Inclusion Strategy Template

Inclusion Strategy – Alde Valley 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). It aligns with Kingfisher Schools Trust inclusion strategy.

Strategy overview

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

Statement of intent

At Alde Valley Academy, we believe that inclusion is the practical expression of our commitment to our Trust's values of Opportunity, Community and Excellence.



Every pupil has the right to belong, participate, achieve and thrive within our school community regardless of their individual needs, background or starting point. This strategy sets out how we will remove barriers to learning, participation and achievement for all pupils, including those with special educational needs and disabilities (SEND), disadvantaged pupils,

pupils experiencing attendance challenges and those requiring additional support to access education successfully.

As a mainstream school with a high proportion of pupils with SEND, we recognise that inclusive practice is the responsibility of every member of staff. We are committed to identifying needs early, providing a strong universal offer, delivering evidence-informed interventions and ensuring that adaptive teaching is at the heart of every classroom.

Our strategy aligns with the Kingfisher Schools Trust Inclusion Strategy and the Department for Education's seven principles of inclusion. Through strong leadership, high-quality teaching, a culture of belonging, effective partnerships with families and continuous improvement to accessibility, we will ensure that every pupil is supported to flourish.

We have developed this strategy through evaluation of pupil outcomes, attendance, behaviour, participation and, where possible, family feedback. We will continue to work closely with pupils, families, staff, governors and external partners to review and strengthen our inclusive practice.

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
No	**Barrier**
1	Increasing complexity of SEND need, including communication and interaction, cognition and learning and social, emotional and mental health (SEMH).
2	Gaps in language, communication and literacy skills affecting access to the curriculum.
3	Persistent absence and reduced engagement amongst vulnerable pupil groups.
4	SEMH needs affecting behaviour, wellbeing and readiness to learn.
5	Difficulties with executive functioning, attention, organisation and independence.
6	Barriers linked to disadvantage, including limited access to wider opportunities, resources and support beyond school.
7	Challenges with transitions between classes, key stages and settings.

8	Limited confidence and understanding amongst some families in navigating SEND and support systems.

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)*
Development of adaptive teaching through coaching, CPD and classroom monitoring to strengthen inclusive classroom practice. (Barriers 1,2,4,5)	Universal
Staff training programme focused on SEND, SEMH, communication needs and inclusive practice. (Barriers 1,4,5)	Universal
Implementation of evidence-informed interventions to support literacy, language, communication and numeracy. (Barriers 2,5)	Targeted
Strengthening attendance systems including early identification, family support and multi-agency interventions. (Barriers 3,6)	Universal / Targeted

Development of nurture, emotional wellbeing and mental health support within school. (Barriers 4,6)	Targeted
Enhanced transition arrangements for vulnerable pupils and those with SEND. (Barrier 7)	Targeted
Increased engagement with parents and carers through workshops, reviews and co-production approaches. (Barriers 8)	Universal
Improved use of assessment, provision mapping and graduated response processes to support early identification. (Barriers 1,2,5)	Universal

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 with additional needs access learning successfully within mainstream classrooms.	Learning walks, pupil voice and monitoring demonstrate improved access to learning and adaptive teaching across the school.
Staff confidence in meeting diverse needs increases.	Staff surveys, performance management evidence and quality assurance activities indicate improved confidence and practice.
Attendance improves for pupils with SEND and other vulnerable groups.	Attendance data shows reduced persistent absence and improved attendance rates.
Pupils report a stronger sense of belonging and inclusion.	Pupil voice activities demonstrate that pupils feel safe, included and supported.

Earlier identification of emerging needs.	Increased use of graduated response approaches and timely intervention planning.
Improved engagement and participation in wider school life.	Increased participation in clubs, trips, enrichment activities and leadership opportunities.
Positive academic progress for pupils with additional needs and SEND.	School assessment data demonstrates identified pupils are making expected or better progress from their starting points.
Strong partnerships with parents and carers.	Parent feedback indicates confidence in communication, support and collaborative planning.

Further information (optional)

This strategy supports delivery of the Kingfisher Schools Trust Inclusion Strategy 2026-2029 and contributes directly to the Trust priorities of strengthening the universal offer, developing workforce expertise, improving accessibility, increasing participation and securing better outcomes for all learners. The school's inclusion provision is reviewed through regular self-evaluation, pupil progress reviews, attendance monitoring, stakeholder feedback and governor oversight. All activities funded through the school's notional SEND budget and Inclusive Mainstream Fund will be evaluated annually to ensure maximum impact for pupils.