Inclusion Strategy
Lawrence Sheriff School

This statement details Lawrence Sheriff 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	2026-27 2027-28
Date this statement was published	December 2026
Date on which it will be reviewed	October 2028
Statement authorised by	Teresa Mpofu, Headteacher

Statement of intent

Lawrence Sheriff School is an inclusive environment where every young person can flourish. We have a growing number of young people with a range of needs and vulnerabilities or who require additional support. Our approach is that every member of staff is trained to meet their needs from the moment they walk through our doors and therefore they can enjoy their time with us and make progress. We focus on understanding each young person as an individual and on equipping our staff with knowledge, strategies and confidence to meet their needs in and out of the classroom. Pupil voice will be collected regularly and used to evaluate the effectiveness of provision. Pupil voice indicates that students with SEND feel safe, supported and included in school life.

At Lawrence Sheriff School our aim is that all students fully participate in our Happy and Successful school curriculum. Our Inclusion Strategy aims to:

- Allow all young people to enjoy being at school and attend regularly
- Identify barriers at the earliest opportunity
- Provide quality first teaching within the classroom
- Use targeted intervention to support progress
- Support all young people to participate in the wider curriculum

How do we achieve this?

1. Enhanced transition

All young people benefit from a carefully planned transition, but we know that for some young people the transition to secondary school can be a challenge. We have an enhanced transition programme for vulnerable students and those with additional needs. We gather this information from primary school and from parent voice. We invite young people and their families into school to meet with the inclusion team so that we can work with families to understand each young persons need.

2. Early identification

Some young people join us without any additional needs having been identified. Our Inclusion lead provides training to all staff so that we can identify needs at the earliest opportunity. The graduated response is utilised within departments, and a referral process is accessible to all staff.

Our staff Inclusion site lists all students on the SEN register, quality first register, disadvantaged register and those with other vulnerabilities. The site identifies additional support they may need and strategies that will benefit all but will be vital for some.

3. SEN Support

a. Phase 1 support:

The **Quality First (QF) Register** comprises students with additional needs that can be effectively supported through adaptive teaching strategies within the classroom. Each student on the QF Register has an individualised pupil passport, which outlines their specific needs and recommends targeted teaching strategies to support their learning. These students are closely monitored by the SEN department, as well as their teachers, Head of Year and Head of House, in alignment with the Graduated Approach framework.

b. Phase 2 support:

Special Education Needs (SEN) register: The SEN register, is for students whose needs are not fully met through adaptive teaching strategies alone and who therefore require support from external agencies. These students take part in termly reviews with the SEN department and are closely monitored by both their teachers, Head of Year and Head of House, following the Graduated Approach framework*.

Both the Quality First (QF) Register and the Special Educational Needs (SEN) Register are subject to ongoing monitoring. Students may be moved between registers or removed entirely, in response to their evolving needs and progress. *The Assess, Plan, Do, Review cycle outlines the process by which all interventions should be implemented. It ensures that students are given adequate time to adjust to new strategies, while also providing a structured framework for the evaluation of their effectiveness. Inclusion is the responsibility of all staff and is embedded through quality assurance, CPD and leadership processes.

Adaptive teaching refers to the practice of adjusting teaching methods, strategies, and resources to meet the diverse needs of all students in a classroom. It involves recognising that students have varying learning styles, abilities, and levels of understanding, and making modifications to ensure that each student can access the curriculum effectively. Adaptive teaching is the most effective way to meet the needs of our Quality First and SEN students and ensure they access both the academic curriculum and enrichment opportunities.

Teaching Assistants:

The SEN department is supported by three teaching assistants who primarily work with students holding Education, Health and Care Plans (EHCPs) and those on the SEN register. In addition to this, they provide short-term, targeted classroom support for students requiring assistance with specific skills or areas of learning.

SEN teaching assistants also work with students on a one-to-one basis or in small groups, delivering a range of interventions including:

- Support for students transitioning into Year 7, focusing on organisation, communication, and homework
- Handwriting development
- Revision planning and preparation
- The use of social stories to enhance social understanding
- LEGO® Therapy to support social communication and collaborative skills
- Lunchtime social clubs for students in Years 7 to 11
- Individual mentoring to support personal, social, and academic development

The 7 principles of inclusion

Area of Inclusion	Current practice	Development area/s
Ambitious leadership and governance that embeds inclusion	An Inclusion site ensures that all staff have easy access to the information needed including students lists, access arrangements, referrals, universal strategies and tailored strategies, and pupil passports. All aspects of quality assurance focus on vulnerable groups from lesson observations, work trawls, and progress review meetings. The attainment and progress of vulnerable groups is closely monitored. Wider participation is tracked and all gaps acted on. Quality First and SEN registers are reviewed regularly to ensure student's needs are met.	Enhanced focus on evidence of impact with closer scrutiny of progress between data points. Enhanced training for Subject Leaders of what to look for with quality assurance activities.

Evidence-based support prioritising early intervention	Regular evidence based CPD is provided for all staff. The education endowment fund (EEF) is utilised for in-house training and external expertise is also utilised. Enhanced transition in place.	Continue to focus on upskilling staff to identify needs earlier and implement the graduated approach.
High quality adaptive teaching with curriculum designed for all learners	Adaptive teaching strategies are utilised with the approach that they can benefit all students but are essential for some.	Greater emphasis on sharing best practice and what strategies look like in the classroom. Develop a suite of exemplar activities for different subjects.
Enriching provision beyond the classroom that all children can access	Our enrichment programme ensures that every student participates in enriching activities. Personal development is embedded within the curriculum again ensuring that every student benefits. Participation is closely tracked, participation for almost all activities is at least in line with the school cohort and where there are gaps they are acted on.	Complete a termly review of tracking so that we can act quicker if gaps emerge.
A safe and respectful culture fostering belonging, attendance, and participation in learning	Pupil voice is collected and students feel safe in school and attendance is high. There is a gap for students with SEND and the Inclusion and pastoral teams work closely with families to understand and break down barriers.	Work with the Warwickshire Attendance Service (WAS) to further develop actions plans to provide targeted support when appropriate.
Strong partnerships with families and wider services	Family voice is collected and used when developing Pupil passports and reviewing EHCP's. We work with all appropriate external agencies to best support the needs of students, these include the Specialist Teacher Service, Educational Psychologists,	Continue to utilise all available services so that bespoke and targeted support is in place.

	On Track mentoring, counselling, Family Connect, the NHS, and WAS.	
Inclusive environments with continuous improvements to accessibility	Accessibility is continually reviewed and improved. Classrooms are designed to support learning, with adaptations made to meet all needs demonstrated in the classroom. Resources and technology are used to reduce barriers to learning.	Develop an Inclusion base in the old caretaker's house to increase facilities for 1:1 and small group work.

Barriers to learning and participation

	Detail of barrier to learning	**Impact**
1	Attendance for those on the SEN register is lower than that for other student groups.	If students do not attend school this can reduce participation and progress. If they are feeling a lack of belonging this can be compounded by absence.
2	The largest area of need is those with autism and are neurodiverse. As they are high performing, they can often mask, making early identification more challenging.	A delay in identification can lead to gaps in learning which can become more difficult to reduce over time.

Planned Activity

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Continued CPD on what effective adaptive teaching looks like in the classroom – contribute to an inclusive environment that will increase a sense of belonging and support attendance and enhance progress	U	4 sessions 71 teaching staff (71*£40)*4 = £11,360

Develop an inclusion base within the old caretaker's house. This will allow greater targeted 1:1 and small group work.	T	£120.000
Greater emphasis on the graduated approach within department meetings. This will focus on early identification on those not making expected progress and will feed into the referral process is being more consistently implemented.	U	71 teachers 15 minutes per department meeting 5 times each year ((15/60 * 71)*5)*£40= £3550.00

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
Better attendance for those on the SEN register	Attendance for those on the SEN register increases and is closer to the cohort average
GCSE attainment for those of the QF register increases.	A8 and P8 for those on the SEN and QF register is closer to the cohort average.
Students with SEND report a strong sense of belonging within the school community.	Annual student voice surveys show that students with SEND/ Quality First feel safe, included and able to participate fully in learning and enrichment opportunities.

Review of the previous academic year

Progress against the intended outcomes will be evaluated initially in Autumn 2027