

Inclusion Strategy 2026–2029

Inclusion Strategy – Ixworth High 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 year/years that our current Inclusion Strategy covers	2026/27 to 2028/29
Date this statement was published	6 October 2026
Date on which it will be reviewed	6 October 2027
Statement authorised by	Alistair Gibb

Statement of intent

Ixworth High School is committed to an inclusive mainstream model in which every pupil, including those with SEND and additional needs, can participate, belong and achieve. Our objective is to remove predictable barriers early, strengthen the universal offer and provide timely targeted support where needs cannot be met through high-quality classroom practice alone.

Our 2026–2029 strategy is built around the Department for Education's seven principles of inclusion: ambitious leadership and governance; early, evidence-based support; high-quality adaptive teaching; accessible enrichment; a safe and respectful culture that promotes belonging and attendance; strong partnerships with families and wider services; and increasingly accessible environments.

The school's existing inclusion work provides the foundation for this strategy. We will continue to develop adaptive teaching through whole-school professional development, instructional coaching and StepLab; improve early identification through screening, assessment and structured review cycles; strengthen literacy, academic and SEMH intervention pathways; improve attendance, behaviour and belonging for vulnerable pupils; and make classrooms and wider school life more accessible through appropriate resources, assistive technology and reasonable adjustments.

Our approach is informed by school data, pupil and family voice, quality assurance, attendance and behaviour information, and the priorities identified in our wider school and pupil premium strategies. We recognise that pupils may experience overlapping barriers, including SEND, disadvantage, low prior attainment, attendance difficulties and reduced family engagement. Provision will therefore be coordinated rather than delivered in isolated strands.

Impact will be reviewed termly by senior and middle leaders and overseen by trustees. Success will

be judged by improved participation, attendance, belonging, access to learning and attainment, alongside greater consistency in inclusive classroom practice and earlier identification of need. Families and pupils will continue to inform evaluation through meetings, surveys and review processes.

Barriers to learning and participation

The following barriers have been identified through school performance data, attendance and behaviour information, quality assurance, screening, pupil and family feedback and SEND review processes.

	Detail of barrier to learning (<i>including notable trends or themes over time, such as a growing prevalence or increasing complexity</i>)
1	Consistency of high-quality adaptive teaching. Current quality assurance indicates around 70% of teaching is strong or better and approximately 60% of staff have completed focused adaptive-practice training. Variation between classrooms can create barriers for pupils with SEND and additional needs, particularly where scaffolding, modelling, language and curriculum adaptation are not consistently embedded.
2	Early identification and intervention. Some needs are identified later than we want, particularly literacy, cognition/learning and SEMH needs. The current baseline shows around 65% of Year 7 pupils requiring additional support are identified by the end of the autumn term, while the target literacy group is around 24 months below age-related expectations. Earlier identification is needed to reduce reactive escalation.
3	Attendance, belonging and participation. Whole-school attendance is around 92% and persistent absence for pupils with SEND is approximately 28%. Some vulnerable pupils experience lower engagement and a greater risk of behaviour incidents, suspension or withdrawal from learning. Disadvantage can compound these barriers, with attendance and family engagement also identified as priorities in the pupil premium strategy.
4	Access to the learning environment and curriculum. Current lesson-visit evidence places student engagement at around 75%, while sensory/environmental adjustments are not yet consistently embedded across all relevant classrooms. Some pupils require improved visual supports, regulation strategies, accessible resources or assistive technology to participate independently.
5	Partnership with families, services and transition. SEND parent satisfaction is currently around 68% and attendance at parent meetings around 60%. Communication, multi-agency coordination and transition planning need to be more consistent so that families are confident in support and pupils experience smoother movement into Year 7, between key stages and into post-16 destinations.

Activity in this academic year

The activities below are the school's priority inclusion investments for 2026/27. They are evidence-informed, address the barriers above and strengthen both universal provision and targeted support.

Total budgeted cost for these activities: £32,798.

Description of activity (<i>noting evidence and barrier numbers addressed</i>)	Activity type (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget allocations</i>)
Whole-school adaptive teaching programme: CPD, StepLab/instructional coaching, subject-specific curriculum adaptation and accessible classroom resources. Evidence base: DfE IMF principle of high-quality adaptive teaching and the EEF guide to inclusive teaching. Addresses barriers 1 and 4.	Universal	£7,500
Early identification and screening: literacy/reading-age assessment, cognition and SEMH screening where appropriate, diagnostic tools, transition information gathering and termly data-review cycles. Evidence base: DfE emphasis on early, evidence-based support. Addresses barriers 2 and 5.	Universal	£4,500
Structured targeted intervention pathways: additional staffing/resources for evidence-informed literacy, numeracy, communication and SEMH interventions, with entry/exit measures and review of impact. Addresses barriers 2 and 3.	Targeted	£7,500
Inclusive environments and curriculum access: sensory/regulation resources, visual supports, accessible learning materials and carefully selected assistive technology to increase independence and participation. Addresses barrier 4 and supports barrier 1.	Universal	£4,298
Attendance, belonging and accessible enrichment: targeted mentoring, relational/inclusive behaviour approaches, practical support that removes barriers to attendance, and adaptations/resources that enable vulnerable pupils to participate in break, lunchtime and wider-school opportunities. Addresses barrier 3.	Targeted	£5,000
Family, service and transition partnership: additional capacity for parent engagement, SEND review communication, multi-agency liaison and enhanced transition support for	Targeted	£4,000

Description of activity (<i>noting evidence and barrier numbers addressed</i>)	Activity type (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget allocations</i>)
pupils who need a more personalised approach. Addresses barriers 3 and 5.		

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
Adaptive teaching is consistently strong and pupils with SEND make improving progress from their starting points.	By 2027/28 at least 85% of teaching is judged strong or better and 90% of staff have completed focused adaptive-practice training; by 2028/29 these rise to 95% and 100%. SEND progress improves from the 2026 baseline of approximately -0.4 to 0 by 2028/29, using Progress 8 and appropriate internal measures.
Needs are identified earlier and effective support begins sooner.	At least 85% of Year 7 pupils requiring additional support are identified by the end of the autumn term in 2027/28 and 95% by 2028/29. The literacy-age gap for the target group reduces from approximately 24 months to 12 months by 2027/28 and 6 months by 2028/29. Reactive escalation to EHCP assessment reduces and then stabilises.
Attendance, belonging and participation improve for pupils with SEND and additional needs.	Whole-school attendance reaches 94% by 2027/28 and 95% by 2028/29; SEND persistent absence reduces from approximately 28% to 20% and then 15%. Suspensions for vulnerable pupils reduce by at least 25% by 2027/28 and 40% by 2028/29. Positive belonging survey responses rise from around 70% to 80% and then 90%.
Learning environments and curriculum access enable greater independence and engagement.	Engagement observed through QA/coaching increases from around 75% to 85% by 2027/28 and 90% by 2028/29. Appropriate sensory/environmental adjustments are embedded in at least 70% of relevant classrooms by 2027/28 and 100% by 2028/29. Behaviour incidents in lessons among vulnerable groups reduce by at least 35% over the strategy period.
Families are more confident in the school's inclusive provision and transitions are stronger.	SEND parent satisfaction rises from around 68% to 80% by 2027/28 and 90% by 2028/29. Attendance at relevant parent meetings rises from around 60% to 75% and then 85%. Transition plans for identified pupils are timely, shared with families and receiving settings, and reviewed for impact.

Review of the previous academic year

This is the first year of the 2026–2029 Inclusion Strategy, so there is no previous-year review against these published outcomes. The 2025/26 baseline has nevertheless been used to shape the priorities above. This includes quality-assurance evidence on adaptive teaching, literacy and early-identification information, attendance and persistent-absence data, behaviour and belonging information, environmental/accessibility audits, SEND parent feedback and the school's pupil premium review.

These baselines will be reviewed termly during 2026/27. The first formal annual review will report on progress against the success criteria above and will evaluate impact on engagement, participation, attendance, belonging and attainment, alongside feedback from pupils and families.

Further information (optional)

The £32,798 budget shown in this strategy is allocated to the priority inclusion activity set out above. Wider inclusive provision is also supported through the school's core budget, including the notional SEN budget, and where appropriate complementary funding such as pupil premium. Costs are not double-counted across strategies.

Implementation and impact will be reviewed termly by senior leaders and middle leaders, with trustee oversight. The strategy will be updated annually and the 2026/27 review will inform the next published version.