Inclusion Strategy –The Deanery CE 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	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	D Williams

Statement of intent

We define vulnerability as any circumstance that prevents a pupil from accessing opportunities equitably, regardless of the reason. It extends beyond traditional categories such as low income, care experience, or SEND and includes any barrier that limits a child's ability to engage fully in education and school life. Our approach is rooted in equity. By identifying and addressing barriers to learning and participation, we create an inclusive environment where every pupil can thrive. We believe that no child's potential should be limited by their circumstances. Vulnerability is not a label but a call to action, ensuring that every child receives the support they need to succeed.

Our Objectives

Our aim is for all pupils to make strong progress, achieve their potential, and access a broad and ambitious curriculum. Inclusion ensures that vulnerable pupils can achieve outcomes equal to their peers through high expectations, appropriate support, and a commitment to meeting individual needs.

Teachers use assessment and evidence-informed practice to identify barriers to learning and implement effective strategies. We take a holistic view of progress, considering both education and wellbeing, and work closely with families to support pupils from their point of entry through to adulthood.

Reading is a key priority. Through high-quality teaching, phonics, targeted interventions, and rich curriculum texts, we help pupils develop the literacy skills and cultural capital needed to access learning and future opportunities.

The Seven Principles of Inclusion

Ambitious leadership and governance

Governors and trustees receive regular information on attainment, attendance, behaviour, and outcomes for vulnerable groups. This enables effective challenge, strategic oversight, and accountability for inclusion.

Evidence-based support and early intervention

Pupil progress is monitored throughout the year using assessment, learning walks, and work scrutiny. Diagnostic assessments help identify needs early so that support can be implemented promptly and effectively.

High-quality adaptive teaching

All teachers are responsible for the progress of vulnerable pupils. Through the consistent use of the TPAT Learning Principles (See appendix 2), teachers assess understanding, adapt teaching, and ensure all pupils can access the curriculum and make strong progress.

Enriching opportunities beyond the classroom

We provide access to extracurricular activities, educational visits, leadership opportunities, sports, arts, and clubs. Barriers to participation are identified and reduced through targeted support, reasonable adjustments, and partnership with families.

A safe and respectful culture

We foster belonging through positive relationships, supportive learning environments, and a strong focus on emotional wellbeing. By prioritising our most vulnerable pupils, we create a culture where all pupils can engage, attend, and succeed.

Strong partnerships with families and services

We work closely with parents, carers, and external professionals to ensure coordinated support that meets pupils' needs and prepares them successfully for the future.

Inclusive environments and accessibility

We continually review and improve accessibility, adapting our provision to remove barriers and ensure every pupil can participate fully in school life.

Working with Families and the Community

Our inclusion strategy has been shaped through regular engagement with parents and carers. We also work closely with the Swindon Parent Carer Forum, whose insights help inform trust-wide priorities and strengthen practice. This collaborative approach ensures our strategy reflects the needs of our communities and supports every child to thrive.

For Further details please see our Trust Inclusion Statement

The Deanery C of E School Inclusion Statement

Defining Vulnerability:

At The Deanery Church of England Academy, inclusion is an expression of our Christian belief that every child is made in the image of God and deserving of dignity, compassion and opportunity. Guided by our values of *Wisdom, Hope, Service and Resilience*, and the Church of England's vision for "life in all its fullness" (John 10:10), we commit to ensuring every pupil can flourish academically, socially, emotionally and spiritually.

We adopt TPAT's definition of vulnerability, recognising any barrier to equitable access as a prompt for empathy and purposeful action. Our curriculum, teaching and pastoral systems are designed around the needs of our most vulnerable pupils first, ensuring all learners benefit. Through high-quality teaching, targeted intervention and a strong focus on reading as the gateway to knowledge and opportunity, pupils receive the right support at the right time.

Our pastoral care reflects Christian compassion, ensuring every child feels safe, known and supported. Inclusion at The Deanery is the living out of our faith and our commitment to helping every pupil thrive.

Known, supported without judgement and empowered to flourish academically, socially, emotionally and spiritually. Inclusion at The Deanery is the living out of our faith, our values and our mission to nurture young people who grow roots of resilience, branches of wisdom, and fruit that enriches the world.

- Disadvantaged pupils,
- SEND pupils,
- Pupils who have had social services support,
- English as an Additional Language (EAL), and children from military families, as well as any additional subgroups identified by a particular school, that are specific to them, such as young carers or pupils who have suffered a significant emotional event, mobile pupils.)

The Deanery access the Trust KS3 and KS4 School of Solutions provision. These offer a therapeutic and inclusive approach to supporting pupils who find the mainstream classroom environment challenging. These provisions are designed to ensure that pupils and students remain part of their home school or Trust community, while accessing tailored support within small groups, delivered by specialist teachers and teaching assistants. The programme integrates a baselined and tracked emotional quotient (EQ) curriculum and together with the school provide a broad and balanced offer, delivered through a creative, personalised and therapeutic approach. Provision combines academic study towards GCSE qualifications with the development of life and employability skills through project-based learning and Trust-based work experience. Where appropriate KS4 students are supported to reintegrate into their schools for part or all of the curriculum. Referrals are made by school for pupils with emerging or identified social, emotional and mental health (SEMH) needs, with placements agreed through a panel. A focus on early intervention, emotional development and skill-building enables pupils to feel safe, valued and supported to develop strategies for behaviour regulation, positive relationships and re-engagement with mainstream learning and future pathways.

As part of the school's inclusive offer, there is a Local Authority commissioned Complex Needs Provision that provides specialist support for up to 60 Pupils with significant and complex special educational needs.

Currently there are 12 pupils within the complex needs provision with a further 20 joining in September 2026.

This provision brings considerable benefits to both the pupils within the unit and the wider school community. Pupils are able to access highly specialised support while remaining within their local community, enabling them to maintain relationships with family, peers and local services. The provision also creates opportunities for appropriate inclusion and social interaction with mainstream peers, helping to foster belonging, independence, and positive outcomes. In turn, the presence of the provision strengthens the school's inclusive culture, enhances staff expertise in meeting a diverse range of needs, and promotes understanding, acceptance and respect for difference across the whole school community.

SEND information report

PP Strategy

Number of Pupils*	Disadvantaged	SEND	Social Care	EAL	Pupil Premium	Free School Meals	Young Carers	Mobile Students (Joined after Sept 2025)
Year 7	30	35	4	25	31	38	3	3
Year 8	30	32	1	23	29	31	5	13
Year 9	22	20	4	52	22	33	5	11
Year 10	20	40	4	49	21	24	14	18
Year 11	22	33	1	11	24	30	7	12
	124	131	14	160	127	156	34	57

How do we know our approach is working?

Attainment data is collected three times per year and is rigorously analysed by Curriculum Leaders and Senior Leaders. This analysis identifies trends against expected progress, prior attainment and (where available) national benchmarks, with a particular focus on vulnerable learners and those requiring Wave 2 and Wave 3 support. Outcomes directly inform targeted intervention, contribute to Annual Reviews and Personal Education Plans (PEPs), and support the identification of pupils for the termly Potential into

Performance (PIP) panel. This ensures that emerging needs are identified early and acted upon swiftly through a coordinated, whole-school approach.

Attendance

Attendance data demonstrates a strong improvement over the past year bringing vulnerable groups in line with the national attendance for these groups. The analysis of attendance is triangulated with national benchmarks using DfE and Arbor comparison data. Some strategies to improve attendance include:

- Graduated responses (letters, meetings and formal escalation)
- Home visits and direct family support
- Flexible, bespoke or alternative provision to support reintegration
- Individualised attendance plans

High attendance is actively promoted and recognised through weekly, termly and annual rewards, reinforcing a culture of strong engagement.

Targeted Support and Intervention – Assessing Impact

The impact of targeted support at The Deanery is systematically evaluated through a combination of quantitative and qualitative measures. Interventions are recorded and reviewed through Arbor.

Alternative Provision is quality-assured through termly reviews, progress tracking and safeguarding audits, ensuring consistency and impact. Measures of success include demonstrable improvements in emotional wellbeing, behaviour and engagement for pupils receiving targeted support.

Provision is delivered through a graduated model:

- **Wave 1:** High-quality teaching (QFT), monitored through learning walks and quality assurance
- **Wave 2:** Targeted in-class support, including additional adult support
- **Wave 3:** Bespoke intervention packages tailored to individual need

Staff contribute regularly to Annual Reviews and PEPs, evidencing progress against personalised targets. The termly PIP panel triangulates data from attainment, attendance and pastoral information to build a holistic view of each pupil. This results in precise, targeted actions which are reviewed for impact, such as improved attendance or increased engagement in learning.

Engagement with Enrichment

Enrichment tracking demonstrates a strong commitment to equity of access with vulnerable students are offered extra curricula activities and experiences first.

Reporting to Governors

The Trust interim board receive a comprehensive and transparent programme of reporting, enabling effective challenge and accountability. This includes:

- Pupil progress and attainment data for all pupils and key vulnerable groups
- Detailed attendance analysis, including national comparisons
- Behaviour and safeguarding data through the whole-school dashboard

In addition, governors scrutinise the implementation and impact using focused visits and reporting of findings which are then fed into the Trust Interim Board. This triangulated approach ensures that governors

have a clear, evidence-based understanding of outcomes for vulnerable pupils and can hold leaders to account for continued improvement.

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

Barrier Number	**Detail of barrier to learning** *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*	
1	Foundational Skills (Trust focus)	Vocabulary, Speaking and Listening (Oracy), Phonological awareness, Reading fluency, Comprehension, Numeracy, Handwriting (Transcription)
2	Emotional Wellbeing (Trust Focus)	Emotional resilience, Unmet need, Home/school Environment, Physical and Mental Health
3	SEND Attendance	Persistent absence, medical needs and emotionally based school avoidance. Attendance remains a significant barrier for some pupils with SEND.
4	New to English Support	Persistent absence, medical needs and emotionally based school avoidance. Attendance remains a significant barrier for some pupils with SEND.

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.

Barrier number	**Description of activity** *(noting evidence and barrier numbers addressed)*	**Activity number**	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
1	Baseline Testing and monitoring of all students. Literacy and numeracy are foundational skills for all subjects. Without a good foundation of numeracy and literacy skills, students find it difficult to access the curriculum and perform well academically and achieve their potential.	1	SWIFT Phonics intervention – Fresh Start Phonics White Rose Maths Ninja Maths	£3000 (Swift) £18000 (TA delivery and assessment) £1500
2	Screening all pupil's wellbeing SoS outreach, SoS in reach Trust Mental Health service emotional and social challenges, such as	2	Pupil perceptions SEMH interventions	£25000

	stress, anxiety, and low self-esteem. These issues can affect their concentration, behaviour, and overall, well-being, making it harder for them to succeed in school			
3	SEND Attendance	3	Monitoring attendance of SEND pupils, analysing attendance data and identifying barriers to attendance including anxiety, medical needs and emotionally based school avoidance Attendance mentoring, family support, pastoral intervention, external agency involvement	£25 000

			and bespoke reintegration plans for identified pupils.	
4	New to English Support Screen students on Entry	4	Screen all new to English Students on entry to assess English language proficiency and identify support needs. Language Nut and targeted language groups to develop vocabulary, communication and curriculum access for EAL learners	£6000

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.

Activity number	Intended outcome	Success criteria
1	Increase literacy levels so that vulnerable learners have the same access to curriculum content and future opportunities	No gap between vulnerable and non vulnerable learners Improved reading and literacy skills Better access to the curriculum Higher academic performance English and Maths attainment 8 score similar to non-vulnerable
2	Improved attendance rates Reduced persistent absenteeism Higher parental involvement regarding attendance Increase access to enrichment opportunities- evidence in trip registers	Overall attendance will be 88% Increased parental engagement with targeted attendance meeting. This will be measured via parental engagement with EWO and Pastoral leads via Aim meetings Increased representation in sporting fixtures – evidenced in school sporting registers Higher participation in lessons that require resources to access, for example food technology – evidence departmentally by curriculum leaders and GCSE uptake Student can positively reflect on own wellbeing and feel part of the school community evidenced in Pupil Perception data Improved concentration and behaviour- evident in behaviour data Reduction in high level referrals to outside agencies – evidenced in inclusion data An increase in positive reviews following in school ELSA and mental health interventions Reduction in suspensions/ PEX for vulnerable pupils

3	Improve attendance outcomes for pupils with SEND through targeted support and early intervention.	SEND attendance improves year-on-year. Reduction in persistent absence among SEND pupils. Increased engagement with families and external agencies. Improved attendance for pupils with EBSA and medical needs.
4	Improve English language acquisition and curriculum access for EAL learners.	EAL pupils make expected or better progress in language acquisition. Increased confidence in speaking, reading and writing English. Improved access to curriculum content. Reduction in attainment gaps between EAL and non-EAL pupils over time.

TPAT Principle	What you will see in lessons	How this is inclusive
High expectations for learning behaviour	▪ Positive relationships. ▪ Very little/no disruption to learning. ▪ Pupils engaged. ▪ Clear routines to support learning. ▪ Teachers celebrating success. ▪ Teachers implementing the B4L policy with minimal disruption to the flow of learning.	▪ Shared values and aligned practices that create a safe, calm and predictable environment. ▪ Pupils feel a sense of belonging and understand what is expected of them. ▪ Pupils are exposed to positive role models who support their personal development.
Quality of Instruction **Subject Mastery**	▪ Learning intentions on display and used to inform learning. ▪ Pupils understand how the activities are linked with what they are learning. ▪ New information is clearly explained and chunked to reduce cognitive load. ▪ Questioning to promote thinking e.g., cold call, No opt out, say it again better. ▪ Teachers that demonstrate subject expertise. ▪ Opportunities to read and use of topic texts. ▪ Activities that promote thinking hard and peer collaboration. ▪ Questioning to challenge e.g., probing, bouncing. ▪ Use of aspirational examples. ▪ Explicit links to real-life application and context.	▪ Teaching is done in a way to reduce cognitive load, ensuring all pupils can build connections with new information. ▪ Questioning techniques increase participation and thinking ratios. ▪ Misconceptions are anticipated and activities are planned to overcome this barrier to learning. ▪ Ensure pupils from all backgrounds have access to high quality examples and exposure to rich text. ▪ All pupils are expected to participate and think hard.
Adaptive Teaching	▪ Teacher knows and responds to the individual needs of SEND and DV (should we write this in full, not sure we all know what it is, also the shortening for domestic violence?) learners. ▪ Lessons are planned with high level challenge. ▪ Scaffolding where required e.g., sentence starters, task planners. ▪ Processing time and 'Think-Pair-Share'. ▪ Responsive teaching that is informed by assessment. ▪ Modelling – I do, we do, you do, use of visualiser etc. ▪ Regular check-ins for individual pupils who require further support.	▪ Barriers to learning are anticipated and learner needs are met; all pupils are able to progress. ▪ All pupils are working to achieve the same learning intentions. ▪ Targeted and graduated scaffolding that ensures all pupils can access the same learning intentions and build independence. ▪ Working memory is supported so that new knowledge can be learnt.
Making it Stick	▪ All lessons start with a DNA which will generally be a retrieval activity. ▪ Prior knowledge is activated. ▪ Explicit links made to previous learning.	▪ Pupils are supported to activate prior knowledge before learning new information. ▪ Pupils are explicitly taught how to learn information and how to revise it for assessments.

Appendix 3 WHOLE SCHOOL INCLUSION APPROACH

🏫 Know Your Pupils

-Know who your vulnerable pupils are and what they need by reading pupil passports and guidance.
-Prepare support *before* they enter your classroom, premeditating potential misconceptions or gaps.

🪑 Smart Seating

-Seat vulnerable pupils where interaction and visibility are easiest—they are your first check-in every time.
-Keep them clearly in your line of sight.

🩹 Purposeful Grouping
-Create mixed groups (V + Non-V) to enable peer support.
-Target these groups first for checks on understanding.

❓ Inclusive Questioning
-Mark first, question first.
-Use the Question Sandwich (V → Non-V → V).
-Support pupils to think hard with no opt-outs—everyone engaged, no passive presence.

👀 Check for Understanding
-Always check vulnerable pupils first.
-Use your seating layout for deliberate scanning and clarity checks.

🗣️ Build Pupil Voice
-Ask pupils what they're learning, why, and how.
-Link current learning to prior knowledge to build schema and close gaps.

📑 Teach for Mastery
-Identify barriers in your subject and use assessments/QLA to adapt teaching.
-Secure foundational knowledge before applying it.

🩼 Repair Missed Learning
-Provide in-lesson support to bridge missed content quickly and directly.
-Use targeted teacher–pupil interactions to fill gaps.

🧮 Plan With Inclusion First
-Plan lessons for clear learning intentions, 100% engagement, and early checks for understanding.
-Prioritise inclusion pupils: Are they thinking? Participating? Making progress?