

Inclusion Strategy 2026-2027

Seaton 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	September 2026- 2027
Date this statement was published	28 th September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Mrs Kiesha Mossom

Statement of intent

At Seaton Academy, we are committed to creating an inclusive school where every child and young person is valued, understood and supported to achieve their full potential. We believe that inclusion is everyone's responsibility and that pupils with additional needs and SEND should experience the same high expectations, opportunities and sense of belonging as their peers. Our ultimate aim is for every pupil to be known as an individual, with needs identified at the earliest opportunity so that appropriate provision can be put in place, reviewed and sustained. Through a graduated approach of assessing, planning, doing and reviewing, we will identify barriers to learning and respond effectively, ensuring that pupils receive the right support at the right time.

Our strategy will establish a consistent whole-school approach to inclusion. Every practitioner will share the same high aspirations for every pupil, irrespective of SEND, disadvantage or personal circumstance. We will use accurate information and regular progress monitoring to understand need, evaluate the impact of provision and make informed decisions. Staff expertise will be strengthened through high-quality CPD, coaching and evidence-informed professional development. Teams around the child will work collaboratively, sharing expertise and drawing on specialist and external services where this strengthens provision.

Our approach is underpinned by seven principles:

- Ambitious leadership and governance: Inclusion will be embedded within strategic planning, with strengthened systems for data collection, analysis and evaluation. We will seek specialist advice and benchmark our practice to identify areas for continued improvement.
- Evidence-based support and early intervention: We will identify needs early and provide targeted support, including effective small-group and individual interventions, flexible grouping and

appropriate deployment of teaching assistants. Interventions will be carefully linked to classroom learning and evaluated for impact.

- High-quality teaching and an inclusive curriculum: Excellent teaching will be the foundation of our SEND provision. Staff will develop their expertise in adaptive teaching, scaffolding, explicit instruction, metacognition and other evidence-informed approaches, while the curriculum will be adapted where necessary to enable access, participation and achievement.
- Accessible and enriching provision beyond the classroom: Every pupil will have opportunities to participate in enrichment, extracurricular activities and wider experiences that develop confidence, independence, life skills and belonging.
- A safe and respectful culture: We will promote positive relationships, wellbeing, behaviour and attendance. Staff will use consistent, proactive approaches, with appropriate quiet spaces and personalised support for pupils who require additional regulation or attendance support.
- Strong partnerships with families and wider services: Families will be active partners in understanding and supporting their child. We will provide forums, open evenings, information sessions and individual meetings, alongside opportunities for parents and carers to access advice, training and support.
- Inclusive environments and accessibility: We will continually improve our physical and learning environments to reduce barriers. This will include consideration of sensory and regulatory needs, reduced distraction, visual supports, accessible resources and enhanced transition and onboarding arrangements.

The strategy has been shaped through meaningful engagement with staff, families and the wider school community, including open evenings, information sessions and one-to-one meetings. We will continue to listen, learn and adapt our practice in response to the experiences and views of pupils and families.

Our ambition is simple: every pupil at Seaton Academy should feel that they belong, that they are understood, that they can succeed and that the adults around them believe in their potential.

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

DETAIL OF BARRIER TO LEARNING	
1	Learning tasks must be planned and adapted to ensure that all pupils can access the essential knowledge within the curriculum. Where tasks are not sharply focused on the specific knowledge pupils need to acquire, pupils with SEND, disadvantaged pupils and those requiring additional support may experience greater cognitive and learning barriers. Variation in the use of targeted, universal and focused approaches can also result in pupils receiving different levels of challenge and support across subjects and classrooms.

2	Pupils do not yet consistently have sufficient opportunities to apply and demonstrate their learning independently. Over-reliance on adult support, inconsistent scaffolding or adaptations that are not matched precisely to individual need can prevent pupils from developing independence, fluency and confidence. This can particularly affect pupils with SEND and disadvantaged pupils, limiting their ability to build on prior learning and prepare successfully for the next stage of their education.
3	Need for greater consistency in the early identification and accurate assessment of pupils' needs. Where assessment does not precisely identify a pupil's barrier to learning, subsequent teaching, intervention and support may not be sufficiently well matched to need. This can result in pupils not receiving the right support at the right time and can limit the effectiveness of targeted intervention. Effective collaboration with parents, carers, external agencies and specialist professionals is also essential where needs require additional assessment or specialist intervention.

Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER	TOTAL BUG-DETTED COST
Funding has been allocated to provide dedicated time for year-group and team meetings, enabling staff to work collaboratively on effective planning and delivery. Teams will have a specific focus on the key knowledge and skills identified within curriculum overviews, ensuring that learning tasks are clearly aligned to the intended outcomes and that pupils are supported to develop the essential knowledge required to make progress.	1	Universal	£1000
Leadership team and Inclusion Lead meetings will support this work by providing consistent guidance around inclusive planning, identifying potential barriers to learning and ensuring that universal, targeted and focused approaches are appropriately considered when planning lessons.	1	Universal	£1000
Funding will support specialist sessions led by the RISE Officer, with a specific focus on effective task design. These sessions will develop teachers' understanding of how the design and sequencing of tasks can either remove or create barriers to learning. Staff will explore how tasks can be structured to provide appropriate support, challenge and scaffolding while maintaining the ambition of the curriculum. Particular emphasis will be	1	Universal	£3000

placed on ensuring that adaptations enable pupils to access and apply the same essential knowledge, rather than reducing the level of challenge or limiting their learning opportunities.			
Funding will support whole-staff CPD focused on the implementation of the subject-specific inclusion documents. This will develop staff understanding of how universal, targeted and focused approaches should be used effectively within classroom settings and across different subject areas. Staff will develop a shared understanding of how appropriate adaptations and scaffolding can remove barriers to learning while ensuring that pupils continue to access the same ambitious curriculum and are not unnecessarily limited by the support provided. This will be supported through ongoing lesson monitoring, learning walks and book looks to check that work is appropriately adapted to meet the needs of all pupils, including those with SEND and disadvantaged pupils, while maintaining appropriate challenge and high expectations.	1	Universal and Targeted	£1000
Funding will be allocated to develop consistently inclusive and adaptive classroom environments that enable pupils to access learning and work with increasing independence. This will include investment in high-quality resources, clearly structured working walls, vocabulary-rich environments, visual prompts and scaffolds that support a range of learning needs without creating over-reliance on adult support. Staff will be supported to use these resources flexibly and responsively, ensuring adaptations are matched to individual need while maintaining high expectations. Evidence of effectiveness will be seen through learning walks, pupil voice, work scrutiny and increased evidence of pupils independently using classroom resources, vocabulary and prior learning to complete tasks.	2	Universal	£1000
Funding will also be used to increase the effective use of technology to enable pupils to record and demonstrate their learning in a range of ways. This will include tools that support pupils who experience difficulties with transcription, writing, processing or communication, allowing them to capture their ideas through typing, audio, speech-to-text and other appropriate digital methods. The aim is to remove unnecessary barriers while maintaining the cognitive challenge of the learning. Effectiveness will	2	Universal	£449

be evaluated through lesson observations, work scrutiny and pupil feedback, with evidence sought of increased participation, improved quality and quantity of recorded learning, greater independence and reduced reliance on adult support			
Funding will be used to purchase and embed the consistent use of PIVATS for pupils with SEND, alongside strengthened and updated staff training in INSIGHT. This will ensure that assessment information is accurate, consistent and used effectively to identify individual barriers to learning, track progress and inform appropriate support. Assessment information will be used to plan targeted, evidence-based interventions and ensure that provision is closely matched to pupils' needs.	3	Universal Targeted	£1000
A consistent reporting system will be maintained to ensure that assessment information is clearly communicated to parents and carers. Parent evenings will provide opportunities to share and explain PIVATS and INSIGHT data, enabling parents and carers to understand pupils' progress, identified needs and planned support. This will strengthen collaboration between school and families and provide clear evidence to inform intervention, review provision and, where appropriate, support collaboration with external agencies and specialist professionals.	3	Universal Targeted	£1000

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Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

INTENDED OUTCOME	MEASURABLE SUCCESS CRITERIA	TARGET DATE
- Team meeting records and planning exemplars demonstrating a clearer focus on essential knowledge and skills. - Increased consistency in planning across year groups and subjects. - Staff confidence in identifying barriers and selecting appropriate adaptations. - Lesson monitoring demonstrating that tasks are increasingly aligned to intended learning and accessible to pupils with a range of needs. - Pupil work showing improved acquisition and application of the identified knowledge and skills.	Planning and teaching: By the end of the implementation period, 90%+ of sampled plans and lessons demonstrate a clear focus on essential knowledge and skills, consistent planning, appropriate adaptations and tasks aligned to intended learning. Staff and pupil impact: 85%+ of staff report increased confidence in identifying barriers and selecting adaptations, while pupil work demonstrates measurable improvement in the acquisition and application of essential knowledge and skills.	Summer 2027
- Lesson observations and learning walks showing improved task design and purposeful scaffolding. - Book looks demonstrating that adaptations are appropriately matched to pupils' needs. - Evidence that pupils with SEND and other identified needs are accessing ambitious curriculum content. - Increased opportunities for pupils to work independently and apply their knowledge without unnecessary adult support.	Quality and access: By the end of the implementation period, 90%+ of lesson observations, learning walks and book looks demonstrate appropriately designed, accessible tasks and purposeful adaptations, with pupils with SEND and other identified needs accessing ambitious curriculum content. Independence and progress: 85%+ of pupils demonstrate increased independence in learning, including effective use of technology where appropriate, with progress and attainment evidence showing sustained improvement and increased participation for pupils experiencing barriers to writing or communication.	Summer 2027

• Pupils increasingly use working walls, visual prompts and classroom resources independently to support their learning. • Work scrutiny shows pupils making greater use of subject-specific vocabulary and prior learning without immediate adult support. • Pupil voice demonstrates increased confidence in accessing tasks and using available resources independently. • Improved consistency in the use of scaffolding and adaptations, with support increasingly matched to individual need.	Independent learning: By the end of the implementation period, 90%+ of observed pupils independently use classroom resources, subject-specific vocabulary and prior learning to complete tasks, with reduced reliance on adult support. Adaptive support: 90%+ of observed lessons and sampled books demonstrate consistent, purposeful scaffolding and adaptations that are appropriately matched to individual pupil needs, with pupil voice showing increased confidence and independence.	
• Consistent and accurate use of PIVATS and IN-SIGHT across the school. • Staff have increased confidence and expertise in assessing and identifying individual SEND needs. • Assessment information is used effectively to identify barriers and inform targeted support. • Interventions are better matched to individual needs and informed by robust assessment evidence. • Improved tracking of progress enables timely adjustments to provision and support.	Assessment and identification: By the end of the implementation period, 90%+ of staff demonstrate accurate and consistent use of PIVATS and IN-SIGHT to assess individual SEND needs and identify barriers to learning. Targeted provision and progress: 90%+ of interventions are clearly linked to assessment evidence, with progress tracking demonstrating that provision is reviewed and adjusted in a timely manner to improve pupil outcomes.	Spring/Summer 2027
• Parents and carers have a clear understanding of pupils' progress, needs and planned support through accessible assessment information. • Consistent reporting and parent discussions strengthen communication and collaboration between school and families.	Communication with families: By the end of the implementation period, 90%+ of parents and carers report that they have a clear understanding of their child's progress, needs and planned support, evidenced through surveys and feedback. Use of assessment and collaboration: 90%+ of identified pupils have up-to-date PIVATS/INSIGHT information used to inform provision, interventions and next steps, with evidence of timely information sharing and collaboration with families and external professionals where required.	Autumn 2026

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| <ul style="list-style-type: none"> • PIVATS and INSIGHT data provide clear evidence to inform intervention, re-view provision and identify next steps. • Improved information sharing supports timely collaboration with external agencies and specialist professionals where required. | | |
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Review of the previous academic year

This section will be included from 2027/28.

We will outline the progress we have made towards our intended outcomes during the previous academic year and explain how this was assessed. We will note the impact that our strategy has had on pupils' engagement, participation, attendance, sense of belonging and attainment. We will reflect on the positive outcomes achieved for children and young people with additional needs and SEND.

We will critically review what aspects of your strategy worked well / did not have the intended impact, and explain how this has informed drafting of this year's strategy.

We will use;

- Data from the previous academic year's national assessments and qualifications, once published.
- 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

Sources

- This template is based on the DfE's [inclusion strategy template](#).