

# Inclusion Strategy



## Inclusion Strategy – De Lisle College

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                              | Aug 2026    |
| Date on which it will be reviewed                              | Advent 2026 |
| Statement authorised by                                        | KSO and NWH |

### Statement of intent

At De Lisle College, our ultimate objective is to ensure that every pupil, regardless of their individual needs, background, ability or circumstances, feels that they belong, is valued as an individual and can achieve their full potential.

We recognise that inclusion is much broader than SEND provision. It encompasses all pupils who may experience barriers to learning, participation, wellbeing or achievement at any point during their education. Our approach therefore considers the whole child, including their academic, social, emotional, physical and sensory needs.

Our vision is for an inclusive school where pupils who are vulnerable are not simply supported to access lessons, but are genuinely included in the academic, social, pastoral and wider life of the school.

Our ultimate objectives are to:

- ensure that pupils with SEND and additional needs receive appropriate, timely and effective support;
- identify barriers to learning as early as possible;
- provide high-quality teaching that is accessible to all learners;
- ensure that reasonable adjustments are implemented consistently;
- develop pupils' independence, confidence and self-advocacy;

- ensure that pupils' individual strengths are recognised alongside their areas of need;
- promote positive mental health and emotional wellbeing;
- ensure that pupils feel safe, respected and listened to;
- support positive attendance and engagement;
- enable pupils to participate fully in school life;
- prepare pupils effectively for the next stage of education, employment and adulthood;
- work collaboratively with families and external professionals;
- ensure that staff have the knowledge, confidence and resources to meet diverse needs; and
- create a culture in which difference is understood, respected and celebrated.

We do not believe that inclusion means treating every pupil identically. Instead, inclusion means recognising that pupils may require different approaches, adjustments and levels of support in order to have equitable opportunities to succeed.

#### How Our Inclusion Strategy Works Towards These Objectives

Our inclusion strategy operates through a graduated and responsive approach, ensuring that support is proportionate to individual need and reviewed regularly.

1. High-Quality Inclusive Teaching

2. Early Identification

3. Individualised Support

4. Pupil Voice

5. Staff Development

6. Monitoring and Evaluation

#### Our Commitment

At De Lisle College, our commitment is to create an environment where every pupil has a genuine sense of belonging.

Our ambition is not simply to ensure that pupils with SEND are present in school. It is to ensure that they are seen, heard, understood, included, challenged, supported and enabled to succeed.

## 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

|   | <b>Detail of barrier to learning</b> <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | All staff to be actively monitoring pupil progress in lessons and challenging students when gaps are forming giving clear instructions and strategies to support their needs.                                 |
| 2 | Foundational knowledge – Pupils who struggle with literacy are identified and supported through tutoring, emphasis on PRIDE across the school, staff using their active observation sheets and seating plans. |
| 3 | Cultural capital and limited aspirations – Students may have limited opportunities in the wider world as well as key role models to inspire and promote high aspirations.                                     |

## 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.

| <b>Description of activity</b> <i>(noting evidence and barrier numbers addressed)</i>                                                                                                                                                                                                                                                                                                   | <b>Activity type</b><br><i>(whether it is universal or targeted)</i> | <b>Total budgeted cost</b> <i>(this should account for spend from IMF and core budget allocations)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Timely training for all staff to be provided with active trends so these can be identified and addressed through quality first teaching in the classroom. Staff to prioritise vulnerable learners. <ul style="list-style-type: none"> <li>- Work scrutiny</li> <li>- Student voice</li> <li>- Analysis of data</li> <li>- Monitoring of HOD/SLT link of teaching strategies.</li> </ul> | Universal                                                            | £6,000                                                                                                 |
| Lesson visits by SLT after Inclusion lead had identified key information so this can be followed up and addressed (limited progress, poor attendance, poor engagement).                                                                                                                                                                                                                 | Targeted                                                             | £4,000                                                                                                 |
| Student identification for the need of tutoring, monitoring progress of this and adapting delivery depending on needs.                                                                                                                                                                                                                                                                  | Targeted                                                             | £100                                                                                                   |
| Lead and deliver reading intervention for vulnerable students at all ages.                                                                                                                                                                                                                                                                                                              | Targeted                                                             | £2,000                                                                                                 |
| Work scrutiny completion, emphasising PRIDE. Monitoring this for vulnerable learners and recording patterns and barriers.                                                                                                                                                                                                                                                               | Targeted                                                             | £100                                                                                                   |
| Complete reading tests for vulnerable learners using SPARX Reader, to allow for accurate identification of interventions.                                                                                                                                                                                                                                                               | Targeted                                                             | £500                                                                                                   |
| Using Unifrog to monitor student uptake of extracurricular opportunities, trips and career talks, to allow an audit to be completed and gaps addressed.                                                                                                                                                                                                                                 | Universal                                                            | £250                                                                                                   |
| Using Unifrog to create a profile of strengths and areas of challenge to identify future career goals and interests.                                                                                                                                                                                                                                                                    | Universal                                                            | £250                                                                                                   |

## 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                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Staff to know all vulnerable learners in their classrooms, checking progress in a timely fashion and addressing misconceptions quickly.                                                           | <p>Learning walks</p> <p>Audit seating plans looking at patterns or concerns</p> <p>Assessment data (GL assessment &amp; classroom assessments)</p> <p>Book scrutiny</p> <p>Student voice</p> <p>Laise with SLT links and HOD</p>                                 |
| Increased core subject knowledge, progress and achievement of gateway grades.                                                                                                                     | <p>Clear identification of vulnerable learners using data</p> <p>Monitoring of the tutoring and its effectiveness by using data and student voice</p>                                                                                                             |
| Improved reading levels and foundational knowledge for vulnerable learners which in turn will improve confidence and literacy across the curriculum.                                              | <p>Identification that is clear and consistent</p> <p>SPARX reader testing</p> <p>Monitoring of the programme and its effectiveness</p> <p>Monitor data of assessments</p>                                                                                        |
| Improved presentation of bookwork including handwriting, layout and correction of work (red pen upgrades) resulting in students using books for revision.                                         | <p>Staff to embed expectations of PRIDE</p> <p>Collection of sample books for all year groups</p> <p>Tracking document to monitor trends and discuss with SLT link</p>                                                                                            |
| <p>Investigate Unifrog/Arbor to be used for the monitoring of extracurricular activities and careers talks.</p> <p>The most appropriate platform needs to be identified and then implemented.</p> | <p>Look into both platforms and decide which is more appropriate</p> <p>Training on the platform to effectively monitor cultural capital opportunities of all vulnerable learners and identify gaps. Help students to create a profile to inspire next steps.</p> |