Inclusion Strategy

Inclusion Strategy – Booth Wood 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/years that our current Inclusion Strategy covers	2026 - 2027
Date this statement was published	09.11.2026
Date on which it will be reviewed	August 2027
Statement authorised by	Heather Sharpe

Statement of intent

At Booth Wood Academy, we believe that inclusion is at the heart of education. We are committed to ensuring that every child is valued, supported and empowered to succeed. We take pride in creating a school where all pupils can achieve with confidence, belong with pride and thrive for life**.**

As leaders, we are ambitious for every child. We have high aspirations for all pupils and are determined that no child is limited by barriers to learning, participation or achievement. We strive to create a learning environment where individual needs are understood, strengths are celebrated and barriers are removed across all aspects of school life.

Our school serves a community with above-average levels of deprivation, and many children join us below age-related expectations. We recognise that pupils may face a range of barriers, including limited vocabulary acquisition, difficulties with receptive language, special educational needs and disabilities, social, emotional and mental health needs, sensory processing differences and challenges with self-regulation. We also support a significant number of pupils with Autism Spectrum Condition and those requiring additional adult support to access learning successfully.

Our inclusive approach is built on high-quality first teaching, carefully adapted to meet the needs of every learner in every classroom. Staff are equipped with high-quality, evidence-informed training and practical strategies to ensure all pupils can access, engage with and succeed in learning. Through adaptive teaching, targeted support and a strong understanding of individual needs, we ensure high expectations and positive outcomes for all.

We recognise that some pupils require additional support to overcome barriers related to learning, communication, attendance, emotional wellbeing or social interaction. We identify needs early and intervene quickly. Through strong relationships with parents, carers and external professionals, we take a holistic approach that places the child and their family at the centre of decision-making.

Inclusive Mainstream Funding is used strategically to strengthen our capacity to meet the needs of pupils experiencing significant barriers. This may include staff training, enhanced adult support, targeted interventions, adaptive teaching approaches, environmental adaptations and sensory regulation strategies, such as sensory circuits, to support pupils' readiness for learning and emotional regulation. We also work proactively to help pupils recognise, communicate and manage their emotions appropriately, reducing barriers to participation and learning.

We are proud of our safe, respectful and nurturing culture, where children feel valued, listened to and supported. This culture promotes a strong sense of belonging and encourages positive attendance, participation and engagement in school life.

Inclusion extends beyond the classroom. Through Forest School experiences, music provision, sporting opportunities, enrichment activities and opportunities to develop citizenship within and beyond the school community, we help pupils build confidence, character and independence.

At Booth Wood Academy, inclusion is not an initiative; it is a commitment that shapes everything we do, ensuring every child is prepared for the next stage of learning and for life beyond the school gates.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*

1	High levels of SEMH need across cohorts • Difficulties with sensory processing and self-regulation, which can impact their readiness to learn, attention, emotional regulation and participation in classroom activities • Increased incidents of dysregulated behaviour • Difficulties recognising and communicating emotions appropriately
2	High levels of pupils identified with SEND • Autism spectrum condition • High levels of pupils requiring additional adult support to access learning
3	Large numbers of children joining the school below age related expectations • Limited vocabulary acquisition and receptive language

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)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Provision of daily emotional regulation support, including check ins/check out, emotional literacy sessions and access to a designated safe space to reduce anxiety and increase readiness to learn	Targeted	Core offer

Small group or one-to-one sessions to support using Zone of regulation **Barrier: 1** **https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf**		
All staff trained in Zones of Regulation by Autism Outreach, and this is used across the school to support emotional regulation Barrier: 1	Universal	Core offer
Training completed on Sensory Circuits to enable all staff to deliver this Barrier: 1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	Universal	Core offer
ELSA attends regular training and refresher sessions for supporting children with emotional regulation Barrier: 1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf	Universal	Core offer
Support and training from Autism Outreach to use and access resources from Padlet to support staff in supporting children on pathway or with diagnosis Barrier: 2	Targeted	Core offer
Small group support and one-to-one intervention to remove ongoing barriers to learning, implemented with fidelity and evaluated carefully for impact Deploying teaching assistants in line with best practice to help pupils with additional needs • Phonics catch up • Yr 6 booster groups • Fridge words • Wellcomm interventions • Social communication groups • Adaptive curriculum		£12081

Barrier 2/3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition		
Deploying teaching assistants in line with best practice to help pupils with additional needs Barrier: 2/3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	Universal	See above
A structured programme of CPD and instructional coaching to develop staff expertise in adaptive teaching, scaffolding and curriculum accessibility ensuring all pupils can access learning within the classroom Barrier: 3 https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support	Universal	£600
Wellcomm/BPVS/sound assessments Use of Widget Barrier: 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	Universal	Core £69
Delivering extra-curricular activities to engage pupils and increase participation in school life • Additional lunchtime activates • Enrichment afternoons • Sports clubs after school • Variety of creative after school clubs • Music opportunities outside of the curriculum • Teams and local school partnerships • Autism Outreach coffee mornings • Forest School sessions Barrier: 1/2/3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	Universal/ Targeted	£5124

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
A reduction in dysregulation of pupils in classrooms. Ongoing throughout the year	Reduction of 10% of dysregulated/emotional behaviour incidents Increased time spent engaged in learning Pupil voice demonstrates improved well-being
Children understand their own emotions and how to manage them	Reduction in the frequency and duration of emotional dysregulation incidents for targeted pupils Staff report increased independence in pupils' use of emotional regulation tools and strategies Pupil voice demonstrates pupils can identify and describe a range of emotions and appropriate regulation strategies
Pupils with SEND sustain engagement in learning and successfully access a greater proportion of lesson time	Improved attainment in identified areas of need Improved attendance for identified pupils with SEND
Students with SEND are able to access a wider curriculum	Increased participation in enrichment activities, educational visits and wider curriculum opportunities by pupils with SEND Progress measures show improved outcomes across a broader range of curriculum subjects for pupils with SEND
Training and support for parents and careers on key topics	Delivery parent workshops with attendance increasing throughout the year At least 80% of attendees report greater confidence in supporting their child's learning, communication or wellbeing through feedback surveys
Parents have a better understanding of the curriculum and classrooms are more accessible	Increased attendance at curriculum workshops, open events and information sessions

	Parent surveys show that at least 80% of parents feel informed about curriculum their child is learning
Closure of the gap between starting point at the beginning of EYFS and the end of KS1	All pupils across the school by the end of KS1 are at the expected level for speaking and listening
All pupils with gaps in their learning will have made accelerated progress to close that between themselves and peers	Internal tracking shows a reduction in attainment gaps between targeted pupils and their peers. Increased pupil confidence, engagement and readiness to learn demonstrated through pupil voice and teacher assessment.
All staff use adaptive teaching, scaffolding and make the curriculum accessible for all pupils	Learning walks Book looks Improved progress Reduction in attainment gap between vulnerable and non-vulnerable pupils Staff evaluation demonstrates increased confidence and competence
Increased number of pupils accessing a variety of enrichment activities	100% of pupils will access 6 or more enrichment activities across the year
Increased parent engagement with the school community	Increased number of parents attend workshops Increased number of parents attend parents evening Increased number of parents feel comfortable within the school environment Parent voice reflects the above

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have

the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*