Inclusion Strategy – Lent Rise School

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 years that our current Inclusion Strategy covers	2026-2029
Date this statement was published	1st September 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Jill Watson

Statement of intent

At Lent Rise School, we are committed to creating a fully inclusive, equitable and aspirational learning environment where every child is valued, supported and empowered to achieve their full potential. Our approach is underpinned by the school's vision and values, aligned with the Department for Education's inclusion agenda, and driven by a steadfast commitment to removing barriers to learning, participation and success.

Through the effective deployment of Inclusion Mainstream Funding, we will strengthen our capacity to meet the diverse needs of our pupils, particularly those with Special Educational Needs and Disabilities (SEND), disadvantaged pupils, pupils with Social, Emotional and Mental Health (SEMH) needs, English as an Additional Language (EAL) learners, and those vulnerable to exclusion, persistent absence or underachievement.

Our priorities are to:

- Ensure our SEND provision reflects the needs of the current cohort and delivers on the governing board's vision for inclusion through rigorous monitoring, evaluation and strategic leadership.

- Support the successful induction and development of the new SENDCo, establishing highly effective SEND leadership that promotes inclusive practice, builds strong partnerships with families and external agencies, and secures improved outcomes for pupils with SEND.
- Provide targeted, evidence-informed interventions that enable disadvantaged and vulnerable pupils to achieve in line with their peers, while ensuring equitable access to enrichment, opportunity and cultural capital.
- Improve attendance through a culture of belonging, early intervention and personalised support, using forensic analysis of attendance data to identify barriers and implement bespoke strategies in partnership with families.
- Continue to develop trauma-informed provision that supports pupils' emotional wellbeing, engagement and readiness to learn, including the establishment of a Forest School programme that promotes regulation, resilience, attendance and access to learning, while ensuring equality of opportunity and accessibility for all pupils.
- Explore opportunities for the Forest School provision to become a local hub for SEMH support, extending expertise and strengthening inclusive practice across the wider community.
- Deliver a bespoke, adaptive and inclusive curriculum that enables vulnerable learners, including those with SEND and behaviours that harm, to fully access learning, make strong progress and experience success.
- Build staff expertise in adaptive teaching and inclusive pedagogy through high-quality professional development and the dissemination of best practice.
- Further embed oracy across the curriculum, ensuring all pupils, particularly the most vulnerable, develop the communication skills, confidence and vocabulary needed to thrive academically and socially.
- Undertake a Cultural Capital and research-informed improvement project to establish a clear baseline, identify evidence-based strategies and implement targeted interventions that close attainment gaps and enhance outcomes for disadvantaged and vulnerable learners.

Through these priorities, Lent Rise School will continue to foster a culture where inclusion is everyone's perogative, diversity is celebrated, barriers are proactively removed, and every pupil is provided with the support, opportunity and ambition necessary to flourish both academically and personally.

Success will be measured through improved pupil outcomes, increased attendance, stronger engagement in learning, enhanced wellbeing, increased participation in learning, and recognition of an inclusive school community where every child feels a genuine sense of belonging.

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

No.	**Detail of barrier to learning** *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Attendance and Persistent Absence • Persistent absence among disadvantaged and vulnerable groups continues to impact educational outcomes. • Complex barriers including anxiety, SEMH needs, family circumstances, unmet SEND needs, and low engagement with school. • Need for stronger, innovative partnership working with families to address attendance concerns at an earlier stage and look at bespoke, holistic ways of engaging and supporting attendance that look at the needs of individual families
2	Parental engagement with learning • Parental engagement with learning is inconsistent for some families, limiting the effectiveness of home-school partnerships and reducing opportunities for pupils to receive academic support, encouragement and reinforcement of learning beyond the classroom. • Some parents confidence, time or resources to support their child's educational needs. • Some parents have limited understanding of curriculum expectations and strategies to reinforce learning at home. • Competing family pressures, such as work commitments or caring responsibilities, impactiengagement with school. • Irregular monitoring of attendance, punctuality and completion of schoolwork from some parents can hamper progress made at school. • Language, cultural or digital barriers that restrict access to school communications and learning platforms impact parental engagement, trust and communication. • Low aspirations, distrust of institutionsor limited awareness of educational pathways, affect pupil motivation and achievement.
3	Curriculum Accessibility and Engagement • A standard curriculum does not always meet the needs of pupils with SEND, SEMH needs or behaviours that harm. • Some vulnerable pupils face barriers to accessing learning without adaptive teaching approaches and personalised curriculum pathways.

	• There is a need to strengthen trauma-informed practice to ensure pupils feel safe, understood and able to engage.
4	Leadership transition period • There is variation in staff confidence and expertise in adaptive teaching and inclusive classroom practice. • There is a need for continued professional development to embed effective strategies that support diverse learning needs. • Leadership capacity must be built to ensure consistent implementation of best practice across the school.
5	Achievement Gap for Vulnerable Learners • Disadvantaged pupils, including those eligible for Pupil Premium, SEND, EAL and other vulnerable groups, may not consistently achieve outcomes in line with their peers. • Barriers to learning are created by social, emotional, economic and linguistic disadvantage. • There is unequal access to enrichment opportunities and cultural capital which can limit aspirations, confidence and academic progress.
6	Social, Emotional and Mental Health (SEMH) Needs • There are increasing SEMH needs among pupils, with an impact on attendance, engagement, behaviour and readiness to learn. • Some pupils are at risk of exclusion or attend alternative provision due to difficulties with self-regulation and behaviour. • Limited specialist provision may reduce opportunities for early intervention and preventative support
7	Communication and Oracy • Vulnerable pupils may have reduced opportunities to develop vocabulary, confidence and communication skills. • Weaknesses in oracy can limit curriculum access, participation, self-advocacy and future opportunities. • Some pupils require additional support to develop language skills necessary for academic success

8	Equality of Access • Physical, social, emotional, financial and educational barriers can prevent some pupils from fully accessing the curriculum and wider school experiences. • There is a need to ensure that all pupils can benefit equally from emerging provisions such as Forest School and other enrichment opportunities

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	Barrier idenfied	Activity type	Total budgeted cost
Coaching for new SENDco (barrier no)	4	Universal	2,400
Enhanced SEND focus in each senior leader's role and responsibilities and within teacher's appraisal targets	1,2,3,4,5,6,7,8	Universal	2,000
Promotion of attendance for pupils	1	Universal	2,000
Further development of oracy within the curriculum	3,5,7	Universal	1,000
Further development of enrichment and cultural capital opportunities within the curriculum	3,5,6,8	Universal	2,000
Development of Forest School provision to meet the needs of pupils with SEMH and create wider enrichment opportunities for all pupils.	1,3,6,8,	Targeted and Universal	2,000
Research project to identify evidence based routes to impact progress and attainment including adaptive teaching (two staff members completing train the trainer adaptive teaching training)	1,2,3,4,5,6,7,8	Universal	8,400
Development of parental engagement to support oracy, early intervention and consistent approaches between home and school	2,6,7	Universal and targeted	3,600
Continued development of trauma informed behaviour and relational approach across the school to develop belonging	6,8	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
The SENDCo develops confidence, expertise and strategic leadership capacity, resulting in improved identification, provision and outcomes for pupils with SEND and other vulnerable learners.	• SEND provision is effectively monitored and evaluated. • Staff report increased confidence in accessing SEND advice and support. • Pupils with SEND make strong progress from their starting points. • Provision maps and pupil profiles demonstrate clear impact on outcomes.
Inclusion becomes a shared responsibility across the school, with leaders and teachers consistently implementing effective strategies that improve outcomes, engagement and access for vulnerable pupils.	• SEND and inclusion objectives are evident within leadership responsibilities and appraisal targets. • Monitoring shows increased consistency in adaptive teaching practices. • Vulnerable pupils demonstrate improved engagement and progress. • Leaders can demonstrate the impact of inclusion strategies within their areas of responsibility.
Attendance rates improve for all pupils, particularly disadvantaged and vulnerable groups, leading to increased engagement, improved wellbeing and stronger academic outcomes. Persistent absence is reduced through effective early intervention and family partnerships.	• Whole-school attendance is in line with or above national averages. • Persistent absence reduces, particularly for disadvantaged and SEND pupils. • Early help interventions are implemented and evaluated effectively. • Parents engage positively with attendance support strategies.
Pupils develop increased confidence, vocabulary and communication skills, enabling them to participate fully in learning, articulate their thoughts effectively and achieve greater success across the curriculum.	• Oracy strategies are evident across all curriculum areas. • Pupil voice demonstrates increased confidence when speaking and presenting. • Improved vocabulary acquisition is evident in pupils' work and discussions. • Increased participation from vulnerable learners during lessons.
All pupils, particularly disadvantaged and vulnerable learners, access a wider range of experiences that broaden aspirations, develop confidence and support personal development and academic achievement.	• Increased participation in enrichment opportunities across all pupil groups. • Pupils can articulate learning gained from wider experiences. • Disadvantaged pupils access opportunities at rates comparable to peers.

	• Enrichment opportunities are mapped and embedded within the curriculum.
Pupils demonstrate improved emotional regulation, resilience, wellbeing and engagement in learning. Forest School provides meaningful enrichment opportunities that support personal growth, inclusion and attendance.	• Identified pupils show improvements in self-regulation and wellbeing measures. • Increased engagement and participation from SEMH pupils. • Positive feedback from pupils, staff and families. • Attendance improves for targeted pupils participating in Forest School provision.
Staff implement evidence-informed adaptive teaching strategies consistently across the school, resulting in improved curriculum access, accelerated progress and reduced attainment gaps for vulnerable learners.	• Research findings inform school practice and policy. • Monitoring evidences consistent adaptive teaching approaches. • Increased pupil engagement and curriculum access. • Improved attainment and progress data for identified pupil groups.
Internal expertise in adaptive teaching is strengthened, leading to sustained professional development, improved classroom practice and greater consistency in meeting diverse learning needs.	• Staff deliver high-quality training to colleagues. • Increased staff confidence in adaptive teaching approaches. • Evidence from monitoring demonstrates improved classroom practice. • Adaptive teaching becomes embedded across the school.
Parents become active partners in their child's education, leading to improved communication, stronger early intervention, enhanced attendance and improved pupil outcomes.	• Increased parental attendance at workshops and school events. • Positive parent feedback regarding communication and support. • Improved home-school engagement for targeted families. • Earlier identification and support for emerging needs.
Pupils experience a strong sense of safety, belonging and inclusion. Positive relationships support improved behaviour, emotional wellbeing, attendance and readiness to learn across the school community.	• Reduction in behavioural incidents and suspensions. • Pupil surveys indicate a strong sense of belonging and safety. • Staff confidently apply trauma-informed approaches. • Improvements in attendance, engagement and readiness to learn are evident for vulnerable pupils.

Review of the previous academic year (to be completed after year one)