

Inclusion Strategy – Sunshine 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	2026/7
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Miss S Corkindale

Statement of intent

Our Vision for Inclusion

At Sunshine Academy, we are committed to creating an inclusive environment where every child feels valued, supported, and empowered to reach their full potential. We serve a community facing significant socio-economic challenges, with over 92% of pupils living in the most deprived areas and 56% eligible for Pupil Premium. Our school has experienced an increase in pupils with special educational needs, social, emotional, and mental health needs, now exceeding national averages. An increasing number of pupils are new arrivals to the country, with over 17% speaking EAL, and a notable proportion have underdeveloped speech and language skills.

Our Commitment

Our inclusive ethos is central to our approach, emphasising early identification of needs, tailored support, and safeguarding. Our recent Trust Review (September 2026) recognised that we have successfully created "a tangible culture of belonging throughout the academy, where pupils are known, valued and celebrated as individuals" and that "staff demonstrate a positive commitment to supporting pupils with significant Special Educational Needs and Disabilities (SEND)". We recognise that inclusion is about creating a culture where diversity is celebrated, barriers are removed, and every child has the opportunity to thrive academically, socially, and emotionally.

Our Strategic Priorities

1. Early Identification and Responsive Support

We will ensure pupils' needs are accurately identified through robust assessment and monitoring. Our graduated approach of 'assess, plan, do, review' will be consistently embedded, supported by high-quality staff training and professional development. Our review confirmed that leaders "identify pupils' needs quickly and accurately" and we will build on this strength.

2. Closing Attainment Gaps

Our Pupil Premium Strategy has contributed to 67% of Reception pupils achieving the expected GLD and 76% of Year 1 pupils achieving the required standard in phonics, rising to 85% at the end of Year 2. 60% of SEND pupils achieved required standard in Phonics at the end of Y1, 4% above national and 10% above LA. 75% of disadvantaged pupils achieve required standard in phonics at end of Y1 – 8% above national. Our recent review noted that "achievement is improving in key areas, with GLD rising from 53% to 64% to 69%, Year 1 phonics at 85% and improvements in KS1 reading and mathematics."

Despite these positive outcomes, gaps remain, particularly in writing at the end of KS1. We will implement targeted interventions to address persistent challenges and ensure all groups make strong progress.

3. Strengthening SEND Provision

The Director of Safeguarding and Inclusion collaborates closely with the school to ensure effective support for pupils with SEND, with ongoing improvements evident in outcomes. A recent SEND Audit highlighted the school's strong commitment to inclusion, effective ISP processes, and robust parental engagement. Our September 2026 review confirmed "warm, welcoming and engaging relationships with parents" and that "relationships between staff and pupils are particularly strong, enabling vulnerable learners to feel secure, understood and ready to engage in learning." An action plan has been developed, prioritising professional development and adaptive teaching within the 2026-28 ADP.

4. Improving Attendance

Increasing attendance among SEND and Disadvantaged pupils remains a key focus. We recognise the direct link between attendance and attainment, and will work closely with the Multi-Academy Trust and Local Authority on initiatives to reverse recent downward trends.

5. Building Staff Expertise

We will invest in ongoing professional development to ensure all staff have the knowledge, skills, and confidence to meet diverse pupil needs. This includes training in adaptive teaching, communication-friendly approaches (including ELKAN), and strategies to support pupils with social, emotional, and mental health needs.

6. Engaging Families and Community

We will maintain our strong commitment to parental engagement, ensuring families are partners in their children's education. Our review recognised our "warm, welcoming and engaging relationships with parents" as a key strength. We will continue to engage with the local SEND partnership and promote the local offer.

7. Amplifying Pupil Voice

We will further develop opportunities to gather and act upon pupil voice, enabling leaders to gain a deeper understanding of how pupils experience inclusion and support within the school.

Our Measures of Success

We will know our inclusion strategy is successful when all pupils make strong progress from their starting points; attainment gaps narrow; attendance rates improve; pupils and families report a strong sense of belonging; staff feel equipped to meet diverse needs; and our inclusive practice is recognised beyond our school community.

The school regularly reviews and adapts its practices to meet the complex needs of its diverse pupil body, with a focus on narrowing attainment gaps and promoting inclusion and well-being for all. We will maintain this commitment through ongoing monitoring, evaluation, and refinement of our inclusion strategy.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i> Barriers to Learning and Participation at Sunshine Academy Based on our SEND Audit from May 2026, the following barriers to learning and participation have been identified:
1	Communication and Language Barriers Communication and Interaction is the prime area of need for 17 pupils (the highest category), with underdeveloped speech and language skills affecting a notable proportion of our pupils. 24% children in school have EAL, which presents additional language development challenges.
2	Cognitive and Learning Barriers 11 pupils have Cognition and Learning identified as their prime area of need. Many pupils enter our school significantly below age-related expectations, requiring targeted support to close attainment gaps.
3	Social, Emotional and Mental Health Barriers 7 pupils have Social, Emotional and Mental Health identified as their prime area of need. The audit notes that we have experienced an increase in pupils presenting with challenging and aggressive conduct, which has impacted both pupil learning and staff well-being.
4	Socio-Economic Barriers Sunshine is situated in an under-privileged area and many families face challenges such as financial hardship, housing instability, or limited access to external support services. We have 56% Pupil Premium across the school, with 79% of SEND pupils also eligible for Pupil Premium
5	Family Engagement and Support Barriers In certain cases, parents or carers may themselves feel overwhelmed navigating the education system, particularly if their child has complex needs. This can limit the support available to pupils at home and affect their progress.

6	Attendance Barriers Attendance remains a significant concern, particularly for SEND and disadvantaged pupils. Poor attendance directly correlates with lower attainment and represents a key barrier to accessing learning consistently.
7	Staffing and Resource Barriers Budget constraints and staffing release is an issue for providing CPD. Limited staffing capacity and timetabling restrictions affect the breadth of interventions and support that can be offered. The audit notes that Year 1 has 1 Teacher, Shared HLTA mornings and shared Level 2 TA afternoons (no permanent Level 3), which may impact the consistency of support.
8	System Pressures The academy operates within a broader education system facing increasing pressures, including rising numbers of pupils requiring additional support, limited resources, and stretched pastoral services. Delays in accessing external support or interventions can place additional responsibility on schools to meet complex needs.
9	Sensory and Physical Barriers 1 pupil has Sensory and/or Physical identified as their prime area of need, and 1 pupil has Visual Impairment/Hearing/Multi-sensory needs. While small in number, these pupils require specialist resources and support.
10	Transition Barriers Communication between EYFS, KS1 Lead and SENDco requires further strengthening to ensure pupils' needs are effectively communicated during internal transitions.

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.

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>
Description of Activity (noting evidence and barrier numbers addressed)	Activity Type	Total Budgeted Cost
1. COMMUNICATION AND LANGUAGE DEVELOPMENT Speech and Language Therapy (SALT) provision - Weekly SALT interventions delivered to identified pupils with communication and interaction needs (17 pupils). Addresses Barrier 1 (Communication and Interaction needs) and supports early identification and language development.	Targeted	£8,000 (IMF)
Words First programme implementation - Whole-school language development programme to enhance vocabulary and communication skills across EYFS and KS1. Addresses Barrier 1 (Communication needs) and Barrier 5 (EAL - 32 pupils, 24% of cohort).	Universal	£1,500 (Core budget - resources and training)
Staff SALT training - All staff to complete SALT training to support communication-friendly environment and deliver targeted interventions. Addresses Barrier 1 and Barrier 8 (Staff expertise gaps).	Universal	£2,000 (Core budget - external trainer/release time)
InPrint software and resources - Effective use of InPrint across all classrooms to support less abled learners with visual supports for communication and learning. Addresses Barrier 1 and Barrier 2 (Cognition and Learning - 11 pupils).	Universal	£800 (Core budget - subscription and resources)
Talk Boost intervention (EYFS) - Continue and expand Talk Boost programme in Nursery to support early language development. Addresses Barrier 1 and supports early identification.	Targeted	£500 (IMF - resources and training refresh)

2. ATTENDANCE IMPROVEMENT Refresh Attendance incentive programme to improve attendance for SEND and disadvantaged pupils. Addresses Barrier 6 (Attendance - particularly SEND and FSM pupils).	Universal	£1,200 (Core budget - prizes, resources, refreshments)
Enhanced attendance monitoring and support - Fortnightly SENDco and Attendance Lead meetings; individualised attendance support plans for SEND pupils below 90%; first-day absence challenge. Addresses Barrier 6.	Targeted	£0 (Staff time - existing roles)
Family Liaison and support - Enhanced family engagement to address attendance barriers including home visits, signposting to support services, and working with My Family Coach. Addresses Barrier 5 and Barrier 6 (Family engagement challenges).	Targeted	£3,000 (Core budget - Family Liaison additional hours)
3. STAFF CPD AND EXPERTISE NASEN webinar subscriptions - Access to NASEN webinars for all teaching and support staff to develop SEND expertise. Addresses Barrier 8 (Staff expertise)	Universal	£600 (Core budget - annual subscription)
Sensory circuits and dysregulation training - Ali Neal (OT) to deliver training on sensory circuits and supporting dysregulation in the classroom for all staff. Addresses Barrier 3 (SEMH needs - 7 pupils) and Barrier 8.	Universal	£1,500 (Core budget - external trainer)
Precision Teaching CPD - Training for staff to deliver precision teaching interventions for targeted pupils. Addresses Barrier 2 (Cognition and Learning) and Barrier 8.	Targeted	£800 (IMF - training and resources)
Behaviour 360 CPD platform - Access to Behaviour 360 to support staff development in behaviour management and SEMH support. Addresses Barrier 3 (SEMH) and Barrier 8.	Universal	£1,200 (Core budget - subscription)
Teaching Assistant CPD audit and tailored training - Conduct TA skills audit and deliver bespoke training programme based on identified needs. Addresses Barrier 8.	Universal	£1,000 (Core budget - audit tools and training)
StepLab CPD modules - Utilise StepLab platform for ongoing professional development and sharing good practice. Addresses Barrier 8.	Universal	£0 (MAT resource - no additional cost)

4. ASSESSMENT AND PROGRESS TRACKING Tapestry digital learning journal - Set up and implement Tapestry for pupils working significantly below age-related expectations to track small steps progress. Addresses Barrier 2 (Cognition and Learning) and Barrier 7 (Assessment systems).	Targeted	£600 (IMF - annual subscription)
Cherry Garden Branches assessment - Implement Cherry Garden Branches assessment for two targeted KS1 pupils working at EYFS cognitive ability. Addresses Barrier 2 and Barrier 7.	Targeted	£400 (IMF - assessment materials and training)
NTS assessment tracking system - Record NTS scores on ISP assessment sheets and track on Arbor for pupils working within WTS or below. Addresses Barrier 2 and Barrier 7.	Targeted	£0 (Existing system - staff time)
5. ADAPTIVE TEACHING AND CURRICULUM ACCESS Protected SENDco time for monitoring and support - Additional release time for SENDco to complete classroom observations, monitor adaptive teaching, support colleagues, and attend all progress meetings. Addresses Barrier 7 and Barrier 8	Targeted	£8,000 (Core budget - supply cover 1 day per week)
Subject leader SEND monitoring - Release time for subject leaders to monitor adaptive teaching in their subjects and embed SEND statements. Addresses Barrier 7 (Adaptive teaching across subjects).	Universal	£2,000 (Core budget - supply cover)
6. PARENTAL ENGAGEMENT SEND parent newsletter - Develop and share consistent half-termly SEND parent newsletter with information, signposting, and celebration of progress. Addresses Barrier 5 (Family engagement).	Universal	£200 (Core budget - design and printing)
Parent workshops and coffee mornings - Termly workshops on topics such as fussy eating, toileting support, communication strategies, supporting learning at home. Addresses Barrier 6.	Universal	£800 (Core budget - refreshments, resources, guest speakers)
Office 365 family voice forms - Implement digital family voice surveys to improve engagement and gather feedback to inform provision. Addresses Barrier 6.	Universal	£0 (Existing platform - staff time to set up)

Formalised ISP meetings - Formalise ISP meetings with written invitations and documented outcomes (who, what, when, outcome). Addresses Barrier 6.	Targeted	£0 (Staff time - existing practice to formalise)
7. DEVELOP ROCKETS SEMH PROVISION Rockets sensory resources - Compile wish list and purchase sensory resources to support children's complex SEMH needs in Rockets provision. Addresses Barrier 3	Targeted	£3,000 (IMF - sensory equipment, regulation resources)
Rockets curriculum development - Develop and document bespoke Rockets curriculum with support from Director of SEND and Inclusion. Addresses Barrier 3.	Targeted	£0 (Staff time with MAT support)
Peer integration programme - Introduce mainstream peers into Rockets environment to provide positive role models and support inclusion. Addresses Barrier 3 and Barrier 10 (Inclusion and belonging).	Targeted	£0 (Timetabling - existing resources)
8. TARGETED INTERVENTIONS Nessy subscription and implementation - Utilise Nessy subscription for identified pupils requiring literacy support. Addresses Barrier 2 (Cognition and Learning).	Targeted	£500 (IMF - already subscribed, training for effective use)
Peer-to-peer intervention programme - Expand peer phonic leaders and peer intervention programme across year groups. Addresses Barrier 2 and Barrier 10.	Universal	£300 (Core budget - resources and recognition)
Phonics interventions (RWI) - Continue Ruth Miskin phonics interventions for targeted pupils. Addresses Barrier 2 and supports reading development.	Targeted	£1,000 (IMF - resources and refresher training)
Maths small steps interventions - Targeted maths interventions using small steps tracking and concrete, pictorial, abstract approaches. Addresses Barrier 2.	Targeted	£800 (IMF - resources and TA time)
Attention Autism (Rockets) - Continue and develop Attention Autism programme as part of Rockets daily timetable. Addresses Barrier 3 (SEMH).	Targeted	£400 (IMF - resources and training updates)

9. TRANSITION SUPPORT One-page profiles for Year 2 pupils - Create comprehensive one-page profiles for all Year 2 SEND pupils to share with receiving schools/academies. Addresses Barrier 10 (Transition).	Targeted	£0 (Staff time - SENDco protected time included above)
Partnership working with KS2 provision - SENDco to be visible at main feeder school at least half-termly to support transition and build partnership. Addresses Barrier 10.	Targeted	£300 (Core budget - travel and meeting time)
Internal transition meetings - SENDco to attend all internal transition meetings between year groups. Addresses Barrier 10.	Universal	£0 (Staff time - included in SENDco protected time)
10. PUPIL VOICE AND PARTICIPATION Pupil voice mechanisms - Establish SEND Focus Group to share best practice and amplify pupil voice in decision-making. Addresses Barrier 10 (Pupil voice and participation).	Targeted	£200 (Core budget - resources and refreshments)
Enrichment activities expansion - Obtain pupil voice and expand extra-curricular offer based on feedback to ensure year-round availability. Addresses Barrier 10.	Universal	£1,500 (Core budget - club resources and staff time)
11. GOVERNANCE AND LEADERSHIP SEND Governor visits and training - SEND Governor to visit academy termly; attend relevant training. Addresses Barrier 7 and 8 (Governance oversight).	Universal	£300 (Core budget - governor training)
Environment walks and quality assurance - SENDco to complete termly environment walks with Director of SEND and Inclusion Addresses Barrier 9.	Universal	£0 (MAT support - no additional cost)
12. MULTI-AGENCY SUPPORT Expanded multi-agency partnerships - Make contact with other agencies to increase multi-agency support offer for the community. Addresses Barrier 5 and 8.	Targeted	£0 (Networking - staff time)
Private Educational Psychologist support - Continue to commission private EP support for pupils requiring assessment and intervention planning. Addresses Barrier 2, 3, and 8	Targeted	£4,000 (IMF - EP assessments and consultations)

North Star Inclusion support - Continue partnership with North Star Inclusion for specialist SEND support and advice. Addresses Barrier 3 and 8. Current provision in SEND Audit; effective multi-agency working.	Targeted	£2,000 (IMF - consultancy and support)
13. RESOURCES AND EQUIPMENT SEND resources and adaptive equipment - Purchase resources to support adaptive teaching including concrete manipulatives, visual supports, sensory resources, assistive technology. Addresses Barriers 2, 3, and 4.	Universal	£2,500 (IMF - equipment and resources)
14. MONITORING AND EVALUATION EHCP monitoring and annual reviews - Protected time for SENDco to monitor effective use of Section F of EHCPs and ensure annual reviews within statutory timelines. Addresses Barrier 7 and statutory compliance.	Targeted	£0 (Staff time - included in SENDco protected time)
Data analysis and progress tracking - SENDco to attend all progress meetings and work with EYFS/KS1 Leads to validate data between SEND and non-SEND pupils. Addresses Barrier 7.	Universal	£0 (Staff time - included in SENDco protected time)
SEND moderation - Work with Director of SEND and Inclusion to moderate books and ensure consistent standards. Addresses Barrier 7 and 2.	Universal	£0 (MAT support - no additional cost)
15. STAFFING STRUCTURE REVIEW Intervention timetabling and staffing review - SLT to review staffing structure and devise plan where interventions are consistently planned and delivered. Addresses Barrier 7 and 8 (Staffing constraints).	Universal	£0 (Leadership time - strategic planning)
TOTAL BUDGETED COSTS		£50,900
Breakdown by funding source:		
IMF (Inclusion Mainstream Funding)		£24,500
Core Budget		£26,400
MAT Support (no additional cost)		£0

Notes on Budgeting:

1. **IMF (Inclusion Mainstream Funding):** This funding is specifically allocated to support pupils with SEND and should be used for targeted interventions, specialist resources, assessments, and additional support that is "additional to and different from" universal provision.
2. **Core Budget:** Universal provision and whole-school approaches that benefit all pupils, including those with SEND, are funded through the core school budget.
3. **Cost-Effective Approaches:** Where possible, we have identified free or low-cost solutions (e.g., NASEN webinars, MAT resources, peer interventions) to maximise impact within budget constraints identified in the SEND Audit.
4. **Protected SENDco Time:** The largest single investment (£8,000) reflects the SEND Audit's repeated recommendations for "additional protective time" to enable effective monitoring, support, transition work, and leadership of SEND provision.
5. **Staffing Review:** The staffing structure review (£0 cost but significant leadership time) is essential to address the audit finding that "staffing and timetabling is an issue" preventing consistent intervention delivery.
6. **Flexibility:** Costs are estimates and may need adjustment based on actual quotes, pupil numbers, and changing needs throughout the strategy period (2026-2028).

This budget plan directly addresses all barriers identified in the SEND Audit and supports the achievement of the intended outcomes in the Inclusion Strategy.

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
1. Enhanced Communication and Language Skills All pupils, particularly those with communication and interaction needs (currently 17 pupils), will develop age-appropriate communication skills to access the curriculum effectively	• 90% of pupils identified with communication and interaction needs make measurable progress on their ISP communication targets (reviewed half-termly) • WELCOMM assessments in EYFS show improved scores term-on-term for identified pupils • 100% of staff complete SALT training by end of academic year 2026-27 • Words First programme implemented across EYFS and KS1 by Spring 2027 • Reduction in the percentage of pupils entering Reception with significantly below age-related communication skills (baseline data established Autumn 2026)
2. Improved Attendance for SEND and Disadvantaged Pupils SEND and disadvantaged pupils will attend school regularly, enabling them to access learning consistently and achieve better outcomes	• Overall attendance for SEND pupils increases to at least 94% by July 2027 (from current lower baseline of 89%) • Persistent absenteeism for SEND pupils reduced by 50% by July 2027 • 100% of SEND pupils with attendance below 90% have individualised attendance support plans in place • Fortnightly attendance data analysis meetings between SENDco and Attendance Lead evidenced in meeting records • Measurable correlation between improved attendance and improved attainment for SEND pupils (tracked through ISP data and end of year outcomes)
3. Highly Skilled and Confident Staff All staff will have the knowledge, skills and confidence to effectively support pupils with SEND through high-quality adaptive teaching	• 100% of teaching staff complete adaptive teaching CPD using NASEN webinars and StepLab modules by July 2027 • 100% of staff complete sensory circuits training with Ali Neal (OT) by Spring 2027 • Teaching assistant CPD audit completed by October 2026 with tailored CPD plan in place • Evidence of adaptive teaching visible in 100% of book scrutinies and learning walks (recorded on StepLab) • SEND profiles used as working documents in 100% of classrooms (evidenced through SENDco monitoring) • Staff confidence survey shows 90%+ of staff feel confident in meeting SEND needs (baseline established Autumn 2026, re-surveyed Summer 2027 and 2028)

4. Effective Adaptive Teaching Across All Subjects Pupils with SEND will access a broad, balanced and ambitious curriculum through consistently high-quality adaptive teaching in all subjects	• 100% of subject leaders identify adaptive learning clearly on planning for their subjects by Spring 2027 • SEND statements embedded and consistently used in 100% of subject areas (evidenced through subject leader monitoring) • InPrint used effectively in 100% of classrooms to support less able learners (evidenced through learning walks and pupil work) • Book scrutinies show clear evidence of adaptive teaching and learning in 90%+ of pupils' books • SENDco completes termly classroom observations with evidence recorded on StepLab • Pupil progress data shows SEND pupils make at least expected progress from their starting points in all curriculum areas
5. Accurate Assessment and Monitoring of Progress All pupils with SEND, including those working significantly below age-related expectations, will have their progress accurately assessed and tracked to inform targeted support	• Tapestry implemented for all pupils working significantly below age-related expectations by December 2026 • Cherry Garden Branches assessment in use for identified KS1 pupils working at EYFS cognitive ability by January 2027 • NTS scores recorded on ISP assessment sheets and tracked on Arbor for 100% of relevant pupils by Spring 2027 • Small steps progress tracking system embedded in core subjects by Summer 2027 • SENDco attends 100% of progress meetings (evidenced in meeting records) • Stronger communication between EYFS Lead, KS1 Lead and SENDco evidenced through joint data analysis meetings (at least termly) • 100% of pupils with SEND show measurable progress on ISP targets (reviewed half-termly)
6. Strong Parental Partnerships Parents and carers will be actively engaged as partners in their child's education, feeling informed, valued and supported	• Consistent SEND parent newsletter published at least half-termly from Autumn 2026 • 100% of ISP meetings formalised with written invitations and documented outcomes (who, what, when, outcome) • Family voice gathered using Office 365 forms with at least 75% response rate (baseline established Autumn 2026) • Parent workshops delivered at least termly (e.g., fussy eating, toileting support, communication strategies) • Protected SENDco time allocated for organising and implementing parent/carers sessions • Parent satisfaction survey shows 90%+ of parents feel well-informed and supported (conducted annually) • Evidence of parental contributions captured and recorded for 100% of SEND pupils

7. Effective SEMH Support Through Rockets Provision Pupils with social, emotional and mental health needs will be effectively supported to regulate their emotions, develop positive relationships and access learning	• Bespoke Rockets curriculum developed and documented by December 2026 • Tapestry implemented to monitor and assess small steps progress for Rockets pupils by January 2027 • Sensory resources wish list compiled and resources purchased/sourced by Spring 2027 • Peer integration programme established with mainstream pupils accessing Rockets environment at least weekly by Spring 2027 • 100% of Rockets pupils show measurable progress on Boxall Profile assessments (reviewed termly) • Reduction in number of suspensions for SEMH pupils (target: maintain or reduce from current 3 suspensions in 2025-26) • Successful reintegration plans in place for all Rockets pupils with clear transition pathways
8. Seamless Transitions All pupils with SEND will experience smooth, well-planned transitions between classes, phases and schools, ensuring continuity of support	• SENDco attends 100% of internal transition meetings (evidenced in meeting records) • One-page profiles completed for 100% of Year 2 SEND pupils by May each year • Transition meetings with receiving schools/academies held for 100% of Year 2 SEND pupils • New MAT transition document followed for 100% of external transitions • Parent and pupil feedback on transition process shows 90%+ satisfaction • Receiving schools report they feel well-informed about incoming SEND pupils (feedback gathered annually)
9. Meaningful Pupil Voice and Participation Pupils with SEND will have their voices heard and will participate fully in all aspects of school life, including leadership opportunities	• SEND Focus Group established by Spring 2027 • At least 30% of school council and eco warrior positions held by pupils with SEND (proportionate to SEND population) • Pupil voice gathered from 100% of SEND pupils using appropriate communication methods (recorded in SENDco records) • Pupil voice survey shows 90%+ of SEND pupils feel listened to and valued (conducted annually) • Enrichment activities broadened based on pupil voice feedback (new clubs established by Spring 2027) • 100% of SEND pupils participate in at least one enrichment activity or leadership role during the year
10. Robust Governance and Leadership Governors will provide effective challenge and support to ensure SEND provision is of the highest quality and continuously improving	• SEND Governor visits academy at least termly (minimum 3 visits per year) with visit reports produced • SENDco attends at least one governor meeting per term to present SEND data and updates • Governor SEND monitoring reports demonstrate clear understanding of provision and impact • Environment walks completed termly using Beacon self-evaluation forms (with Director of SEND and Inclusion support) • Annual governor SEND review demonstrates impact of provision on outcomes • Policies updated in line with new legislation within required timescales

11. Improved Academic Outcomes Pupils with SEND will make strong progress from their individual starting points and achieve well across all areas of learning	• Attainment gap between SEND and non-SEND pupils narrows year-on-year in reading, writing and maths • At least 75% of SEND pupils achieve their end-of-year predicted outcomes • GLD for SEND pupils increases towards national average (baseline established and tracked annually) • Year 1 Phonics outcomes for SEND pupils improve year-on-year (target: 70%+ by 2027, 75%+ by 2028) • KS1 outcomes for SEND pupils show upward trend in reading, writing and maths • Points progress data shows SEND pupils make at least expected progress from their starting points • Correlation between attendance above 95% and achievement of expected outcomes for SEND pupils is evidenced
12. Reduced Barriers Through Targeted Intervention All pupils will receive timely, evidence-based interventions that effectively address their individual barriers to learning	• Staffing structure reviewed and intervention timetable established by October 2026 • 100% of identified pupils receive planned interventions consistently (evidenced through intervention records) • Precision teaching CPD completed and programme implemented by Spring 2027 • Nessy subscription utilised effectively for identified pupils (usage data monitored termly) • Peer-to-peer interventions expanded across year groups by Spring 2027 • Intervention impact data shows measurable progress for 85%+ of pupils receiving support • Cycle of review (assess, plan, do, review) evidenced for all interventions

How We Will Monitor and Evaluate Success

Termly Reviews:

- SENDco and SLT will review progress against success criteria each term
- Data analysis meetings will examine pupil progress, attendance and intervention impact
- StepLab will be used to evidence good practice and areas for development

Half-Termly Monitoring:

- ISP reviews will track individual pupil progress towards targets
- SEND profiles will be updated to reflect changing needs and effective strategies
- Attendance data will be analysed with Attendance Lead

Annual Evaluation:

- Comprehensive review of all outcomes presented to governors
- Parent and pupil voice surveys conducted
- Staff confidence and CPD impact evaluated
- Comparison with MAT and national data
- SEND Audit repeated to measure progress against recommendations

Reporting:

- Termly reports to governors including quantitative and qualitative data
- Annual SEND Information Report updated and published
- Academy Development Plan (ADP) updated to reflect progress and next steps

This outcomes framework will be reviewed annually and adjusted based on the changing needs of our pupils and emerging best practice.

Additional information

Activity Impact Matrix

How activities address multiple barriers and contribute to multiple outcomes:

Matrix: Activities × Barriers × Outcomes

Activity	Barriers Addressed	Outcomes Contributed To
1. Speech and Language Therapy (SALT) provision	1 (Communication), 2 (Cognition)	1 (Communication skills), 11 (Academic outcomes)
2. Words First programme	1 (Communication), 5 (EAL)	1 (Communication skills), 4 (Adaptive teaching), 11 (Academic outcomes)
3. Staff SALT training	1 (Communication), 8 (Staff expertise)	1 (Communication skills), 3 (Staff confidence), 4 (Adaptive teaching)
4. InPrint software	1 (Communication), 2 (Cognition)	1 (Communication skills), 4 (Adaptive teaching), 11 (Academic outcomes)
5. Talk Boost intervention (EYFS)	1 (Communication)	1 (Communication skills), 11 (Academic outcomes), 12 (Targeted intervention)
6. Attendance incentive programme	6 (Attendance), 4 (Socio-economic)	2 (Attendance), 11 (Academic outcomes)
7. Enhanced attendance monitoring	6 (Attendance)	2 (Attendance), 11 (Academic outcomes)
8. Family Liaison and support	5 (Family engagement), 6 (Attendance), 4 (Socio-economic)	2 (Attendance), 6 (Parental partnerships), 11 (Academic outcomes)
9. NASEN webinar subscriptions	8 (Staff expertise)	3 (Staff confidence), 4 (Adaptive teaching)
10. Sensory circuits and dysregulation training	3 (SEMH), 8 (Staff expertise)	3 (Staff confidence), 7 (SEMH support)
11. Precision Teaching CPD	2 (Cognition), 8 (Staff expertise)	3 (Staff confidence), 11 (Academic outcomes), 12 (Targeted intervention)
12. Behaviour 360 CPD platform	3 (SEMH), 8 (Staff expertise)	3 (Staff confidence), 7 (SEMH support)

Activity	Barriers Addressed	Outcomes Contributed To
13. Teaching Assistant CPD audit and training	8 (Staff expertise), 7 (Staffing)	3 (Staff confidence), 4 (Adaptive teaching)
14. StepLab CPD modules	8 (Staff expertise)	3 (Staff confidence), 4 (Adaptive teaching), 10 (Governance)
15. Tapestry digital learning journal	2 (Cognition), 7 (Assessment systems)	5 (Assessment and monitoring), 7 (SEMH support), 11 (Academic outcomes)
16. Cherry Garden Branches assessment	2 (Cognition), 7 (Assessment systems)	5 (Assessment and monitoring), 11 (Academic outcomes)
17. NTS assessment tracking	2 (Cognition), 7 (Assessment systems)	5 (Assessment and monitoring), 11 (Academic outcomes)
18. Protected SENDco time	7 (Staffing), 8 (System pressures)	4 (Adaptive teaching), 5 (Assessment), 6 (Parental partnerships), 8 (Transitions), 10 (Governance)
19. Subject leader SEND monitoring	7 (Adaptive teaching across subjects), 8 (Staff expertise)	4 (Adaptive teaching), 10 (Governance)
20. SEND parent newsletter	5 (Family engagement)	6 (Parental partnerships)
21. Parent workshops and coffee mornings	5 (Family engagement), 4 (Socio-economic)	6 (Parental partnerships), 2 (Attendance)
22. Office 365 family voice forms	5 (Family engagement)	6 (Parental partnerships), 9 (Pupil voice)
23. Formalised ISP meetings	5 (Family engagement)	6 (Parental partnerships), 5 (Assessment and monitoring)
24. Rockets sensory resources	3 (SEMH)	7 (SEMH support)
25. Rockets curriculum development	3 (SEMH)	7 (SEMH support), 4 (Adaptive teaching)
26. Peer integration programme (Rockets)	3 (SEMH), 10 (Inclusion and belonging)	7 (SEMH support), 8 (Transitions), 9 (Pupil voice)
27. Nessy subscription	2 (Cognition)	11 (Academic outcomes), 12 (Targeted intervention)

Activity	Barriers Addressed	Outcomes Contributed To
28. Peer-to-peer intervention programme	2 (Cognition), 10 (Inclusion)	11 (Academic outcomes), 12 (Targeted intervention), 9 (Pupil voice)
29. Phonics interventions (RWI)	2 (Cognition)	11 (Academic outcomes), 12 (Targeted intervention)
30. Maths small steps interventions	2 (Cognition)	11 (Academic outcomes), 12 (Targeted intervention)
31. Attention Autism (Rockets)	3 (SEMH)	7 (SEMH support), 12 (Targeted intervention)
32. One-page profiles for Year 2	10 (Transition)	8 (Transitions)
33. Partnership working with KS2	10 (Transition)	8 (Transitions)
34. Internal transition meetings	10 (Transition)	8 (Transitions), 5 (Assessment and monitoring)
35. SEND Focus Group	10 (Pupil voice)	9 (Pupil voice and participation)
36. Enrichment activities expansion	10 (Pupil voice), 4 (Socio-economic)	9 (Pupil voice and participation)
37. SEND Governor visits and training	7 (Governance), 8 (System pressures)	10 (Governance and leadership)
38. Environment walks	9 (Sensory/Physical), 7 (Resources)	10 (Governance and leadership), 4 (Adaptive teaching)
39. Multi-agency partnerships	5 (Family engagement), 8 (System pressures)	6 (Parental partnerships), 7 (SEMH support), 12 (Targeted intervention)
40. Private Educational Psychologist	2 (Cognition), 3 (SEMH), 8 (System pressures)	5 (Assessment), 7 (SEMH support), 12 (Targeted intervention)
41. North Star Inclusion support	3 (SEMH), 8 (System pressures)	3 (Staff confidence), 7 (SEMH support), 12 (Targeted intervention)
42. SEND resources and equipment	2 (Cognition), 3 (SEMH), 9 (Sensory/Physical)	4 (Adaptive teaching), 7 (SEMH support), 11 (Academic outcomes)
43. EHCP monitoring and annual reviews	7 (Staffing), 8 (System pressures)	5 (Assessment and monitoring), 10 (Governance)

Activity	Barriers Addressed	Outcomes Contributed To
44. Data analysis and progress tracking	7 (Assessment systems)	5 (Assessment and monitoring), 11 (Academic outcomes)
45. SEND moderation	2 (Cognition), 7 (Assessment systems)	4 (Adaptive teaching), 5 (Assessment and monitoring)
46. Staffing structure review	7 (Staffing), 8 (System pressures)	12 (Targeted intervention), 3 (Staff confidence)

Summary: Barrier Coverage

This table shows how many activities address each barrier:

Barrier	Number of Activities	Key Activities
1. Communication and Language	5	SALT provision, Words First, Staff training, InPrint, Talk Boost
2. Cognition and Learning	13	Precision Teaching, Nessy, RWI, Maths interventions, Assessment tools, Peer interventions
3. SEMH	9	Rockets provision, Sensory training, Behaviour 360, Attention Autism, North Star, EP support
4. Socio-economic	4	Family Liaison, Attendance incentives, Parent workshops, Enrichment activities
5. Family Engagement	7	Parent newsletter, Workshops, ISP meetings, Family voice forms, Family Liaison, Multi-agency
6. Attendance	3	Attendance incentives, Enhanced monitoring, Family Liaison
7. Staffing and Resources	9	Protected SENDco time, Subject leader monitoring, TA CPD audit, Staffing review, EHCP monitoring
8. System Pressures	11	All CPD activities, Multi-agency partnerships, EP support, North Star, Protected time, StepLab
9. Sensory and Physical	2	SEND resources, Environment walks
10. Transition	6	One-page profiles, KS2 partnership, Internal meetings, Peer integration, SEND Focus Group, Enrichment

Summary: Outcome Coverage

This table shows how many activities contribute to each outcome:

Outcome	Number of Activities	Key Activities
1. Enhanced Communication	5	SALT, Words First, Staff training, InPrint, Talk Boost
2. Improved Attendance	4	Attendance incentives, Monitoring, Family Liaison, Parent workshops
3. Skilled Staff	9	All CPD activities, NASEN, StepLab, TA audit, North Star
4. Adaptive Teaching	11	All CPD, InPrint, Protected time, Subject monitoring, Rockets curriculum, Environment walks
5. Assessment and Monitoring	8	Tapestry, Cherry Garden, NTS tracking, ILP meetings, Internal transitions, EHCP monitoring, Data analysis, Moderation
6. Parental Partnerships	7	Newsletter, Workshops, Voice forms, ILP meetings, Family Liaison, Protected time, Multi-agency
7. SEMH Support (Rockets)	9	Rockets resources, Curriculum, Peer integration, Sensory training, Behaviour 360, Attention Autism, EP, North Star, Multi-agency
8. Seamless Transitions	5	One-page profiles, KS2 partnership, Internal meetings, Peer integration, Protected time
9. Pupil Voice	4	SEND Focus Group, Enrichment expansion, Voice forms, Peer interventions
10. Governance	5	Governor visits, Environment walks, Protected time, Subject monitoring, EHCP monitoring
11. Academic Outcomes	15	All interventions, Assessment tools, SALT, Words First, InPrint, Nessy, RWI, Maths, Peer interventions, Resources
12. Targeted Intervention	10	All specific interventions, Precision Teaching, Nessy, RWI, Maths, Attention Autism, Peer interventions, Multi-agency, EP, North Star, Staffing review

High-Impact Activities

These activities address **4 or more barriers** and contribute to **4 or more outcomes**:

1. **Protected SENDco time** - Addresses 2 barriers, contributes to 5 outcomes
2. **Staff SALT training** - Addresses 2 barriers, contributes to 3 outcomes
3. **Family Liaison and support** - Addresses 3 barriers, contributes to 3 outcomes
4. **Private Educational Psychologist** - Addresses 3 barriers, contributes to 3 outcomes
5. **SEND resources and equipment** - Addresses 3 barriers, contributes to 3 outcomes