Inclusion Strategy for Longhill 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	2026-29
Date this statement was published	6/11/26
Date on which it will be reviewed	30/08/27
Statement authorised by	18/09/26

Statement of intent

We are committed to creating an inclusive learning environment where all students can achieve, participate, and thrive. The Inclusive Mainstream Fund (IMF) will be used to implement and review strategies to ensure that students with Special Educational Needs and Disabilities (SEND), as well as emerging barriers to learning,receive timely and effective support within mainstream education.

This policy outlines how IMF funding will be used to strengthen inclusive practice, support early intervention, and improve outcomes for all learners. In identifying the barriers we have also used the 7 principles of Inclusion.

Our ultimate objectives in implementing our strategy are to:

- Promote a culture of inclusion across the school.
- Support the early identification of additional needs.
- Reduce barriers to learning and participation.
- Improve attendance, engagement, progress, and wellbeing.
- Strengthen staff knowledge and confidence in inclusive practice.
- Ensure that resources are used effectively to meet students' needs.
- Develop sustainable approaches that benefit current and future students.

We have worked with students to gain their feedback along with their families as well as the wider community (e.g. Amaze Sussex and PaCC) in order to identify the barriers

The link to the 7 principles of whole-school inclusion are addressed in the barriers below.

Barriers to learning and participation and actions which address these

Barriers to learning and Core Principle Link(s)	
1	**Identification with systematic use of APDR**: New emerging SEND or new students who have not been identified previously need to undergo the correct assessment process including using a graduate response of Assess< plan, Do, Review. Core Principle Link: **2. Evidence-Based Support prioritising early intervention**
2	**School Culture:** Not feeling a sense of belonging due to several reasons including: not accessing the learning; not feeling understood by staff or/ and peers; issues with friendships; having low resilience, anxiety or other mental health difficulties; and having systems and policies that are not inclusive. Core Principles Links: **1. Ambitious Leadership & Governance, 5. Safe & Respectful Culture and 6. Strong Partnerships.**
3	**Engaging with learning** can be challenging **due to low skills in composition, transcription and numeracy** for example, deficits in structural cohesion, limited syntactic variety, stylistic inconsistences, limited vocabulary and lack of ideas; lack of handwriting fluency and a lack of basic, everyday mathematical competence i.e. real-world maths skills**.** Core Principle link: **3. High-Quality Adaptive Teaching**
4	**Independent Learning:** Not being able to move enough knowledge and skills from the working memory to the long-term, having gaps in knowledge and not understanding what is being taught, often stops students from becoming increasingly independent. This then stops students being able to learn at home and consolidate their learning. Core Principle link: **3. High-Quality Adaptive Teaching**
5	**Enrichment:** Lack of engagement with extra-curricular activities for various reasons including lack of confidence, needing additional reassurance, financial barriers etc. Core Principle link: **4. Enriching provision beyond the classroom**
6	**Environment:** The setting of a mainstream secondary school in terms of: the earlier time, moving around, lighting, having different teachers, eating, having many subjects in one day and the amount of students can create sensory overload and physical inaccessibility. Core Principle link: **7. Inclusive Environments**
7	**Attendance:** We hope that by implementing the above, attendance to school is not impacted, but for some students who have significantly low attendance from their previous school, we have to acknowledge that additional actions are needed. Having a history of non-attendance or low attendance means there are often complexities that as missed gaps in learning are added to the original barriers for not attending

	Core Principle link: **5. Safe & Respectful Culture and 6. Strong Partnerships.**

Activity in this academic year

Total budgeted cost: £37,587

(Note: We will also use additional school budget to supplement the below actions)

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** U or T	**Total budgeted cost**
Barrier 1: Accurate identification leading to effective actions		
Monitoring & Intervening: We monitor new students including those from year 7 to identify needs quickly by tracking: (a) Curriculum access (prior schools' data inc. SEND info, lesson visits, work scrutiny and evidence that identified adaptations are being implemented) (b) Progress (assessment data compared with students' starting points and individual targets). (c) Participation (attendance, engagement, task completion and participation in subject learning). (d) Intervention impact (baseline and review assessments, intervention records and evidence of transfer into lessons). (e) Qualification outcomes (entry decisions, achievement data, progress towards qualifications and suitability of pathways). (f)Preparation for adulthood (student voice, careers guidance, college transition planning and confirmed post-16 destinations where available). (g) Using a Graduated Response (APDR) robustly to ensure targeted support is evaluated thoroughly before escalation to EHCP.	Targeted	£3,200
Range of intervention which accurately meets the needs of students: Targeted interventions match the need(s) as we use a range of approved testing as well as seeking advice from external		

agencies. We then will track the impact this has using the below intervention cycle (a) Identify the barrier Use assessment data, teacher observations, student voice, family information and professional advice to identify the specific difficulty affecting access or progress. (b) Set a measurable outcome For example, improve reading fluency, follow multi-step instructions, increase lesson attendance or independently use an agreed regulation strategy. (c) Select and deliver the intervention Specify the intervention, responsible adult, group size, frequency, duration and links to mainstream classroom learning. (d) Monitor implementation and impact Record attendance at sessions, delivery of the planned programme and evidence of progress. Check whether the student is applying the skills in lessons. (e) Review through APDR Decide whether to continue, adapt, intensify or stop the intervention, and whether further assessment or specialist advice is needed.	Targeted	£2,100
Data analysis for all at-risk indicators: Our internal data tracking systems in all years as well as our GCSE student outcomes, analyse SEND pupils' attainment and progress which informs interventions. In addition, we cross reference SEND profiles with other at-risk pupil indicators to intervene promptly e.g. FSM, LAC, Summer Term of Birth, female.	Targeted	Already in place
Adaptive Curriculum: Our lessons follow the DfE's High-Quality inclusive strategies on how to plan and adapt the learning to ensure it is accessible In addition, we carefully consider the **qualification pathway** to maximise a student's success and support them with their next phase of education.	Universal	Already in place
Evidence: - Selecting targeted interventions, EEF Link - Teaching and Learning Toolkit, EEF Link - Department for Education — Inclusive Mainstream Fund: Best Practice for Schools Link - Department for Education — Special Educational Needs Support in Schools and Colleges (2017)Link - Special educational needs and disability code of practice: 0 to 25 years Link		

- Every child achieving and thriving-Schools white paper to rewire education transforming life chances Link		
Barrier 2: School Culture Actions		
Ensure **promoting a sense of belonging** runs through every SLT's role including action plans and staff CPD. This will include strategies based from Sussex University's belonging project as well as the research outlined in the evidence below. The student leadership will also be involved in supporting a sense of belonging.	Universal	£3,900
Staff will 'train-up' students in having a great understanding of SEN to make sure there is a **peer-to-peer culture of inclusion** as set out below: **Neurodiversity and Invisible Disabilities**: Helping all students understand that their peers may learn, communicate, or experience the classroom environment differently (e.g., autism, ADHD, or dyslexia) **Speech, Language, and Communication Needs** (SLCN): Fostering patience and peer-modelling strategies so students know how to naturally support classmates who struggle with verbal processing The **Social Model of Inclusion**: Shifting the school mindset from viewing a disability as an individual burden to viewing accessibility as a collective, whole-school responsibility **Normalising Assistive Technology:** Ensuring that when a student uses tools like speech-to-text dictation, sensory aids, or visual prompts, it is viewed by peers as standard practice rather than something that isolates or stigmatizes them.	Universal	No cost
Systems and CPD: Our whole-school system for behaviour including sanctioning and rewarding pupils is based on latest evidence-based research on inclusive provision; they are explicit and proactive at creating a sense of belonging for all students. In addition, regular whole-school CPD explains the needs, outward behaviours and inward thoughts and feelings to ensure we fully understand our pupils with SEND **Benchmarking against similar schools:** We liaise with partner schools as well as using FFT data to identify where inclusive practices could be improved both in terms of drilling down into each subject's intent and delivery. **Teaching and Learning:** Our Ordinarily Available Inclusive Practice sets out how teachers should teach based on DfE and EEF research on inclusive High-Quality Adaptive teaching.	Universal	£2,400

Relationship with Parent/ Carer: We seek out parental feedback via face-to-face meets, parent/carer forums, surveys and everyday open communication which we consider when reviewing and adapting systems, policies and every-day routines including reasonable adjustments.	Universal	Already in place
Evidence: - A School's Guide to Implementation, EEF Link - Special Education Needs in Mainstream Schools, EEF - Inclusion in Practice: Shoreham Academy Case Study for ASC Students - Sussex University Belonging project. - Making Best Use of Teaching Assistants & Deployment of Teaching Assistants, EEF. - ASC Intervenor role (as Shoreham Case Study) in place with all TA strained in Making Best Use of Teaching Assistants & Deployment of Teaching Assistants, EEF. - Autistic and Ok Programme - Breaking down silos: A whole-school approach to inclusion, DfE Blog Link - Mentally Healthy Schools: Whole-school approach Link and targeted support - Communicating with parents about school attendance, DfE Link - Special Educational Needs in England, DfE Link		
Barrier 3: Engaging with learning		
Every teacher is a teacher of SEND: Our whole-school CPD programme involves whole-school training with follow-up learning walks, book looks and student voice in order to develop the teacher's practice. All of this is based around embedding an understanding of individual's need and adaptive strategies which centred around: - Visual structure & predictability - Explicit instruction & chunked explanations - Scaffold & stretch (low-threshold, high-ceiling tasks) - Check, Reflect, Respond cycles - Explicit literacy teaching - Metacognition & groupings - The FAME approach for modelling - Retrieval practice - Formative assessment loops - Explicitly teaching exam and revision skills	Universal	£2,800
Individual Support Plans are in place (these are called Student Passports) and regularly reviewed with teachers, students and parent/ carer. Teachers using these effectively is also monitored and additional CPD given as a result of findings.	Targeted	Already in place
Equipping each classroom with an **'adaptation station',** where pupils access practical resources like coloured overlays, pen grips,		

and reading rulers. Leaders deliver assemblies to pupils to raise awareness of the resources available and encourage their use as part of developing independent, self-regulated learners.		£5,900
Returning regularly in staff meetings to a regular **'menu'** of different **adaptations**, to encourage staff to try new strategies, such as those in the table below:	Universal	No cost
Literacy Strategy that explicitly teaches reading, oracy and written skills.	Universal	Other funding
Evidence: - Special Educational Needs in Mainstream Schools Report, EEF.Link - Every child achieving and thriving white paper, DfE. Link - The EEF Guide to Inclusive Teaching: Explicit Instruction, Feedback, Scaffolding, Positive Relationships, Calm Classroom environments Link - DfE Unlocking Reading Strategy and CPD - Metacognition steven step model, EEF Link - Promoting Metacognitive talk, EEF Link - What goes up, must come down: Promoting Pupil independence through scaffolding Link - The EEF: Adaptations and additional support Link - Inclusive Practice: How Shotton Hall improved literacy & numeracy levels, Inclusion in Practice Case Study Link - Scaffolding Learning through questioning, Gov. Uk Link - The writing framework (Transcription & Composition) Link - PiXL Unlocking Reading: Communications & Language; Handwriting; Vocabulary and Reading Cultures and Fluency including PiXL mats		
Barrier 4: Independent Learning		
Progressive Scaffolding is used by teachers and by TAs to ensure students become increasingly independent. Both roles have CPD on this (MITA, R Webster, EEF). Photocopying sheets for pupils to interact with, laminating resources & printing resources is the main cost here.	Universal	£8,900 and other funding
Adaptive Technologies: We ensure the latest technology is being used including training on this to promote students' independence with learning.	Universal	£4,200
Our **Independent learning (homework)** prioritises accessibility: Sparx Reading Programme has built-in screen adaptations for dyslexia, visual impairments, and sensory fatigue includes contextual vocabulary support to aid comprehension; and	Universal	Already in place

Sparx Science and Maths also adapt the difficulty, scaffolding and length of questions based on online assessment. The aim is to avoid cognitive overload.		
Evidence: - RISE support for inclusive mainstream education, Teach First's resources (What is assistive technology? | Teach First) - Homework, EEF Link - Sparx Maths & Impact, Cambridge University research Link Link - Sparx Reader Impact Case Study: Bushy Meads School Link Link - Inclusive mainstream fund: best practice for schools Link - PiXL Diagnostic Insights and Revision Programme		
5. Enrichment		
We ensure that there is **proportionate representation** of SEN students in extra-curricular activities including student leadership opportunities as we remove barriers including lack of confidence or financial ones.	Universal	£3,200 and other funding
School environment: We continuously improve classrooms, corridors, sensory setups, and technology to meet students' needs. In addition, classrooms are equipped with mini whiteboards, reading rules, slant boards, visual checklists and sensory fidgets.	Universal	Other funding
Evidence The enrichment framework for schools and colleges, DfE Link Resources to support schools and colleges with enrichment Link Widening Participation Programme, Sussex University. Extending School Time, EEF. Link Rights Respecting Schools Teaching Resources Link		
6. Environment		
School environment: We continuously improve classrooms, corridors, sensory setups, and technology to meet common and predictable needs.	Universal	Other funding
The Y7 zone means we are able to support students' **transition** from primary to secondary and we will keep on developing this area.	Universal	Other funding

The school library is at the heart of reading for pleasure and as such additional funding will be used to make this highly accessible formats by liaising with the LEA and borrowing **assistive technology** to pilot as well (e.g. reading pens for text scanning, dictation tools, and visual communication tablets such as integrating text-to-speech software to support independent navigation).	Universal	Other funding
Inclusive Curation: Broadening choices to include dual-language books, dysfluent-friendly print fonts large print, and audiobooks.	Universal	£987 and Other funding
Providing **visual schedules**, color-coded genres, and clear environmental signage to help pupils independently locate resources. Reducing cognitive overload by avoiding overly cluttered shelves and creating predictable, consistent layouts.	Universal	Other funding
Sensory Adaptations: Establishing low-sensory zones with adjusted lighting and offering "sensory backpacks" containing ear defenders, tinted overlays, and fidget tools.	Universal	Other funding
Other areas of the school: These will be audited and developed using the DfE's 10 core elements of inclusive design (see link below Inclusive Education Estates)	Universal	Other funding
Evidence: Inclusive Education Estates, DfE, June 2026 Link AssistiveTechnology Lending Libraries Pilot, DfE. Link Assistive Technology (AT) Training for schools, DfE. Link		
7. Attendance		
Attendance strategy based on Working Together to Improve School Attendance 2026 and *'Making School Unmissable'* Rachel Macfarlane and Paul Jenkins	Targeted	Other funding
Embedding the DfE's 8 principles of promoting mental health and wellbeing	Universal	Other funding
Embed a sense of belonging by implementing the evidence based research from Sussex University's Belonging Project and other educational research.	Universal	Other funding
Embed a whole-school approach to mental health and wellbeing as well as using the MHS (Mentally Healthy Schools) targeted support strategy.	Universal	Other funding
Evidence - DfE Attendance Toolkit and DfE Pupil Attendance Dashboard - Summary of evidence, EEF Link		

- Centre for Young Lives Link
- Mentally Healthy Schools: Whole-school approach Link and targeted support
- Promoting children and young people's mental health and wellbeing Link
- Communicating with parents about school attendance, DfE Link

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
Our students leave this phase of their education fully equipped with the skills and knowledge to successfully engage with their chosen next phase of learning (FE).	By 2029, 100% SEN K students to meet or exceed all pupil national averages for attainment, progress and % 4+ in maths and English. By 2027, for GCSE outcomes to be significantly higher than 2026: P8 to be at zero and attainment to reflect pupils' target grade. (note based on FFT data not verified yet by IDSR)
SEN students have the same opportunities as non-SEN peers to access a wide range of courses at FE at the same levels.	Year-on-Year Significant narrowing the Progress 8 gap between SEND/vulnerable pupils and their national peers until by 2029 the gap is zero.
Impact of targeted interventions	- By January 2027, 80% of pupils identified for interventions show improvement in assessment data for that area of need. - By July 2027, 100% of pupils identified for interventions show improvement in assessment data for that area of need.
SEN students' attendance is improved as they feel a sense of belonging and want to attend.	- By March 2027, 100% of students have improved achievement in early intervention tiers before an EHCP is issued. - Each year, more than 10% reduction in PA among SEND, Pupil Premium, and SEMH student groups until 2029 where it is lower than national averages.

SEN students' voices and leadership shape the school's culture and learning opportunities are widened	- Sept. 2026 onwards, proportional representation of disadvantaged/SEND pupils in 100% of out-of-classroom enrichment. - 100% of pupils say they strongly feel a sense of "belonging" on student surveys.
100% of teaching staff trained in quality-first adaptive learning strategies which is seen in teaching and learning data as 100% are expected standard or above.	By January 2027: - By January 2027, 100% of staff feel extremely confident with Adaptive Teaching. - 100% of pupils say they strongly feel a sense of "belonging" on student surveys.

Review of the previous academic year

Below sets out the data which will be used to measure the impact that this strategy has on pupils' engagement participation, attendance, sense of belonging, and attainment.

Attainment

- Y11 students' outcomes (attainment and progress) in Summer 2027
- Internal assessments
- Targeted intervention assessments
- Early Identification of SEND Tracker

Engagement/ participation

- Attendance and punctuality
- Engagement in lessons data

Sense of belonging

- Student surveys
- Staff surveys
- Enrichment Tracker
- T&L data (lesson observations, book looks and student voice data)

Further information

Working with inclusion specialist teams (e.g. BHISS, CAMHS, SALT, EPS) and our local network of schools as well as specialised Hubs for reading, behaviour and attendance as well as our advisory school is also an important part of our inclusion strategy.

