The Sydney Russell School | Inclusion Strategy 2026-28

Review July 2027

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

Inclusion Strategy – The Sydney Russell School

This statement details our school's approach to delivering inclusive practice for all children and young people, including those with SEND, funded through 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 - 2028
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body and Headteacher

Statement of intent

At The Sydney Russell School, inclusion is at the heart of our vision, values and practice. As a large all-through school serving a richly diverse community, we are committed to ensuring that every child and young person feels safe, valued, represented and able to achieve their full academic potential, regardless of need, background, starting point or circumstance.

We believe that inclusion is not simply about SEND provision. Inclusion is about creating a culture where every pupil can participate, belong, achieve and thrive. It is about identifying and removing barriers to learning, wellbeing and participation so that all pupils can access the opportunities available through education and develop the skills, knowledge and confidence required for successful adult lives.

This strategy builds upon an already strong inclusive foundation. In its May 2026 inspection, Ofsted judged Inclusion to be of a Strong Standard, recognising leaders' clear oversight of barriers to learning and wellbeing, responsive support that adapts to pupils' changing needs and the effective use of detailed pupil information to support classroom practice. Inspectors noted that pupils feel included, respected and supported, that staff know pupils well and that additional support is carefully tailored to individual needs.

The inspection also highlighted the school's exceptional personal development provision, strong achievement outcomes, strong attendance and behaviour, highly effective mentoring and wellbeing support, positive relationships between staff and pupils, and a culture where pupils experience belonging and success. Ofsted recognised that support for pupils with SEND is responsive and effective, that adaptive teaching is a strength across the school, and that pupils receive timely intervention to overcome barriers to learning and participation.

Whilst proud of these strengths, we recognise that the national landscape is changing and that schools are seeing increasing levels of complexity in pupils' needs. We continue to see growing numbers of pupils presenting with Autism Spectrum Condition (ASC), ADHD, Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH) needs, anxiety, emotional regulation difficulties and learning needs. We also recognise the need to further strengthen transition arrangements, improve engagement with families who may be underrepresented within school systems and continue developing staff expertise in meeting increasingly complex needs.

Our Inclusion Strategy is underpinned by The Sydney Russell School Inclusion Pledge.

As staff at The Sydney Russell School, we commit to:

- Know our students well so that we can best meet their needs.
- Ensure every child feels safe and that they belong.
- Demonstrate unconditional positive regard.
- Use language positively and intentionally.
- Celebrate and embrace the diversity of our school community.
- Be ambitious for all.

These commitments provide the foundation for all inclusion work across the school and align closely with the Department for Education's vision for inclusive mainstream education.

Through our core school budget, notional SEND funding and approximately £123,000 of Inclusive Mainstream Fund (IMF) investment, we are strengthening our capacity to meet the needs of all learners and ensure that inclusion remains a lived experience rather than simply a strategic aspiration.

Our IMF allocation has enabled us to:

- Establish a Targeted Inclusion Provision, providing an adapted curriculum and enhanced support for pupils with significant barriers to learning and participation.
- Create a dedicated Targeted Support Tutor role to provide specialist mentoring, attendance support, behaviour intervention, reintegration support and family engagement for vulnerable KS4 learners.
- Appoint a Pastoral Support Officer to strengthen early intervention, transition support, attendance and inclusion within Year 7.
- Develop a bespoke transition pathway for pupils requiring enhanced transition support.
- Expand our Inclusion Menu to provide a broader range of academic, wellbeing, nurture and SEMH interventions. This includes Nessy, Dynamo, Precision Teaching, Speech Link, Study Skills, Handwriting, Re-Set Regulation Check-ins, Emotional Literacy, Social Skills, Girls Supporting Girls, Regulation for Young People and Social Stories, alongside our established wellbeing and counselling pathways.
- Further develop our graduated response to SEND and SEMH need through targeted intervention, early identification and enhanced pastoral support.

Over the lifetime of this strategy, we will focus on three key priorities:

Inclusive Culture

Embedding the Inclusion Pledge so that inclusion is visible in every aspect of school life, including leadership, curriculum, behaviour, attendance, safeguarding, enrichment and relationships.

Inclusive Practice

Continuing to strengthen adaptive teaching, communication-friendly classrooms and evidence-informed approaches to ensure that all pupils can access high-quality learning within mainstream classrooms.

Targeted Provision

Providing timely and effective support through our graduated response, including academic interventions, SEMH pathways, nurture provision, transition programmes, specialist staffing and a Targeted Inclusion Provision.

A further priority during this strategy period will be strengthening partnership with families. Building on Ofsted's recognition of the school's positive engagement with parents and the wider community, we will develop a Parent Inclusion Forum, targeted parent workshops, enhanced transition engagement and increased opportunities for parent voice and co-production. Particular attention will be given to engaging families who may traditionally be less represented within school systems and support services.

Ultimately, our aim is that every child and young person attending The Sydney Russell School experiences inclusion in action. We want all pupils to feel that they belong, that they are understood and valued, that their individual needs are recognised, and that they are challenged and supported to achieve ambitious outcomes.

By combining strong universal provision, high-quality teaching, targeted intervention, skilled staff, meaningful partnerships with families and a culture built on belonging and ambition, we will continue to ensure that inclusion remains central to our vision and practice and that every pupil is equipped to thrive both in school and beyond.

Current Strengths

The school's inclusion strategy builds upon a number of established strengths identified through self-evaluation and external review.

These include:

- Strong systems for identifying and responding to barriers to learning and wellbeing.
- Detailed information sharing which supports teachers to adapt teaching effectively.
- Strong adaptive teaching practices across the school.
- Effective support for pupils during unstructured times.
- High-quality pastoral and counselling support.
- Strong attendance outcomes with attendance significantly above national averages and persistent absence significantly below national averages.
- An exceptional personal development offer which provides high-quality enrichment, leadership and wellbeing opportunities for all pupils.
- A positive culture where pupils report feeling included, respected and supported.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Increasing complexity of SEND need, particularly Autism Spectrum Condition (ASC), ADHD, Speech, Language and Communication Needs (SLCN), cognition and learning needs, and SEMH needs.
2	A significant number of pupils enter secondary education with literacy, numeracy and communication skills below age-related expectations. There are

	a significant number of pupils entering Reception with communication skills below age expectation.
3	Rising levels of emotional wellbeing, anxiety, regulation and mental health needs affecting attendance, engagement and participation.
4	Attendance barriers and persistent absence amongst vulnerable groups, including pupils with SEND and SEMH needs.
5	Need for improved transition arrangements for vulnerable learners moving into Year 7 and between key stages.
6	Whilst strong adaptive teaching is evident across the school, we recognise the need to continue developing staff expertise in meeting increasingly complex SEND and SEMH needs.
7	Need to strengthen parental engagement, particularly with families who are underrepresented within school systems and support services.
8	The need to ensure all pupils develop a strong sense of belonging, representation and inclusion within school life.

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)*
Implementation and development of an adapted curriculum, including specialist staffing, adapted curriculum delivery, communication support, regulation support and transition pathways. Addresses barriers 1, 2, 3, 5 and 8.	Targeted	£18,000
Creation of a dedicated Targeted Support Tutor role providing KS4 mentoring, attendance support, behaviour intervention, reintegration work and parental engagement. Addresses barriers 3, 4, 7 and 8.	Targeted	£20,000
Appointment of a Pastoral Support Officer to strengthen Year 7 transition, attendance, belonging and early intervention. Addresses barriers 3, 4, 5 and 8.	Targeted	£20,000
Delivery of academic interventions including Nessy, Dynamo, Precision Teaching, Speech Link, Study Skills, Digital Support and	Universal and Targeted	£15,000

Handwriting programmes. Addresses barriers 1, 2 and 6.		
Development of the Inclusion Pledge through CPD, curriculum review, pupil voice opportunities, parental engagement events and Inclusion Forum activities. Addresses barriers 6, 7 and 8.	Universal	£10,000
Expansion of nurture and wellbeing provision including development of Re-Set Room to include Regulation Space, counselling, MHST, Lego Therapy, SEND check-ins, SEMH check-ins, additional Thrive and ELSA Practitioners and peer mentoring. Mentoring (primary). Addresses barriers 3, 4, 5 and 8.	Universal and Targeted	£20,000
Delivery of SEMH intervention pathways including Thrive, ELSA, Re-set Regulation Check-in, Emotional Literacy, Social Skills, Girls Supporting Girls, Social Stories and Regulation for Young People programmes. Addresses barriers 3, 4 and 8.	Targeted	Core Budget
Bespoke Year 6 to Year 7 transition programme and enhanced parent engagement programme. Addresses barriers 5, 7 and 8.	Universal and Targeted	Core Budget

*estimated figures used

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 experience a stronger sense of belonging and inclusion.	Improved pupil voice outcomes and increased participation in school life.

Attendance improves for vulnerable groups.	Reduction in persistent absence and improved attendance for SEND and SEMH cohorts.
Staff demonstrate greater confidence in meeting additional needs.	Staff survey results improve and adaptive teaching is consistently evident during quality assurance activities.
Pupils with SEND access learning more successfully.	Improved engagement, curriculum access, progress and attainment measures.
SEMH needs are identified and supported earlier.	Reduced escalation of need, improved self-regulation and reduction in behaviour incidents.
Adapted provision successfully supports pupils with identified learning needs.	Improved attendance, engagement, literacy, numeracy and successful access to mainstream opportunities.
Parents become more engaged partners in their child's education.	Increased attendance at workshops, reviews, parent forums and school events.
The Inclusion Pledge becomes embedded in school culture.	All stakeholders can articulate the principles of the Inclusion Pledge and can identify how these are demonstrated in daily practice.
Sustain and further develop the school's strong culture of inclusion.	Pupil voice demonstrates that pupils continue to feel safe, included, respected and supported within school life.

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.*

Further information (optional)

Inclusion and Outcomes

The Sydney Russell School believes that inclusion and achievement are inseparable. Strong outcomes are achieved through:

- High-quality teaching.
- Effective adaptive practice.
- Early identification of need.
- Strong pastoral systems.
- A broad and ambitious curriculum.
- Meaningful partnerships with families.
- A graduated response to SEND and SEMH need.
- A culture where pupils feel safe, valued and able to belong.

Through the implementation of this Inclusion Strategy and investment from the Inclusive Mainstream Fund, the school will continue to strengthen provision across all phases, ensuring that every pupil can participate, achieve and thrive.