Inclusion Strategy – Underwood West 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	2026/27
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Laura Jones - Principal

Statement of intent

At Underwood West Academy, we are committed to creating a truly inclusive school where every child feels valued, respected and empowered to succeed. We believe that all pupils have the right to belong, participate and achieve, regardless of their background, needs or circumstances.
Guided by the principles of belonging, equity, participation, high expectations, pupil voice, partnership and responsive practice, we strive to remove barriers to learning and ensure that every child can access opportunities, develop confidence and reach their full potential.
Through strong relationships, ambitious teaching and meaningful collaboration with families and professionals, we foster a culture where diversity is celebrated, individuality is respected and every member of our community feels seen, heard and supported to thrive.

Ambitious Leadership and Governance

Leaders and Governors put inclusion at the heart of planning and decision-making and have high expectations for outcomes for all pupils. Disadvantaged pupils and those with SEND attain outcomes that reflect our commitment to equity and achievement for every child. Our disadvantaged pupils achieve higher outcomes at the end of Key Stage 2 than disadvantaged pupils nationally, and we are committed to ensuring this continues. Pupil progress meetings are attended by class based staff, leaders and SENCO, where the progress and needs of pupils are carefully discussed, and additional support and resources are put in place where needed. Leaders know their pupils well and have a clear overview of needs across the school. External advice and support are accessed regularly where appropriate to ensure pupils receive the right support at the right time.

Early, evidence-based support

We aim for all pupils' needs to be identified early so that the right support can be put in place at the earliest opportunity. Our experienced whole-school SENCO oversees a graduated approach to inclusion, ensuring pupils receive timely and appropriate support.

We have additional staff in our youngest classes to give children the best possible start to school, with further teaching assistant support provided across year groups where needed to remove barriers to learning. Our dedicated Child-Centred Support Team works closely with pupils, families and external agencies to promote positive outcomes. The school also has a sensory room available for pupils who benefit from sensory regulation and reflection opportunities, alongside a qualified ELSA who provides targeted emotional support. Flexible small-group interventions, pre-teaching and targeted programmes are used across the school to support pupils' learning, wellbeing and progress.

High-quality teaching

Our aim is that all teaching is of the highest quality at Underwood West Academy. We continuously strengthen teaching and learning through high-quality professional development, regular learning walks and focused monitoring and feedback. Staff benefit from Trust-wide training, including English, Mathematics and Oracy subject leader development, alongside regular staff meetings that provide practical strategies to support the diverse needs of pupils in the classroom. Our curriculum is carefully planned, with appropriate adaptations, scaffolding and resources to ensure all pupils can succeed. We have a strong behaviour curriculum that supports self-regulation, positive relationships and readiness to learn, creating a calm and purposeful environment for all. Staff receive regular training and guidance to ensure they are equipped to meet the needs of pupils and remove barriers to learning.

Accessible and enriching provision beyond the classroom

We aim for all pupils to have the opportunity to participate fully in the wider life of the school. A broad range of extra-curricular clubs, educational visits and enrichment activities are carefully planned to ensure all pupils can access and enjoy opportunities beyond the classroom. We are committed to ensuring that play is valued as a fundamental part of childhood and an important contributor to learning, wellbeing and personal development. Through high-quality play opportunities, pupils develop communication skills, resilience, creativity, independence and positive relationships. Guided by our mantra, *Inspiring Exciting Futures*, we encourage all pupils to explore new experiences, develop their talents and build the confidence to succeed both in and beyond school. Participation is closely monitored, with targeted support provided where needed to remove barriers and encourage engagement. Our Child-Centred Support Team works alongside staff and families to ensure pupils, including those with SEND and disadvantaged pupils, can access enrichment opportunities, develop confidence and independence, and feel a strong sense of belonging within the school community.

A safe and respectful culture

Our aim is for all pupils to feel a strong sense of belonging at Underwood West Academy. We carefully track the vulnerabilities that can shape disadvantage, including SEND, attendance, emotional wellbeing and wider family circumstances, enabling us to understand and respond effectively to individual needs. Our school values of *Be Kind, Be Safe, Be Ready* are embedded throughout school life and provide a consistent framework for positive behaviour and learning. Staff are trained in positive handling and adopt a relational approach that reflects the principles of Paul Dix and The Good Morning Club, helping to build trusting relationships and promote a culture of respect and inclusion. We are committed to supporting emotional regulation, with strategies and approaches embedded across the school to help pupils understand and manage their emotions successfully. Enrichment opportunities, including Forest School, further support pupils' wellbeing, confidence and personal development. Through these approaches, we strive to ensure that all children feel safe, supported, included and ready to achieve their full potential.

Strong partnerships with families and wider services

We aim to nurture strong relationships with parents, carers and external agencies to ensure that families receive the right support at the right time. Our close partnership with the Family Hub, which shares our school site, enables us to work collaboratively to identify needs early and provide coordinated support. Together, we are committed to 'wrapping our arms around' families who may need additional help, ensuring they can access a wide range of services and guidance. We regularly signpost parents and carers to support available through the Family Hub and other local services and offer workshops and training opportunities through providers such as Vysion, Her Place and YMCA. Our Child-Centred Support Team works closely with families and

external professionals to remove barriers to learning, strengthen family engagement and ensure that every child is supported to thrive both in school and beyond.

Creating inclusive environments

We aim for our school environment to be calm, welcoming and inclusive for all. Classrooms are thoughtfully designed using muted, natural tones to create purposeful spaces that support wellbeing, concentration and learning. Resources, displays and visual supports are carefully planned to ensure pupils can access learning independently and know what to do if they need help. Working classrooms are calm and organised, helping to minimise distractions and support engagement. Visual timetables and other scaffolds are used where appropriate to support understanding and routines. Calm corners within classrooms and breakout spaces in shared areas provide opportunities for pupils to self-regulate, reflect and access support when needed. Pupils are supported through flexible seating and appropriate adaptations to ensure environments meet a range of needs and enable all children to thrive.

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
1	The increased use of technology, social media and online gaming appears to have impacted some pupils' ability to sustain attention, listen effectively and maintain concentration for extended periods. In addition, reduced opportunities for face-to-face interaction and imaginative play may have affected the development of communication, social and play skills for some children. This can present challenges for engagement in learning, collaborative working and relationship building, requiring staff to consider carefully how best to support focus, language development, social interaction and independence within the classroom and wider school environment.
2	The number of pupils presenting with additional needs has increased over time, including a growing prevalence of ADHD, Autism Spectrum Condition (ASC) and other complex needs. This has resulted in an increasingly diverse range of learning, communication, sensory and social-emotional needs across the school.

3	A significant proportion of our pupils have experienced Adverse Childhood Experiences (ACEs), which can affect emotional regulation, resilience and their ability to engage positively with learning and relationships. As a result, many pupils require additional support to develop self-regulation strategies and emotional wellbeing.
4	Some pupils face barriers to learning linked to low parental aspirations and difficulties in effective communication between home and school. In some cases, the high expectations held by the school are not consistently reflected beyond the classroom, which can impact pupils' confidence, engagement with learning and future aspirations. This may limit opportunities to develop positive learning behaviours, independence and the ambition needed to achieve their full potential.
5	An increasing number of pupils are living in households affected by domestic abuse. Exposure to domestic violence can have a significant impact on children's emotional wellbeing, sense of safety and ability to form positive relationships. As a result, some pupils may experience difficulties with emotional regulation, attendance, concentration and engagement in learning, creating barriers to academic progress, confidence and overall wellbeing.

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)*
A dedicated Inclusion Base, led by a qualified teacher and supported by highly skilled support staff, provides a flexible and responsive layer of provision for pupils with a wide range of additional and increasingly complex needs, including ADHD, Autism Spectrum Condition (ASC), speech and language difficulties and sensory processing needs. The provision is designed to remove barriers to learning through personalised support, enabling pupils to access education successfully whilst developing the knowledge, skills and confidence required to thrive within the wider school community. **Barrier 2**	targeted	£134,130
A dedicated Inclusion Base, led by a qualified teacher and supported by highly skilled teaching assistants,	targeted	£134,130

provides targeted, trauma-informed full time support for a small number of pupils whose experiences of Adverse Childhood Experiences (ACEs) present barriers to learning, self-regulation and positive relationships. The provision offers a safe, nurturing environment where pupils are supported to develop emotional literacy, resilience and effective coping strategies through tailored interventions, therapeutic approaches and structured opportunities for reflection and regulation. **Barrier 3**		
Key staff will be trained in the delivery of evidence-based programmes, including *Inner Wings* and *Monkey Bob*, to support pupils' emotional literacy, resilience and self-regulation. Targeted ELSA interventions and Forest School sessions will provide additional opportunities for pupils to develop communication skills, build trusting relationships, strengthen emotional wellbeing and foster positive engagement with learning. **Barrier 5**	Targeted	18,500
ELSA-trained staff provide targeted support for pupils who are finding life challenging. Through tailored interventions, the Emotional Literacy Support Assistant (ELSA) programme helps pupils develop emotional literacy, communication skills, self-awareness and positive relationships, enabling them to engage more successfully in learning and school life. **Barrier 2, 3, and 5**	Targeted	33,300
Forest School sessions will be used to support pupils who face barriers to learning relating to emotional wellbeing, communication, self-	Targeted	£8170

regulation and social development. Research shows that regular access to nature-based learning can have a positive impact on children's confidence, resilience, emotional wellbeing and engagement with learning. Through regular, child-centred experiences in a natural environment, pupils will be supported to develop independence, problem-solving skills and positive relationships. Forest School provides meaningful opportunities for communication, collaboration and imaginative play, helping pupils to strengthen language and social skills that may have been affected by adverse childhood experiences, trauma or reduced opportunities for interaction. **Barrier 2, 3 and 5**		
OPAL (Outdoor Play and Learning) will be used as a whole-school strategy to reduce barriers to learning by improving pupils' communication, social interaction, emotional wellbeing and engagement. Research demonstrates that high-quality play supports children's physical development, mental health, resilience, creativity and problem-solving skills, whilst also strengthening language and relationships. Through increased access to inclusive, child-led play opportunities, pupils will develop confidence, independence and the ability to collaborate effectively with others. OPAL provides valuable opportunities for pupils to practise communication skills, build positive relationships and develop self-regulation through meaningful and sustained play experiences. The impact of this approach will be evidenced through improved wellbeing, stronger social and communication skills, increased engagement in learning, enhanced	Universal	24,000

behaviour for learning and greater readiness to achieve success both within and beyond the classroom. **Barriers 1,2,3,4 and 5**		
As part of our commitment to inclusive practice, we will undertake a programme of environmental enhancement to create calm, purposeful and accessible learning spaces across the school. This will include the renovation of key areas to reduce clutter, improve organisation and establish dedicated breakout spaces that support pupils' emotional regulation, wellbeing and readiness to learn. Research highlights the positive impact that well-designed learning environments can have on reducing cognitive overload, improving focus and promoting a sense of safety and belonging, particularly for pupils with SEND and those experiencing social, emotional or mental health needs. The introduction of calm spaces will provide pupils with opportunities to self-regulate, reflect and access targeted support when needed, enabling them to remain engaged in learning and reducing barriers to participation. Impact will be evidenced through improved behaviour for learning, increased engagement, enhanced wellbeing and greater independence across the school. **Barriers1, 2, 3 and 5**	Universal	21,000
implement a structured parental engagement strategy centred on building positive, trusting relationships with families and strengthening the home learning environment.. Invest in a secure, positive communication system that includes a translation service (eg Tapestry/see-saw/marvellous me that allow personalised messages linked to learning to promote positive parent to child interactions. Parental	universal	£3,500

engagement approaches have been shown to deliver an average of four months' additional progress when they successfully improve learning interactions between parents and children and are responsive to families' individual circumstances **Barrier 4**		
Maintain a full-time, non-teaching SENCO who leads the school's graduated approach to SEND, ensuring early identification is translated into timely and effective intervention. Working alongside teaching staff, families and external professionals, the SENCO will oversee robust assessment, coordinate personalised support plans, monitor pupil progress and facilitate access to appropriate pathways, including referrals to external agencies where required. Dedicated leadership capacity will enable proactive case management, strong multi-agency collaboration and rapid response to emerging needs, ensuring pupils receive the right support at the earliest opportunity and barriers to learning are addressed before they become entrenched. **Barriers 1,2 and 3**	Targeted	£82,000
The employment of two dedicated full-time Teaching Assistants will increase the school's capacity to meet the growing complexity and range of SEND needs, ensuring timely intervention, consistent provision, and effective support for pupils requiring additional assistance. This approach	Targeted	£57,150

will enhance inclusion, improve outcomes for vulnerable learners, and support the school's commitment to providing an equitable and ambitious education for all pupils. **Barriers 2 and 3**		

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
Pupils with additional and increasingly complex needs, including ADHD, Autism Spectrum Condition (ASC) and associated learning, communication, sensory and social-emotional needs, are identified early and supported through high-quality, personalised provision delivered within the Inclusion Base. As a result, pupils develop the independence, self-regulation, communication and learning behaviours needed to access the curriculum successfully, participate fully in school life and achieve ambitious outcomes. The Inclusion Base acts as a bridge to inclusion rather than a destination, enabling pupils to build the skills, confidence and resilience required to engage positively in mainstream learning, develop meaningful relationships and make sustained academic, social and emotional progress, ensuring that	• Pupils with identified additional and complex needs are assessed promptly and receive timely, personalised support through the Inclusion Base. • Individual pupil targets linked to learning, communication, sensory regulation and social-emotional development show sustained progress over time. • An increasing proportion of pupils accessing the Inclusion Base successfully engage with and sustain participation in mainstream lessons and wider school activities. • Attendance rates for pupils accessing the Inclusion Base improve and are at least in line with, or show a narrowing gap towards, whole-school figures. • Incidents of dysregulation, behaviour concerns and internal

every child is equipped to realise our vision of *Inspiring Exciting Futures*.	exclusions for identified pupils reduce over time. • Pupils demonstrate improved self-regulation, resilience and independence, evidenced through observations, pupil voice and intervention assessments. • Pupils make at least expected academic progress from their individual starting points, with identified gaps in attainment narrowing over time. • Staff consistently implement agreed adaptations, reasonable adjustments and strategies that support pupils with ADHD, ASC and other complex needs within mainstream classrooms. • Parents and carers report increased confidence in the support provided and engage positively in reviews, planning and home-school communication. • External professionals confirm that recommendations are implemented effectively and that provision is appropriately matched to pupils' needs. • The number of pupils requiring highly restrictive or specialist interventions decreases as pupils develop the skills and confidence to access learning more independently. • Pupils report feeling safe, supported and included within school and demonstrate positive

	relationships with peers and adults.
Pupils develop the attention, communication and social interaction skills needed to engage successfully in learning and build positive relationships with others. Through a curriculum that prioritises oracy, play, collaboration and meaningful human interaction, alongside carefully structured approaches to support focus and self-regulation, pupils become increasingly able to listen attentively, sustain concentration and participate confidently in learning. As a result, pupils demonstrate improved communication, resilience, independence and engagement, enabling them to work effectively with others, access the curriculum successfully and thrive both academically and socially.	• Pupils demonstrate improved listening skills and are able to sustain attention for increasing periods of time during lessons and structured activities. • Lesson observations, learning walks and pupil voice indicate increased levels of engagement, participation and collaboration in learning. • Pupils communicate their ideas, thoughts and feelings with greater confidence and clarity, both with adults and their peers. • Teachers report improvements in pupils' ability to work cooperatively, take turns, resolve minor conflicts and build positive relationships. • Pupils demonstrate increased independence, resilience and self-regulation when faced with challenges in learning and play. • Participation in oracy, OPAL play and collaborative learning opportunities is high across all pupil groups, including disadvantaged pupils and those with SEND. • Behaviour records show a reduction in incidents linked to poor self-regulation, social interaction difficulties or disengagement from learning. • Assessment and progress data demonstrate that pupils are increasingly able to access the curriculum and make expected or better progress from their starting points. • Pupil voice surveys show that pupils feel confident communicating with others, enjoy working collaboratively and feel included within the school community. • Attendance remains in line with or above national figures and persistent

	absence for identified pupils reduces over time
Pupils with additional and increasingly complex needs are identified early and receive the personalised support, reasonable adjustments and specialist provision required to enable them to thrive. Through high-quality adaptive teaching, inclusive practice and targeted interventions, pupils are able to access the curriculum, communicate effectively, develop independence and build positive relationships. As a result, pupils demonstrate increased engagement, confidence and self-regulation, make strong progress from their starting points and participate fully in all aspects of school life.	• Pupils with additional and complex needs are identified at the earliest opportunity, with appropriate assessment, provision and support plans implemented in a timely manner. • Staff consistently employ adaptive teaching strategies and reasonable adjustments that enable pupils to access learning successfully alongside their peers. • Pupils with SEND demonstrate increased engagement, participation and confidence in lessons, as evidenced through learning walks, book scrutiny, pupil voice and classroom observations. • Targeted interventions and specialist support lead to measurable improvements in communication, independence, self-regulation and identified areas of need. • Pupils with additional needs make strong progress from their individual starting points and achieve outcomes that reflect their potential. • Attendance for pupils with SEND improves over time and is in line with, or improving towards, whole-school expectations. • Pupils with SEND participate fully in the wider life of the school, including educational visits, enrichment opportunities, extracurricular activities and leadership roles. • Parents and carers report that their children feel supported, included and able to succeed within school. • Positive relationships between pupils, families, staff and external professionals contribute to effective support and improved outcomes. • Pupils demonstrate increased independence, resilience and self-

	advocacy, enabling them to navigate school life with growing confidence.
Parents and carers are engaged as active partners in their children's education and increasingly share the school's high expectations for achievement, attendance and personal development. Improved communication and stronger home-school relationships promote positive attitudes towards learning and future aspirations. As a result, pupils demonstrate greater confidence, resilience, independence and engagement in learning, enabling them to make strong progress and successfully access the opportunities needed to thrive in school and beyond.	• • Parents and carers engage positively with the school and participate in meetings, workshops, school events and opportunities to support their child's learning. • • Home-school communication is timely, effective and valued by families, as evidenced through parent feedback, surveys and engagement measures. • • Parents and carers demonstrate an increased understanding of how to support learning, attendance, behaviour and personal development at home. • • Families increasingly share and promote the school's high expectations for achievement, attendance and conduct. • • Pupils demonstrate positive attitudes towards learning, take pride in their achievements and show increased confidence in discussing their future aspirations. • • Pupils exhibit greater resilience, independence and self-motivation when approaching learning challenges. • • Attendance rates improve and persistent absence reduces amongst identified pupils and vulnerable groups. • • Pupils participate fully in enrichment opportunities, educational visits, clubs and wider experiences that broaden their aspirations and personal development. • • Disadvantaged and vulnerable pupils make strong progress from their starting points and are increasingly able to access opportunities that support future success. • • Pupil voice demonstrates that children feel supported by both school and home to achieve their goals and

	believe they can be successful in the future. •
Pupils who have experienced Adverse Childhood Experiences (ACEs) are identified early and receive timely, targeted support that promotes emotional wellbeing, resilience and a strong sense of belonging. Through nurturing relationships, consistent pastoral support and opportunities to develop emotional literacy and self-regulation strategies, pupils build the confidence and skills needed to manage challenges effectively. As a result, pupils demonstrate improved emotional regulation, engagement in learning, attendance and relationships with peers and adults, enabling them to participate fully in school life, make strong academic progress and achieve their full potential.	• • Pupils affected by Adverse Childhood Experiences (ACEs) are identified early and receive timely, appropriate support tailored to their individual needs. • • Pupils report feeling safe, valued and supported within school and demonstrate a strong sense of belonging to the school community. • • Nurturing relationships with trusted adults are evident, with pupils confidently seeking support when needed and engaging positively with pastoral provision. • • Pupils demonstrate improved emotional literacy and are increasingly able to recognise, express and manage their emotions appropriately. • • Rates of dysregulation, behavioural incidents and emotional-based barriers to learning reduce over time for identified pupils. • • Attendance, punctuality and readiness to learn improve for pupils receiving targeted support. • • Pupils demonstrate greater resilience, confidence and self-regulation when faced with social, emotional or academic challenges. • • Positive relationships with peers and adults are strengthened, resulting in improved social interaction, participation and inclusion. • • Pupils engage more consistently in learning, demonstrate positive attitudes towards school and make strong progress from their starting points. • • Parents, carers and external professionals report positive improvements in pupils' emotional

	wellbeing, behaviour and engagement with school. •
Pupils experiencing the effects of domestic abuse are identified early and receive timely, targeted support that promotes emotional wellbeing, resilience and a sense of belonging. As a result, pupils demonstrate improved attendance, behaviour, engagement and emotional regulation, allowing them to access learning successfully, achieve their potential and build positive relationships with others.	• • Pupils experiencing the effects of domestic abuse are identified early and receive timely, targeted support that is responsive to their individual needs. • • Pupils report feeling safe, valued and supported within school and demonstrate a strong sense of belonging to the school community. • • Attendance improves and persistent absence reduces for identified pupils, enabling them to access learning more consistently. • • Behaviour records and pastoral data show improvements in emotional regulation, resilience and pupils' ability to manage challenges appropriately. • • Pupils develop positive, trusting relationships with adults and peers and are increasingly able to engage successfully in social situations. • • Pupils participate more confidently in lessons, enrichment activities and the wider life of the school. • • Pupil engagement in learning improves, resulting in increased concentration, readiness to learn and positive attitudes towards education. • • Parents, carers and external agencies work effectively alongside the school to provide coordinated support for pupils and families. • • Pupils make strong academic, social and emotional progress from their starting points and are able to access learning successfully. • • Pupil voice indicates that children feel supported, know where to seek help and are confident that school helps them to overcome challenges.

Pupils with SEND and additional needs are identified early and supported through clear, well-coordinated pathways that ensure timely access to appropriate interventions, specialist expertise and external agency support. Through effective leadership and oversight from a full-time, non-teaching SENCO, barriers to learning are addressed at the earliest opportunity, enabling pupils to make strong progress from their individual starting points, access the curriculum successfully and achieve positive educational, social and emotional outcomes.	• SEND and additional needs are identified at the earliest opportunity, with concerns recorded, assessed and appropriate support plans implemented without unnecessary delay. • Referrals to external agencies are completed in a timely manner, with evidence that pupils and families access specialist support as quickly as possible. • The SENCO maintains effective oversight of all pupils on the SEND register, ensuring support is reviewed regularly and adapted in response to progress and emerging needs. • Assessment, intervention, referral and review processes are consistently implemented across the school and demonstrate a strong graduated approach to SEND provision. • Parents and carers report that communication is timely, clear and supportive, and that they understand the support available and the pathways being followed. • External professionals report effective partnership working, with referrals containing high-quality evidence and recommendations implemented promptly. • Increasing numbers of pupils receive the right support at the right time, reducing escalation of need and improving engagement, attendance and wellbeing. • Pupils with SEND make strong progress from their individual starting points and successfully access the curriculum, wider school life and appropriate next stages in their education.

	• Statutory processes, including Education, Health and Care Needs Assessments (EHCNAs) and annual reviews, are completed within required timescales and to a high standard. • School monitoring demonstrates that early identification and timely intervention lead to improved academic, social, emotional and behavioural outcomes for pupils with additional needs.
Pupils with SEND receive timely, consistent, and effective support that enables them to access the curriculum, engage positively in learning, and make strong progress from their individual starting points. The increased capacity provided by three full-time Teaching Assistants ensures that identified needs are met through high-quality interventions, in-class support, and personalised provision, leading to improved academic achievement, independence, attendance, wellbeing, and inclusion within all aspects of school life. This results in reduced barriers to learning and better outcomes for pupils with SEND, ensuring they are able to reach their full potential alongside their peers.	• At least **90% of pupils with SEND** demonstrate progress towards their personalised targets, support plan outcomes, or EHCP objectives as evidenced through termly review processes. • The attainment and progress of pupils with SEND show measurable improvement from their starting points, with gaps between SEND pupils and their peers reducing over time. • Targeted interventions delivered by Teaching Assistants result in documented improvements in identified areas of need, including communication, literacy, numeracy, social interaction, emotional regulation, and independence. • Learning walks, provision reviews, and classroom monitoring demonstrate that pupils with SEND are consistently accessing high-

	quality support and engaging successfully with the curriculum. • Teacher and SENDCo evaluations confirm that Teaching Assistant deployment is effective, responsive to need, and contributes positively to pupil outcomes. • Attendance rates for pupils with SEND improve or remain in line with school expectations, and incidents of dysregulation, exclusion, or significant behavioural concerns reduce over time. • Pupil voice indicates that pupils with SEND feel supported, included, safe, and able to participate fully in learning and wider school activities. • Parent and carer feedback demonstrates increased confidence in the school's ability to meet their child's needs and support their progress. • External agency reviews and SEND provision audits recognise the quality and effectiveness of support provided by the Teaching Assistant team. • The proportion of pupils with SEND successfully accessing mainstream classroom learning, participating in enrichment opportunities, and developing greater independence increases year on year.

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.*