Academy Inclusion Strategy

Academy Transformation Trust

Review Date

October 2026

Ratified

October 2026

Next Review Date

July 2027

Responsible Directorate

Safeguarding and Inclusion

About ATT

Our Values



ATT2030 sets a values-driven culture that is explicit about how we work and lead:

Belonging & Becoming: we meet each child where they are and refuse to leave them there - giving them both roots and wings.

Integrity & Excellence: we act ethically, celebrate excellence, and pursue high standards in all that we do.

High Trust, High Accountability: decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

Capable: equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent: possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

Confident: feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

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1.0 Statement of Intent

1.1 At *[Academy Name]*, every child should leave school feeling capable, competent and confident, ready for a successful future. Inclusion is not an add-on: it is central to how we teach, how we lead, and how we look after our community. This reflects Academy Transformation Trust's ATT2030 vision, made up of nine trust-wide aims grouped under Capable, Competent and Confident. The full detail of these aims is set out in ATT's Inclusion Strategy.

1.2 Our approach to inclusion is planned and proactive, for every pupil, not only pupils with SEND. We remove barriers to learning, make sure everyday teaching works for every pupil, spot needs early, and match support to the level of need, keeping pupils in mainstream education wherever we can. This is delivered through high quality, adaptive teaching, built on ATT's Four Pillars of Adaptive Teaching, and checked through the Assess–Plan–Do–Review (APDR) cycle.

1.3 This strategy is organised around the DfE's 7 principles of inclusion: ambitious leadership and governance; evidence-based early intervention; high-quality adaptive teaching; enriching provision beyond the classroom; a safe and respectful culture; strong partnerships; and inclusive environments. Each principle is reflected in the activity we plan for this academic year (see Planned IMF Spending).

How we developed this Strategy

[Insert how you developed this strategy with your school community, e.g. 'This strategy was developed with input from our SENCO, pastoral team, subject leaders and governors, and with parent, carer and pupil voice gathered through [name of survey or forum].']

[Keep this section to 500 words or fewer, and write in plain language that pupils, families and staff can all understand.]

2.0 Working in Partnership

2.1 Children are best supported when schools, families, local authorities and outside services work together. ATT's Inclusion Strategy sets out our trust-wide approach to partnership working in full; this section covers what is specific to our academy.

How we work with parents, carers and families

2.2 Parents and carers know their children best. We treat them as partners in inclusion, and make sure families have the chance to shape decisions about their child's support, including through:

- Learning plan reviews – parents and carers help review their child's learning plan as part of the APDR cycle, so they help shape next steps rather than just being told about them. These happen termly.
- EHCP annual reviews – for pupils with an EHCP, families take part in the annual review, sharing their views on progress, provision and outcomes
- Surveys – *[Insert survey name, e.g. termly SEND parent survey]* — regular surveys gather parent and carer views on communication and support, and feed directly into what we prioritise
- Forums and drop-ins – *[Insert any parent forums, coffee mornings or drop-ins you run]* — informal chances for families to raise questions and connect with SENCO or pastoral staff outside of formal meetings
- Signposting to independent advice – families are directed to SENDIASS and the Local Offer for impartial guidance, alongside our SEND Information Report, which explains what support is available and how to raise a concern (Insert link to local SENDIASS support)

- Recording conversations and actions – we log key conversations, agreed actions and review dates, so support is followed through, and families always know what happens next

Working with our local authority

2.3 We work with *[Insert LA name]* to make legal processes timely and effective, including EHCP requests, annual reviews, transitions and placements, in line with ATT's trust-wide expectations for SEND leadership and statutory processes.

2.4 Where possible, we take part in *[Insert LA]*'s local SEND networks and partnership forums, so we understand local thresholds, services and funding routes. For pupils with EHCPs, we keep support linked to outcomes and review evidence through annual reviews or emergency reviews when needs change.

Working with outside services

2.5 Our offer to pupils depends on strong relationships with outside services and specialist providers. ATT's Inclusion Strategy sets out our trust-wide Inclusion Core Offer. We currently work with the following outside services (select those that apply, and add any others specific to our academy):

☐ Educational Psychology

☐ Specialist Teacher Services

☐ Speech and Language Therapy

☐ Occupational Therapy

☐ Physiotherapy

☐ CAMHS

☐ Neurodevelopmental teams

☐ Autism Support Teams

☐ School nursing

☐ Community paediatrics

☐ Social care

☐ Early help

☐ Young carers services

☐ Voluntary sector partners

☐ *[Insert any other local service]*

2.6 We use outside services as part of a graduated response: gathering clear evidence first, then making purposeful referrals linked to specific questions. We turn specialist advice into everyday

practice through learning plans, reasonable adjustments and review meetings, and we check the quality and impact of the services we use.

3.0 Areas of Need and Barriers to Learning and Participation

3.1 For the trust-wide picture of common barriers to learning across all ATT academies, see ATT's Inclusion Strategy (Section 10: Common Areas of Development and Barriers Across ATT Academies).

Within our academy

3.2 Our own data shows that these are the most common areas of need and barriers to learning and participation:

No.	Area of Development/Need	Common Barriers	Our Data
1	*e.g. Speech, Language and Communication Need*	Pupils struggle to understand or use language, which limits access to learning across all subjects.	22% of Reception pupils screened below age-related expectations on entry (WellComm), falling to 11% by the end of Reception following targeted Talkboost intervention. The average reading-age gap for this group narrowed from 14 months to 9 months over the year.
2	*[Add area of need]*	*[Add detail]*	*[Add detail]*
	[Add or delete rows as needed]		

4.0 What Our Core Offer Includes

4.1 Our Core Offer is set out in full in ATT's Inclusion Strategy (Section 9: Waves of Provision and Our Inclusion Core Offer). This includes the screening tools, programmes and outside support available in every ATT academy, covering speech and language, literacy, numeracy, thinking and memory, social, emotional and mental health, and sensory and motor needs. Further information can be found in our SEND Information Report.

[Insert any additions to the Core Offer that are specific to our academy, e.g. local screening tools, interventions or partnerships not part of the trust-wide list.]

5.0 Planned IMF Spending (2026–27)

5.1 The table below shows how we plan to use our IMF funding in 2026–27. Where funding comes from more than one source, we show the split. A fuller breakdown of spending can be found in each academy's own Inclusion Strategy.

Reminder — keep this specific and costable (DELETE Before publishing)

Each suggestion in the table uses brackets like [named provider], [number] or [staff role] to show what needs a real, local answer before it's costable. Replace every bracket with your own specifics — a named tool, a number of pupils or hours, a named provider — rather than leaving it as a general aim. For example, instead of 'early intervention support', write: 'Speech Link licence renewal and half-termly SLT-led screening in Reception, £450'. If a cost is shared across funding streams (IMF, notional SEND budget, core budget), show the split, and make sure your academy total adds up to the figure you've been allocated.

DfE Principle	Description of Activity (note barrier number(s) addressed)	Activity Type	Funding Source(s)	Budgeted Cost (£)	Intended outcomes and success criteria
1. Ambitious Leadership and Governance	E.g. IPSEA SEND LAW Training	Universal	*[Insert source]*	*[Insert cost]*	.
2. Evidence-Based Early Intervention	e.g Inclusion Core Offer Costs such as Annual licence renewal for *[named screening tool, e.g. WellComm, Speech Link, NGRT, YARC, CAT4, Boxall Profile]* SALT/EPS/STS traded service hours or referral cost, per service level agreement	Universal & Targeted	*[Insert source]*	*[Insert cost]*	e.g. Data to show impact of interventions, identification of need, reduced PEX, increased attendance
3. High Quality Adaptive Teaching	Staff CPD day or twilight session on the Adaptive Practice Toolkit — trainer/cover cost Teaching Assistant deployment training linked to EEF guidance — trainer fee or TA hours	Universal	*[Insert source]*	*[Insert cost]*	e.g Data to show increased academic outcomes, increased attendance, improved target setting, increased number of children meeting their targets
4. Enriching Provision	e.g. Enrichment bursary of £*[amount]* per pupil for	Universal & Targeted	*[Insert source]*	*[Insert cost]*	e.g. % of SEND pupils accessing enrichment,

Beyond the Classroom	*[number]* SEND/PP pupils to access residential visits				participation gap reduced (add your own target)
5. Safe and Respectful Culture	e.g. Whole-staff CPD session on *[named provider, e.g. Papyrus, IPSEA SEND Law, Stop the Bleed]* — trainer fee Zones of Regulation training and resource pack for *[number]* staff/classrooms Trusted adult or mentoring scheme — staff time allocation for *[number]* pupils	Universal	*[Insert source]*	*[Insert cost]*	e.g. fewer SEND pupils with persistent absence, fewer suspensions for SEMH pupils (add your own target)
6. Strong Partnerships	e.g. Service level agreement or traded hours - annual cost Parent and carer forums/ coffee mornings Parent/carer advocacy courses	Universal	*[Insert source]*	*[Insert cost]*	e.g. family satisfaction with SEND processes, EHCP review completion rates (add your own target)
7. Inclusive Environments	Sensory audit of classrooms and corridors carried out by *[named provider/specialist]* — audit fee Set-up of sensory break or regulation space — equipment and resource cost Purchase and installation of visual timetables and signage across the academy — resource cost Purchase of *[number]* assistive technology items, e.g. reading pens or communication aids — unit cost Enhanced Resource Provision Base development,	Universal	*[Insert source]*	*[Insert cost]*	e.g. fewer sensory-related incidents, improved access for pupils with physical or sensory needs (add your own target)

	if applicable — capital/staffing cost				
TOTAL				*[Insert total]*	

6.0 Intended Outcomes

6.1 This sets out the clear, realistic outcomes we want our inclusive approaches to achieve by the end of this strategy, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Examples might include: Increased attendance, reduced PA, reduced suspensions, enhanced attainment, enhanced outcomes (be specific about which and how), more children meeting their learning plan targets, enhanced outcomes for students with SLCN etc	*These should be SMART targets*
Pupils with SEND make stronger progress in reading	*The reading-age gap between SEND and non-SEND pupils narrows by [insert target, e.g. 2 months] by [insert date]*
Fewer pupils need targeted or specialist support to access learning	*The proportion of pupils moving from Universal to Targeted provision falls compared to last year (baseline: [insert %])*
Families feel more informed and involved in decisions about their child's support	*Parent and carer confidence in SEND communication rises in our annual survey (baseline: [insert %])*
[Add or delete rows as needed]	

7.0 Strategy Impact: Review of the Previous Academic Year

Insert your academy's impact report here from the second year onward (Sept 2027)

Prompt questions to support SENCOs

From your second year onward, this section should set out the progress made against last year's intended outcomes and explain how that progress was checked — including the impact on pupils' engagement, participation, attendance, sense of belonging and attainment. This should be a genuinely honest review: what worked, what did not have the intended impact, and how this has shaped this year's strategy. If this is the first year your academy is publishing a strategy in this format, you can record this section as not applicable, or use it to set out the starting point you are working from this year.

- Against last year's intended outcomes, what progress can you evidence, and how was it checked?

- What worked well, and what did not have the intended impact? Why? How is this being addressed?
- How has this review directly shaped what you are prioritising in this year's strategy?
- What will you track differently this year, so that next year's review is stronger?
- If this is your first published strategy, what starting point are you setting out from this year?

WAGOLL: What A Good One Looks Like

Academic data of groups: The attainment gap between SEND pupils and their non-SEND peers narrowed from 22 to 15 percentage points in KS2 reading, with the strongest improvement in Year 5

Identification of need: 92% of pupils requiring SEN support were identified within one term of joining the academy, up from 74%, following the rollout of universal WellComm and Boxall Profile screening on entry

Attendance: Persistent absence among pupils with SEND fell from 28% to 21%, against a target of under 20% — real progress, though short of the target

Behaviour: Suspensions involving pupils with SEMH needs rose slightly from 6 to 8 over the year, concentrated in Key Stage 3

Learning plan targets achieved: 78% of individual learning plan targets were rated 'achieved' or 'partially achieved' at annual review, up from 65% the previous year

Staff trained: 100% of teaching staff completed Adaptive Practice Toolkit training; 85% completed Level 1 SEMH awareness training

Staff confidence: Staff survey responses reporting confidence adapting teaching for SEND pupils rose from 61% to 79%

Parent survey: Parent satisfaction with SEND communication rose from 58% to 71% positive; the main remaining concern was consistency of communication between class teacher and SENCO

Pupil survey: Pupil voice showed a stronger sense of belonging among pupils accessing the new sensory circuit provision, though this improvement was not mirrored among older pupils with SEMH needs

What this tells us: Universal and targeted approaches are improving outcomes and identification, but SEMH provision for older pupils needs to be a priority next year, alongside more consistent SENCO–parent communication

Further Information

Use this space for anything extra that would help others understand your strategy.

Link to ATT's Inclusion Strategy: [Insert link]

Link to accessibility policy

Link to SEND Info report

Link to PP strategy