratively with external agencies when barriers become complex. • Use attendance data to identify patterns and target support effectively. • Develop strategies that improve pupil engagement with school life. • Take 28 targeted children out of persistent absence, leading to an 8% improvement of persistent absence across school.	Universal and Targeted	£3,500

Funding will support our commitment to achieving the silver accreditation for the inclusive attendance programme. Attendance Lead to attend ongoing training and time will be allocated to disseminate this to all staff. Time will be provided for all staff to access learning modules to promote a collective responsibility for improving attendance for all children.		
Barrier 3: • Deliver a structured programme of SEND professional development. • Develop expertise in areas such as autism, communication and interaction, sensory needs and SEMH. • Strengthen the graduated approach to SEND support. • Ensure regular review of provision maps and interventions. • Maintain effective partnership working with parents and carers. • Improve multi-agency collaboration and use of specialist advice. • Monitor the impact and value for money of additional provision. Funding will support release time for our Inclusion Unit Lead, SENCO and SLT to hold strategic meetings and to cover all staff working within Inclusion Units to access bespoke learning and meetings regarding the pupils in their care.	Universal and targeted	£6,500
Barrier 4: • Develop a whole-school approach to emotional wellbeing and mental health. • Increase staff confidence in supporting emotional regulation and SEMH needs. • Strengthen nurture and pastoral support systems. • Promote positive relationships and restorative approaches. • Increase opportunities for pupil voice and co-production. • Ensure all pupils are represented in leadership, enrichment and wider school opportunities. • Monitor participation rates of vulnerable groups in clubs, visits and enrichment activities. Funding will support our ability to offer interventions such as ELSA support and our dedicated out of class DSL. IT also supports ongoing supervision and training for these members of staff to allow professional learning to be shared wider.	Universal and targeted	£3000

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
Pupils, including those with EHCPs and those working significantly below age-related expectations, access an ambitious curriculum with increasing independence and make progress from their individual starting points.	By July 2027: • Learning walks and lesson observations will show agreed adaptive teaching approaches are consistently evident in all classrooms. • Pupils will demonstrate increased independence and reduced reliance on adult prompting during lessons. • SEND reviews and assessment information will demonstrate that pupils are making progress towards their individual targets and learning outcomes. • Pupil voice will show that **identified pupils** feel supported to access learning and participate successfully in lessons. • An increasing proportion of pupils with SEND and/ or are in receipt of pupil premium funding make expected or better progress from their individual starting points.
Pupils experiencing attendance barriers attend school more consistently, access learning more regularly and participate more fully in school life.	By July 2027: • Attendance for the identified cohort will improve by at least **3 percentage points** from the September 2026 baseline. • The proportion of pupils within the cohort who are persistently absent will reduce. • Attendance plans will demonstrate evidence of effective family engagement and timely review. • At least **80% of pupils and families** receiving targeted attendance support will report increased confidence in attending school regularly. • The identified cohort will show improved engagement in learning, evidenced through attendance, behaviour and pastoral data.
The academy strengthens its capacity to meet increasingly complex SEND needs through effective strategic planning, skilled staff, responsive provision and efficient deployment of resources.	By July 2027: • All SEND provision and interventions will be reviewed at least **termly** using pupil outcomes, attendance, behaviour data and stakeholder feedback. • Staff confidence surveys will demonstrate increased confidence in meeting the needs of pupils with SEND and EHCPs. • Provision mapping and SEND reviews will evidence that resources are allocated according to identified need and adjusted in response to impact.

	• Accessibility audits and provision reviews will identify and address barriers to participation, learning and inclusion. • Governors and leaders will receive termly reports evidencing the impact of provision and informing strategic decision-making.
All pupils feel safe, valued, represented and connected to the Whitemoor community. All pupils acquire a readiness to learn and this impacts data over time.	By July 2027: • Pupil voice surveys show that at least 90% of pupils report feeling safe, included and valued. • Participation rates in clubs, educational visits and leadership opportunities for pupils with SEND are broadly in line with their peers. • Behaviour incidents linked to dysregulation reduce over time. • Staff confidence in supporting SEMH needs improves through annual survey results. • Pupils identified as requiring pastoral support demonstrate improved engagement and wellbeing indicators.

Review of the previous academic year

N/A this academic year as is first year of the strategy.

Further information

- Implementation of this strategy will be monitored and reviewed **termly** through the academy's SEND review cycle, school improvement processes and governance arrangements to ensure actions remain responsive to emerging needs and priorities.
- Responsibility for inclusion is shared across the whole academy. Whilst the **SENCO will coordinate implementation, evaluation and reporting**, all leaders, teachers and support staff are responsible for delivering high-quality inclusive practice and ensuring that pupils can access learning and participate fully in school life.
- Given Whitemoor Academy's Enhanced Provision and the high number of pupils with SEND and EHCPs, provision will be subject to **ongoing strategic review** to ensure that staffing, interventions, learning environments and resources are deployed effectively and provide the greatest impact for pupils.
- Progress against the identified priorities will be evaluated using a range of evidence, including pupil outcomes, attendance data, behaviour information, provision reviews, learning walks, pupil voice, family feedback and advice from external professionals.
- The academy will continue to strengthen its universal provision while ensuring that targeted and specialist support is available where required through a graduated approach to identifying and meeting need.
- Leaders and governors will receive regular updates regarding implementation, resource allocation, outcomes and impact, enabling informed strategic decision-making and ensuring accountability for inclusive practice.
- The strategy is intended to be a working document and may be adapted throughout the year in response to evaluation findings, changes in pupil need, external guidance and emerging priorities to ensure that all pupils have the opportunity to achieve, participate and thrive.
- Through continual reflection, collaboration and evidence-informed decision-making, Whitemoor Academy will seek to develop an increasingly inclusive culture in which every pupil is known, valued, supported and able to experience a strong sense of belonging.
- Leaders will monitor participation in enrichment opportunities to ensure pupils with SEND are represented equitably across the wider life of the academy.

Governance, Monitoring and Review

The Governing Body will hold leaders to account for the implementation and impact of this Inclusion Strategy and will ensure that inclusion remains a core element of the school's strategic development.

Progress against the priorities outlined within this strategy will be monitored through a combination of quantitative and qualitative measures, including attendance data, attainment and progress outcomes, participation in wider school life, behaviour and exclusion data, stakeholder feedback, and the experiences of pupils with SEND and other vulnerable groups.

The Headteacher and SENDCo will provide termly updates to Governors on:

- Progress towards the strategic priorities identified within this strategy.
- The effectiveness of inclusive provision and interventions.
- Attendance, exclusion and attainment trends for key pupil groups.
- The use and impact of SEND and inclusion funding.
- Capacity, staffing and training developments.
- Emerging barriers to learning and participation.
- Compliance with statutory duties under the Equality Act 2010 and SEND Code of Practice.
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Governors will use this information to evaluate the effectiveness of the school's inclusive practices, challenge areas of underperformance, and support strategic decision-making regarding resource allocation, staffing and provision development.

The designated Governor with responsibility for SEND and Inclusion will meet regularly with the SENDCo to review implementation, discuss emerging needs and monitor progress against agreed outcomes.

This strategy will be formally reviewed annually by senior leaders and governors to evaluate impact and identify future priorities. Where required, interim reviews will be undertaken to respond to changes in pupil need, school context, local and national priorities, or legislative requirements.
Through robust governance, regular evaluation and a commitment to continuous improvement, Whitemoor Academy aims to ensure that every pupil is able to access, participate in and benefit from an inclusive education that enables them to thrive academically, socially and emotionally