

Woodside Academy



Inclusion Strategy 2026/27

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).

Statement of intent

At Woodside Academy, our ultimate aim is for every child to feel safe, happy, valued and included, and to achieve to the best of their ability, regardless of their individual needs or circumstances. We want every child to feel that they belong and that their differences are understood, respected and celebrated.

Our inclusion strategy focuses on creating a whole-school culture where inclusion is everyone's responsibility. We identify and respond to individual needs through high-quality teaching, appropriate interventions, reasonable adjustments and effective support. Wherever possible, adjustments are made naturally within the classroom and wider school environment so that children can access learning and participate fully without feeling singled out or different. We work closely with staff, pupils and families to review what is working and adapt support when needed.

The seven principles of inclusion underpin our approach. We promote belonging by ensuring every child is a valued member of our school community. We recognise and celebrate individual differences and ensure that barriers to learning and participation are identified and reduced. We provide appropriate support and reasonable adjustments so that pupils can access the curriculum, activities and wider opportunities. We listen to children and young people and value their views when making decisions about their education and support. We work collaboratively with families and professionals, recognising that positive relationships are essential to successful inclusion. We also continually review our practice and seek to improve our provision so that inclusion remains embedded across the school.

Working with families and the wider school community is central to our strategy. We hold monthly parent coffee mornings, providing an informal opportunity for families to share their experiences, ask questions and contribute ideas. Parent evenings and regular communication with families also help us understand children's strengths, needs and experiences beyond school.

We have also introduced a new pupil buddy system, led by our Year 6 Buddy Leaders, to ensure that children have opportunities to share their views and feel listened to across the school. This supports pupil voice, develops leadership and encourages children to take an active role in creating an inclusive school community.

Ultimately, our inclusion strategy aims to ensure that everyone at Woodside Academy understands that they have a part to play in inclusion, that every child is valued, and that every child has the opportunity to flourish.

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

	Detail of barrier to learning
1	Attendance Poor or inconsistent attendance can create significant barriers to learning, as pupils may miss key teaching, interventions and opportunities to develop relationships with peers. We recognise the importance of identifying barriers to attendance early and working closely with families to support pupils to attend regularly and engage positively in school.
2	Access to Specialists Long waiting times for specialist assessments and advice can delay the identification of needs and access to appropriate support. While pupils are waiting for external professionals, school staff work to identify needs, put reasonable adjustments and targeted support in place, and monitor progress to ensure pupils continue to receive appropriate support.
3	Reading Very low reading levels can create barriers across the curriculum, particularly where pupils are unable to independently access age-appropriate texts, instructions and written tasks. We use inclusive classroom approaches alongside targeted reading interventions to develop pupils' phonics using Monster Phonics, reading fluency, comprehension and confidence, enabling them to access the mainstream curriculum as fully as possible.

Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

Description of activity	Barriers to learning	Activity tier	Total budgeted cost
Attendance - Weekly attendance awards and recognition, including a 100% attendance Big Bounce Day. A dedicated Attendance Officer and Pupil Welfare Support Worker work with pupils, families and external agencies to identify and address barriers to attendance. Prize draw for families whose attendance improved throughout the year with support.	Poor or inconsistent attendance; anxiety around attending school; family circumstances; difficulties engaging with school and wider services.	Universal and targeted	Core budget – staffing costs and attendance incentives

Attendance and enhanced provision - Weekly attendance awards and recognition, including a 100% attendance Big Bounce Day. A dedicated Attendance Officer and Pupil Welfare Support Worker work with pupils, families and external agencies to identify and address barriers to attendance. Funding has also been used to enhance provision and create a more appropriate, accessible learning environment for pupils with profound and complex needs. This provides a more suitable space in which pupils can engage with learning and supports pupils who may otherwise require a reduced timetable due to their SEND needs.	Poor or inconsistent attendance; anxiety around attending school; barriers associated with profound and complex SEND needs; difficulty accessing the mainstream learning environment; pupils requiring reduced timetables due to their individual needs.	Universal and targeted	Core budget / IMF – staffing, attendance initiatives and enhanced SEND provision
Access to specialists - Staff work with external professionals and implement recommended strategies while pupils are waiting for specialist assessment or intervention. Staff receive guidance and training where available to develop their knowledge and confidence in supporting SEND needs.	Long waiting times for specialist assessments and support, including access to health and specialist SEND professionals.	Universal and targeted	Core budget – staff training and release time
Reading - High-quality phonics and reading provision alongside targeted interventions for pupils working significantly below age-related expectations. Additional adult support, structured reading practice and appropriate resources are used to help pupils develop reading skills and access the wider curriculum.	Low reading levels limiting pupils' ability to access age-appropriate texts, instructions and learning independently.	Universal and targeted	Core budget / IMF – intervention staffing and resources

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

Intended outcome	Measurable success criteria	Target date
Improved attendance and engagement for pupils with additional needs and SEND. Pupils experience fewer barriers to attending school and are able to access learning in an environment that meets their individual needs.	• Improved attendance for identified pupils compared with the previous year. • Reduction in the number of pupils requiring reduced timetables due to SEND-related barriers. • Increased engagement in learning for identified pupils. • Attendance data reviewed regularly and appropriate support implemented. • Positive feedback from pupils, families and staff.	July 2027
Pupils receive appropriate support while waiting for specialist assessment or intervention. Staff develop their knowledge and confidence in meeting a range of SEND needs through training, advice and collaboration with external professionals. One plans in place for children that require any additional or different provisions.	Recommended strategies are implemented and reviewed for identified pupils. • Staff access relevant training and professional advice. • Pupil progress and response to support is monitored through Assess, Plan, Do, Review. Using one plans termly. • Evidence of collaboration with external professionals is recorded. • Staff report increased confidence in supporting identified needs. Relationships with St Cleres, Treetops Outreach, Beacon Hill, link Educational Psychologist, link SALT are enhanced through regular contact and collaboration.	July 2027
Pupils with low reading levels develop their phonics, reading fluency, comprehension and confidence, enabling them to access the mainstream curriculum more independently.	Identified pupils make measurable progress in reading assessments. • Improved phonics knowledge and reading fluency for targeted pupils using the Monster Phonics scheme. • Increased number of pupils working towards age-related reading expectations. • Regular assessment demonstrates progress from individual starting points. • Reduced reliance on adult support to access written instructions and curriculum materials. Termly progress meetings to check on progress and ensure needs are being met.	July 2027

Sources

This template is based on the DfE's inclusion strategy template.