

Inclusion Strategy Lytham St Annes High School

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 to 2028/29 (reviewed annually)
Date this statement was published	25 September 2026
Date on which it will be reviewed	31 July 2027
Statement authorised by	Mr B Corbett, Headteacher

Statement of intent

At Lytham St Annes High School, our ambition is that every student is known, included and enabled to achieve and thrive. We will strengthen a mainstream-first universal offer so that students with additional needs and SEND experience high expectations, high-quality adaptive teaching, timely support, full curriculum access and a strong sense of belonging.

Our 2026–2029 Inclusion and SEND Recovery Strategy provides a staged route from stronger leadership and systems to consistent practice and measurable improvement. In 2026/27, we will concentrate on five connected priorities:

- strengthening leadership, governance and external assurance;
- building staff capability through training, coaching and classroom quality assurance;
- creating a single, reliable view of vulnerable learners;
- coordinating earlier intervention through the Inclusion Panel and shared student support plans; and
- developing a mainstream-first Inclusion Hub that supports regulation, learning and reintegration without becoming a punitive or segregated provision.

The strategy reflects the seven principles of inclusion. Student and family consultation, shared plans, and partnership with the Trust and external specialists will inform its design, delivery and review.

We will judge success through better attendance, reduced persistent absence and suspensions, improved progress and attainment, stronger participation and belonging, timely coordinated support, and evidence that inclusive practice is consistently implemented.

Funding will be used alongside the school's core and notional SEN budgets. The Inclusive Mainstream Fund will be focused on a small number of high-impact activities that strengthen the universal offer and provide carefully aligned targeted support.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our students, necessitating inclusive universal approaches and targeted support:

- 1 Inconsistent inclusive classroom practice and variable staff confidence in adaptive teaching, relational behaviour and support for commonly occurring needs.
- 2 Low SEND attendance and entrenched persistent absence, including anxiety-related and other barriers to regular participation.
- 3 SEND students are disproportionately affected by suspension and removal from learning, with repeat incidents indicating a need for earlier, graduated support.
- 4 SEND attainment and progress remain substantially below expectation, particularly for students with multiple vulnerabilities, including SEND, disadvantage and adverse childhood experiences.
- 5 Fragmented information, tracking and communication across SEND, pastoral, safeguarding, attendance and curriculum teams can delay identification, referral and coordinated intervention.
- 6 Current environments and targeted pathways do not yet provide a fully developed, mainstream-first space for regulation, small-group teaching, reintegration and family partnership.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by students with additional needs and SEND?

This is the first year of this published Inclusion Strategy, so there is no previous-year strategy review to report. The 2025/26 evidence used to establish the baseline shows stronger leadership, clearer systems and improved whole-school attendance, but SEND attendance, attainment and suspension indicators remain a significant concern. During 2026/27, the school will establish verified baselines and use the vulnerable learner dashboard, Inclusion Panel, classroom quality assurance, staff and stakeholder feedback, and termly governance review to assess implementation and student impact. The first annual review will be published in the next strategy update.

Description of activity	Activity type	Total budgeted cost
Strengthen leadership, governance and specialist assurance through the Inclusion Steering Group, Trust-wide inclusion review, SENCO mentoring, link-governor oversight, external Code of Practice audit and a termly evidence cycle. Evidence: DfE principle of ambitious leadership and governance. Barriers 1–6.	Targeted	£9,000
Deliver mandatory, evidence-informed inclusion CPD and implementation support covering the SEND Code of Practice, adaptive teaching, relational behaviour, autism, ADHD, SEMH, trauma-informed approaches, emotionally based school avoidance and de-escalation. Include baseline and follow-up confidence surveys, coaching, learning walks and quality assurance. Barriers 1–4.	Universal	£18,000
Develop and embed a single vulnerable learner dashboard bringing together attendance, behaviour, suspensions, progress, SEND intervention and safeguarding information, with half-termly student progress review and impact evaluation. Barriers 2–5.	Universal	£12,000
Establish a fortnightly Inclusion Panel and shared electronic student support plans to enable earlier, coordinated and evidence-based support, reduce duplication and improve referral and response times. Include student and family involvement in planning and review. Barriers 2–5.	Universal and targeted	£14,000
Design and prepare a mainstream-first Inclusion Hub with clear entry, review, exit and reintegration criteria; regulation, small-group teaching, reintegration and family meeting functions; specialist consultation; staff preparation; resources; and evaluation arrangements. The Hub will maintain curriculum connection and will not be used as a behaviour sanction. Barriers 1–6.	Targeted, strengthening the universal offer	£23,340 Total IMF allocation: £76,340

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
Improved attendance and participation for students with SEND.	By July 2027, SEND attendance improves by 2 percentage points from the agreed 2025/26 baseline and persistent absence reduces by 15%; the dashboard shows timely review and action for identified students.
Reduced suspension and loss of learning for students with SEND.	By July 2027, suspensions reduce by 20% from the agreed 2025/26 baseline; repeat-suspension cases receive a recorded graduated response and are reviewed through the Inclusion Panel.
More consistent inclusive classroom practice.	100% of staff complete the planned inclusion training; staff confidence improves by at least 25% from baseline; learning walks and quality assurance show increasing use of adaptive teaching and relational approaches.
Earlier identification and more coordinated support.	A single vulnerable learner dashboard is fully operational; all identified vulnerable students are reviewed half-termly; actions, owners and impact are recorded; referral and response times improve from the Autumn baseline.
Stronger leadership, governance and accountability.	The Steering Group meets at least half-termly; governors receive a termly dashboard and milestone report; audit recommendations have named actions and review points; inclusion remains a standing governance item.
A launch-ready, mainstream-first Inclusion Hub.	By July 2027, the Hub model, operational handbook, entry/review/exit criteria, curriculum and reintegration pathways, safeguarding arrangements and quality-assurance process are approved; consultation with students, families and staff is evidenced.
Improved SEND outcomes over the life of the strategy.	Progress and attainment gaps narrow over the three-year period, with SEND outcomes moving towards national and similar-school comparators by July 2029; evaluation also considers belonging, engagement and participation.

The £76,340 allocation shown is the school's available Inclusive Mainstream Fund for 2026/27. Activities will be delivered alongside core school funding, including the notional SEN budget. Spending, implementation and impact will be reviewed through the Inclusion Steering Group and reported termly to governors. The strategy will be reviewed annually and updated where evidence indicates that activity or resourcing should change.