

Inclusion Strategy – Beths Grammar 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	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Alex O'Donnell Headteacher

Statement of intent

Beths is highly committed to fostering a culture of inclusion where every member of the school, regardless of their ability, background, or additional needs, is provided with equitable opportunities to be their best academically, socially, and emotionally. Beths successfully achieved the SEND Inclusion Award (SENDIA) in 2025 which is a clear acknowledge of our commitment to inclusion.

Specifically, our main objectives are to:

- Ensure full and inclusive access to a broad, balanced and rich curriculum for all students, including those with SEND.
- Promote high expectations, enabling each student to reach and maximise their potential.
- Implement proactive early intervention to address barriers to learning.
- Develop students' independence, resilience, and social-emotional skills.
- Cultivate a sense of belonging and participation in school life so that all our students can thrive and achieve.

To meet these objectives, our inclusion strategy operates through a multifaceted approach:

Universal Offer

- *High-Quality Adaptive Teaching*: Differentiated instruction, scaffolded learning, multi-sensory approaches, and explicit vocabulary teaching ensure all students can engage meaningfully with the curriculum. Teachers also build rapport and know their students very well right from the outset.

We also use evidence-based approach from the Education Endowment Foundation to refine and sharpen our approaches.

[eef special educational needs in mainstream schools recommendations poster 2026-07-17-152355_xpga.pdf](#)

- *Accessible Environments*: Classrooms are structured to minimize sensory overload, include visual supports, appropriate seating plans and provide quiet spaces for regulation.
- *Enrichment Opportunities*: Co-curricular activities, clubs, and learning beyond the classroom are open and adapted to ensure participation for all learners.
- *Safe and Respectful School Culture*: A safe, respectful, and supportive culture underpins our Beths core values: Excellence, Community and Respect. Behaviour policies, wellbeing programs, and structured safe spaces support student engagement and mental health.

Targeted Support

- *Early Intervention and Evidence-Based support*: Small group or one-to-one support is deployed based on observed needs rather than solely on formal diagnosis.
- *Graduated Approach*: Employ Assess–Plan–Do–Review (APDR) cycles to tailor interventions to individual student progress.
- *SEND LSA Deployment*: SEND LSAs deliver structured interventions, promote independence, and are fully integrated into classroom planning. They are highly trained professionals which are a real asset to the school

Strategic Leadership

- *Ambitious Leadership & Governance*: Senior leaders and governors monitor inclusion outcomes, allocate resources effectively, and embed inclusive practice within policy and planning. They regularly carry out SEND/Inclusion visits and learning walks to quality assure the provision in place and adaptations in lessons.

- Evidence-Driven Evaluation: Data on SEND outcomes, engagement, attendance, and attainment are relentlessly tracked, monitored and evaluated for the best possible outcomes and next steps for success.
- Inclusion is integrated into all strategic initiatives, with regular review of outcomes and policies.
- Inclusive Environments: Continuous improvements are made to physical access, classroom design, technology use, and outdoor spaces to remove barriers

Strong Partnerships with Families & Wider Services

- Parental Engagement: Families are consulted at all stages of planning, intervention, and review. Home–school coordination ensures consistency of support and coordinated input from external agencies enhance support for students.
- Community Partnerships: Collaboration with local authorities, health professionals, and other schools enriches our inclusive practices.
- Transparent Communication: SEND Information Reports, regular updates, and consultations with a range of parties and agencies make our inclusion strategy visible and accountable to all stakeholders.

Monitoring and Evaluation

- Impact of interventions is monitored through measurable outcomes.
- Regular review cycles ensure that strategy aligns with emerging needs within the student cohort.
- Evidence-based professional development and staff capacity-building are maintained to sustain high-quality inclusive provision.

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

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Growing number of students requiring external specialist support for declining mental health and emotional wellbeing, beyond the Universal offer of an in-school counsellor.
2	Growing number of students displaying traits of neurodiversity because of increased staff training and awareness, resulting in increased referrals for external support from a specialist Social, Emotional, Mental Health partner through the Local Authority SEND support partners.

3	Increased needs of students on the Inclusion register requiring increased specialist support, often external (e.g. Educational Psychologist support).
4	Increasing numbers of students with adaptations and adjustments for internal and external examinations, including 1:1 spaces/private rooms due to difficulties with minor distractions. This then increases administration time and human resources.
5	Increased number of students being added to the Inclusion registers for a growing level of need and wider barriers to learning, e.g. medical needs, FSM/PP, LAC/PLAC, SEND and known to Social Care.

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.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Staff training from an external specialist in supporting students with social, emotional, mental health difficulties. Referral numbers have doubled from 10 per year to over 20.	Universal	£1422 (3 x full days)
Specialist 1:1 support to students struggling with their mental health, who have already received in school support or specialist intervention, e.g. school counsellor/ELSA (Emotional Literacy Support Assistant). 3 students per week receiving 1:1 support to 6, plus additional time to support staff who work closely with these targeted students.	Targeted	£7584 (35 x full days)
Deputy SENDCO achieving the NPQSENCO qualification to add capacity	Universal	£1500

to the team, bring best practice and further expertise to support students with traits of neurodiversity and identification of any undiagnosed needs so that our provision continues to be fully inclusive for all students		
Additional deployment of staff outside their contracted hours to support students with SEND and other vulnerable students to facilitate access to all activities including trips, visits, Year 8 Camp and so on.	Targeted	£1200
Additional deployment of staff outside their contracted hours to complete the growing number and complexity of applications for access arrangements at GCSE and A Level.	Universal	£1800 (£20 per hour x 90 days per year)

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
Students with SEND achieved their expected progress attainment from their starting point in line with their peers	Further narrowing of the attainment gaps between SEND and non-SEND students
Students with SEND have a rich experience of personal development at Beths	No difference in high participation rate in enrichment activities/ All students to be involved in at least 8 different types of personal development activities
Appropriate and effective destination of our students with SEND through personalised and impartial Careers guidance	Students with SEND continue to access top universities, degrees apprenticeship, training or employment – they do not end up as NEET

Published: September 2026

To be reviewed: September 2027 (following outcomes of external exams)

