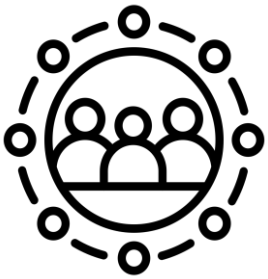

A collective evaluation

School leaders, including the headteacher or Head of School , SENCo and relevant members of the wider school team, work together to review the school's current position. Depending on the focus, this may include subject leaders, pastoral and attendance staff, teachers, support staff, governors and others with relevant knowledge of the school and its pupils.

Bringing together different perspectives also enables schools to triangulate evidence and avoid relying on one source of information or one person's view.

Evidence may include:

- attainment, progress and attendance information;
- behaviour, suspension and participation data;
- monitoring of teaching and curriculum access;
- provision and intervention reviews;
- pupil, parent and staff voice;
- observations across different lessons, times and environments;
- school improvement and external review findings;
- information from pupil progress meetings and professional discussions.

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Schools should consider not only whether policies, systems or provision exist, but also how consistently they are implemented and what difference they are making for pupils.

Moving from evaluation to priorities

Following the evaluation, leaders identify the areas where improvement is most likely to strengthen the school's universal offer, remove predictable barriers and improve outcomes for pupils.

Schools select a small number of priorities that:

- respond to evidence about the needs of their current cohort;
- address an identified gap, inconsistency or area for development;
- are likely to improve provision for more than one individual pupil;
- strengthen inclusive practice across teaching, leadership, culture or the wider school environment;
- are realistic and achievable within the agreed timescale;
- have clear intended outcomes and measures of impact.

Not every area identified through the evaluation will become an immediate priority. Schools should use professional judgement to determine which areas require the greatest focus and are likely to make the most meaningful difference.

Part of the whole-school development plan

The inclusion priorities do not form a separate or additional improvement plan.

They sit within the school's whole School Development Plan and should connect directly with existing priorities for teaching and learning, curriculum, attendance, behaviour, safeguarding, professional development and outcomes for pupils.

This ensures that inclusion is not treated as a bolt-on, a separate SENCo action plan or a strand of work undertaken alongside the school's main improvement activity. Instead, inclusive practice is embedded within the school's overall planning, monitoring and accountability arrangements.

Progress against the priorities should therefore be reviewed through the school's usual improvement processes, including senior leadership monitoring, governor oversight, pupil progress discussions and OCMAT school improvement activity.

Inclusion Strategy

[School name & badge]

Strategy overview

Detail	**School information**
Academic year covered	2026-2027
Date published	
Review date	
Headteacher/Head of School	
SENCo	
Strategy authorised by	
Date agreed by governors	

Statement of intent

At [school name], inclusion means ensuring that every pupil is able to participate, learn, belong and succeed.

Our approach is informed by the OCMAT Inclusion Strategy and the seven lenses of inclusive practice. We seek to understand the barriers experienced by our pupils and to strengthen our teaching, curriculum, environment and wider provision in response.

Our strategy prioritises high-quality teaching and an accessible universal offer. Where pupils require additional or targeted support, this will be purposeful, evidence-informed and reviewed for impact. Support will be designed to build pupils' confidence and independence rather than create unnecessary reliance on adult help.

This strategy has been informed by our evaluation of current provision, assessment and attendance information, monitoring of teaching and curriculum access, pupil and family voice, staff discussion and governor oversight.

It should be read alongside the OCMAT Inclusion Strategy, the school's SEND Information Report, Accessibility Plan and relevant school policies.

How this strategy was developed

Contributors included:

- headteacher and senior leaders;
- SENCo;
- teachers and support staff;
- subject, attendance and pastoral leaders;
- pupils;
- parents and carers;
- governors;
- relevant external professionals.

The following evidence was considered:

- attainment and progress information;
- attendance and persistent absence;
- behaviour, suspensions and reduced timetables;
- pupil participation in clubs, trips and wider school life;
- teaching and curriculum monitoring;
- intervention and provision reviews;
- pupil, family and staff voice;
- accessibility information;
- school and external review findings.

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Cohort needs and predictable barriers (Example/needs personalising)

Area of commonly occurring or predictable needs	Evidence from our cohort	Predictable barrier to learning, participation or wellbeing	Existing universal and targeted provision
Speech, language and communication	Entry assessments show increasing numbers of pupils with receptive-language needs	Difficulty understanding instructions, accessing vocabulary and contributing to discussion	Visual support, modelling and Speech & Language Link
Emotional regulation	Behaviour and pastoral information shows increased dysregulation at transition points	Reduced engagement, difficulty returning to learning and increased absence	Trusted adults and regulation plans
Early literacy	Phonics and reading assessments identify a recurring group requiring additional practice	Pupils struggle to access the wider curriculum independently	Little Wandle and targeted catch-up
Attendance	Persistent absence is concentrated among pupils with SEND and disadvantaged pupils	Gaps in learning, weaker relationships and reduced confidence	Attendance monitoring and family support

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Priority Activities for this year **(Copy/Paste for each priority)**

Area	School response
Priority Activity	
Barrier(s) Addressed	
Baseline evidence and rationale	
Universal, targeted or combination of both	
Lead person or people	
Timescale	
Core/notional SEN Budget	
IMF allocation	
Total cost	

Intended outcome

Intended outcomes for pupils	School response
Baseline	
Success criteria	
Intended outcome for pupils	
Review points	
Evidence used to evaluate impact	
Who will review	
What has changed at the review point	
Is this on the main SDP?	

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Review of the previous academic year (This is not needed until Year 2)

From the second year of implementation, schools will review the impact of the previous year's strategy before agreeing new priorities and activity.

The review should consider the effect of the strategy on pupils':

- access to learning;
- engagement and participation;
- attendance;
- independence;
- sense of safety and belonging;
- attainment and progress;
- participation in wider school life.

Previous priority or intended outcome	**Activity undertaken**	**Evidence of impact**	**What worked well?**	**What did not have the intended impact?**	**How has this informed the current strategy?**

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