

Inclusion Strategy – Widnes 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(s) covered	2026–27
Date published	Autumn 2026
Review date	Autumn 2027
Statement authorised by	Headteacher / Principal and Governing Board

Statement of Intent

At Widnes Academy, we are committed to ensuring that every pupil can participate fully in school life, achieve well and experience a strong sense of belonging. We recognise that inclusion is a whole-school responsibility and that all children benefit when barriers to learning and participation are identified early and addressed effectively.

Our approach is informed by the Department for Education's 7 principles of inclusion and the Education Endowment Foundation's *Guide to Inclusive Teaching*, which identifies that inclusion is achieved through:

- High-quality teaching that benefits all pupils.
- A positive and supportive learning environment.
- Targeted support where additional needs are identified.

We recognise that most pupils with SEND learn best alongside their peers through adaptive teaching, evidence-informed classroom practice and well-targeted interventions.

This strategy focuses on strengthening our universal offer so that inclusion becomes part of everyday teaching rather than a separate provision.

Inclusive Teaching Framework

The school's approach aligns with the EEF model:

Universal Inclusion: High-Quality Teaching for All

Teachers will consistently:

- Establish predictable routines and clear expectations.
- Use scaffolding to support learning.

- Explicitly teach vocabulary across the curriculum.
- Reduce cognitive load through effective lesson design.
- Use regular formative assessment to identify misconceptions.
- Provide appropriate adaptations without lowering expectations.
- Promote belonging, participation and pupil voice.

Targeted Support

Where additional support is required, we will:

- Deliver evidence-informed interventions.
- Use graduated approaches through Assess, Plan, Do, Review cycles.
- Involve families in planning and reviewing support.
- Work collaboratively with external agencies.
- Ensure interventions complement rather than replace classroom learning.

The strategy supports our duties under the SEND Code of Practice, the Equality Act 2010 and the Department for Education requirement for schools to publish an annual Inclusion Strategy. Through our universal, targeted and specialist provision, we aim to ensure that all pupils, including those with additional needs and SEND, can access a broad and ambitious curriculum and achieve positive educational, social and emotional outcomes.

We work closely with pupils, parents, carers, governors and external professionals to develop and review our inclusive practices. This collaborative approach helps us create an environment where every child feels valued, understood and supported to succeed.

Barriers to Learning and Participation

This details the key barriers to learning and participation that we have identified amongst our pupils.

No.	Detail of Barrier to Learning
1	Numeracy difficulties affecting access to age-related learning
2	Social, emotional and mental health (SEMH) needs, including emotional regulation difficulties and trauma.
3	Speech, language and communication needs.
4	Emerging neurodevelopmental needs including autism and ADHD traits.
5	Attendance-related barriers

Activity in This Academic Year

Description of Activity (including barriers addressed)	Activity Type	Total Budgeted Cost
Further development of high-quality adaptive teaching, including scaffolding, modelling, visual supports, cognitive load reduction and consistent classroom routines. Addresses barriers 1–5.	Universal	£0 Costs met through the school's core budget and notional SEND funding allocation
Staff training in adaptive teaching, neurodiversity, trauma-informed practice, SEND, communication needs and Universal Design for Learning. Addresses barriers 2,3 and 4.	Universal	£0 Costs met through the school's core budget and notional SEND funding allocation
Development of inclusive classroom resources, assistive technology, sensory supports and adaptive learning materials. Addresses barriers 1, 2, 3 and 4.	Universal	£0 Costs met through the school's core budget and notional SEND funding allocation
Targeted literacy, numeracy, speech and language and social communication interventions using assess-plan-do-review cycles. Addresses barriers 1, 2 and 3.	Targeted	£3655
SEMH support, mentoring, regulation programmes and pastoral interventions (trauma informed practice). Addresses barriers 2.	Targeted	£2000
Reduce the percentage of pupils with SEND who are persistently absent by implementing a strategic and inclusive attendance approach that removes barriers to attendance, strengthens parental engagement and provides targeted support, so that attendance for pupils with SEND moves closer to or exceeds national averages by July 2027	Targeted	£1000

To liaise where necessary with specialist such as: • Educational Psychology • Speech and Language Therapy • Occupational Therapy • EHCP provision • Specialist advisory services • EWO Specialist support will be accessed through a graduated response where school-based strategies have been implemented and reviewed.	Specialist	£1000
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Intended Outcomes

Intended Outcome	Success Criteria
Improved access to learning for pupils with additional needs and SEND.	Learning walks, pupil progress data and classroom observations demonstrate effective inclusive practice across all classrooms. Ensuring that curriculum design, sequencing and assessment enable all pupils, including those with SEND, to access a broad and ambitious curriculum
Improved attainment and progress for identified pupils.	Pupils receiving targeted support make expected or better progress from their starting points and baselines.
Improved communication and language outcomes.	Increased proportion of pupils successfully achieving intervention outcomes linked to individual plans and wellcomm.
Improved attendance, engagement and belonging.	To improve SEND attendance from 91.9% (end of 2025-2026) to at least national average. Persistent absence for pupils with SEND reduces from the September 2026 baseline by July 2027.
Improved emotional wellbeing and self-regulation.	Reduction in behaviour incidents and increased pupil voice indicating positive wellbeing.
Enhanced staff confidence and consistency in inclusive practice.	Staff training evaluations and monitoring demonstrate greater confidence and application of inclusive strategies.

Improved readiness to learn and participation in school life.	Improved engagement during lessons and social times. Positive pupil voice regarding belonging and inclusion. Reduction in behaviour incidents and improved engagement monitoring for identified pupils.
Strong family engagement and partnership working.	Parent survey feedback indicates that at least 90% of responding parents of pupils with SEND feel informed and involved in decisions regarding their child's support.

Review of the Previous Academic Year

To take place Autumn 2027

Further Information

The implementation of this strategy will be monitored termly by the Headteacher/Principal and SENDCo/Inclusion Lead. Governors will receive an annual report evaluating inclusion outcomes, funding use, participation, attendance, behaviour and pupil progress. The strategy will be reviewed annually and published on the school website in line with Department for Education requirements.

Termly monitoring through:

- Learning walks
- Book looks
- Pupil voice
- Attendance analysis
- SEND progress reviews
- Intervention impact reviews
- Parent feedback