Inclusion Strategy- Gosberton 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).

Strategy Overview

Detail	Date
Academic year that our current Inclusion Strategy covers	2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	C Willerton

Statement of Intent

Long Term Objectives for Inclusion
• **Ensure Every Learner Accesses a High-Quality Education** This year we will works towards this objective by strengthening staff expertise through targeted professional development, enhancing adaptive teaching practices, providing access to high-quality resources and interventions, and supporting teachers through coaching, modelling and collaborative planning. These approaches will ensure that learners with SEND can access an ambitious curriculum and receive the support they need to achieve success. • **Create a Culture of Belonging, Participation and Wellbeing** This year we will works towards this objective by developing inclusive classroom environments, providing sensory and pastoral support where needed, promoting positive behaviour and emotional wellbeing, and removing barriers that may prevent learners from participating fully in school life. Additional support for educational visits, enrichment opportunities and wider experiences will help ensure all learners feel valued, included and connected to the academy community.

- **Build Strong Partnerships with Families and Professionals to Improve Outcomes for Learners with SEND**

This year we will works towards this objective by delivering a programme of parent workshops, family learning opportunities and support sessions, alongside maintaining effective communication with families and external professionals. Through collaborative working, we will ensure that learners receive consistent support across home, school and specialist services, leading to improved outcomes for learning, wellbeing and inclusion.

How this Strategy will address the 7 Principles of Inclusion

Ambitious Leadership and Governance

Gosberton Academy will place inclusion at the heart of leadership and decision-making. Leaders and governors will maintain high expectations for all learners, particularly those with SEND, and use assessment information to identify needs and evaluate the impact of provision. The academy will work with external specialists and partner schools to strengthen inclusive practice, while regularly reviewing policies and provision to ensure every learner is supported to succeed.

Evidence-based support prioritising early intervention

Gosberton Academy will identify and respond to emerging needs as early as possible, ensuring learners receive the right support at the right time. Evidence-based interventions, flexible grouping and targeted support will be used to remove barriers to learning and accelerate progress. Teaching assistants will be deployed effectively to promote independence, while all interventions will be regularly reviewed to ensure they have a positive impact on learner outcomes.

High-quality adaptive teaching with curriculum designed for all learners

Gosberton Academy believes that high-quality teaching is the foundation of an inclusive school. Staff will use adaptive teaching strategies to ensure all learners, including those with SEND, can access and succeed within an ambitious curriculum. Through ongoing professional development, evidence-informed practice and appropriate curriculum adaptations, teachers will effectively meet the needs of all learners while promoting engagement, independence and strong outcomes.

Enriching provision beyond the classroom that all children can access

Gosberton Academy is committed to ensuring that all learners can participate fully in school life. The academy will provide inclusive enrichment opportunities, including educational visits, clubs, leadership roles, sports and creative activities, while removing barriers that may prevent participation. Through carefully planned support and reasonable adaptations, all learners will have opportunities to develop confidence, independence and a sense of belonging within the school community.

A safe and respectful culture fostering belonging, attendance, and participation in learning

Gosberton Academy will foster a safe, respectful and inclusive culture where every learner feels valued, supported and able to succeed. Through strong relationships, clear expectations and a consistent approach to behaviour, attendance and wellbeing, learners will develop a sense of belonging and engagement in school life. The academy will provide appropriate support for learners with additional needs, including SEMH needs, while ensuring that staff, learners and families work together to promote positive outcomes for all.

Strong partnerships with families and wider services

Gosberton Academy recognises that strong partnerships with families and external professionals are essential to achieving the best outcomes for learners. The academy will work collaboratively with parents, carers and wider services to identify needs, plan effective support and share information regularly. Through open communication, parental engagement opportunities and access to specialist advice, families will be empowered to play an active role in their child's education and wellbeing.

Inclusive environments with continuous improvements to accessibility

Gosberton Academy will create inclusive learning environments that remove barriers to participation and enable all learners to thrive. Classrooms and wider school spaces will be designed to support a range of learning, sensory and wellbeing needs through appropriate adaptations, visual supports and accessible resources. The academy will continually review its environment, provision and use of technology to ensure all learners can access learning, develop independence and feel fully included in school life.

We have developed this strategy in partnership with families and the wider community by:

- Gathering feedback from parents and carers through surveys, meetings and informal discussions.
- Using feedback from SEND review meetings and Learning Plan reviews to understand the experiences and priorities of learners and their families.
- Working closely with governors, staff and external professionals to identify areas for improvement and strengthen inclusive practice.
- Considering attendance, behaviour, wellbeing and achievement information to better understand the needs of our school community.
- Engaging with Trust networks, local schools and specialist services to share best practice and inform future developments.
- Reviewing feedback from workshops, parent information events and transition meetings to ensure families have opportunities to contribute to the ongoing development of inclusive provision.

Barriers to Learning and Participation

We have identified the following barriers to learning and participation within our academy. These barriers necessitate inclusive universal approaches and targeted support:

1. Increasing levels of SEND and complexity of need.
2. Rising social, emotional and mental health (SEMH) needs.
3. Parental Understanding and Confidence in Supporting Additional Needs.

Activity this Academic Year

These are the activities we will prioritise this academic year to alleviate the above barriers to learning and participation faced by learners with additional needs and SEND.

We have also detailed the clear realistic outcomes as want to achieve by the end of this strategy, and how we will measure whether they have been achieved.

Activity	Barrier No./Nos Addressed	Evidence link	Activity type	Budgeted Cost	Outcome	Success Criteria
Deliver a programme of parent engagement events, including workshops, information sessions and family learning opportunities to strengthen understanding of learner needs and inclusive practice.	1, 2, 3	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	Uni/Tar	£753.87	Parents and carers develop a stronger understanding of their child's needs, enabling them to work more effectively alongside the academy to support learning, attendance, wellbeing and inclusion.	• Increased attendance at workshops, information sessions and family learning events. • Parent surveys show improved confidence in supporting their child's needs at home. • Increased parental participation in SEND reviews and support planning. • Improved communication and engagement between home and school. • Targeted learners demonstrate improved attendance, engagement and readiness to learn.

Provide regular opportunities for families to access advice and support through open-door sessions with senior leaders, SENDCo and pastoral staff.	2, 3	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	Uni/Tar	£2254.23	Families have timely access to advice, guidance and support, enabling them to work in partnership with the academy to address barriers to learning, attendance, wellbeing and inclusion.	• Increase family engagement by ensuring opportunities for participation in two parents' evenings per year, termly support meetings where required and at least two transition drop-in sessions annually. • Parents report improved understanding of available support and provision. This will be measured using a SEND parent questionnaire sent via Microsoft forms. • Earlier identification and resolution of concerns relating to SEND, attendance and wellbeing. • Increased attendance at review meetings, parent consultations and SEND discussions. • Improved attendance, engagement and wellbeing outcomes for identified learners, evidenced by average attendance of 95% or above, reduced incidents of dysregulation and positive pupil voice feedback regarding feelings of safety, belonging and readiness to learn. • Reduction in the number of repeated concerns or escalated issues requiring formal intervention.

Strengthen staff expertise through a structured programme of professional development focusing on communication needs, neurodiversity, positive behaviour support and trauma-informed practice.	1, 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://www.wholeschoolsend.org.uk/	Uni/Tar	£1000	Staff demonstrate increased knowledge, confidence and consistency in supporting learners with SEND through effective adaptive teaching, communication strategies, positive behaviour approaches and trauma-informed practice.	• Staff CPD evaluations demonstrate improved confidence and understanding of SEND needs. • Learning walks and monitoring evidence consistent use of adaptive teaching strategies. • Classroom practice reflects effective approaches to communication and interaction needs. • Reduced behaviour incidents and improved engagement for identified learners. • Staff effectively implement recommended strategies from external professionals. • SEND learners access learning more successfully and make expected or better progress from their starting points.
Develop and enhance the	1, 2	https://educationendowmentfoundati	Uni/Tar	£500	Learners with SEND access learning more	• Adaptive teaching resources are consistently available and

range of adaptive teaching resources, intervention materials and sensory support equipment available across the academy.		on.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://www.wholeschoolsend.org.uk/ https://nasen.org.uk/			effectively through the provision of high-quality adaptive resources, targeted intervention materials and sensory supports that reduce barriers to participation and curriculum access.	effectively used across classrooms. • Sensory and regulation equipment supports learners to engage positively in learning. • Intervention programmes demonstrate measurable impact through entry and exit assessments. • Learning walks and provision monitoring evidence effective use of resources to support inclusion. • SEND learners show improved engagement, independence and participation in lessons. • SEND learners make expected or better progress from their individual starting points, as evidenced through termly assessment data, provision map reviews and EHCP/SEND Support Plan outcomes.
Increase SEND leadership support through coaching,	1, 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	Uni/Tar	£3433.10	Teachers are better equipped with the knowledge, skills and support needed to deliver consistently	• Coaching and modelling opportunities are delivered across the academic year. • Teachers demonstrate increased confidence in

modelling and collaborative planning with teachers to improve classroom adaptation and provision.		https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://tdtrust.org/dgt/ https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://www.wholeschoolsend.org.uk/			high-quality adaptive teaching, resulting in improved provision, participation and outcomes for learners with SEND.	adapting learning to meet a range of SEND needs. • Lesson visits and learning walks evidence effective adaptive teaching strategies. • SEND support plans and provision maps are reflected consistently within classroom practice. • Teachers effectively implement recommendations from external professionals and SEND reviews. • SEND learners demonstrate improved engagement, independence and progress from their starting points. • Staff feedback indicates increased confidence in meeting the needs of learners with SEND.
Promote equitable access to educational visits, enrichment activities and wider school experiences, enabling all pupils to participate fully in school life.	1, 2, 3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching	Uni/Tar	£700	Financial barriers are reduced, enabling learners with SEND and disadvantaged backgrounds to participate fully in educational visits, enrichment activities and wider school experiences that support their academic, social and personal development.	• Increased participation of SEND and disadvantaged learners in trips, visits and enrichment opportunities. • Reduction in the number of learners unable to attend activities due to financial constraints. • Learner voice demonstrates increased feelings of inclusion, belonging and engagement with school life. • SEND learners access the same wider opportunities as their peers.

		-learning-toolkit/arts-participation https://www.gov.uk/government/publications/working-together-to-improve-school-attendance				• Improved attendance and engagement for targeted learners. • Educational visits and enrichment activities contribute to the development of confidence, independence and social skills.

Total Budgeted Cost: £8641.20

Inclusion Mainstream Fund: £8,300