Kingsdale Foundation School
Inclusion Strategy

2026-27

This statement details Kingsdale Foundation School's approach to delivering inclusive practice for all pupils, including those with SEND, funded through the school's core budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF). IMF funding is used to strengthen and extend the school's inclusive mainstream offer and is additional to, rather than a replacement for, the school's core and statutory SEND responsibilities.

1. Strategy overview

Detail	Date / information
Academic year covered	2026-27
Date published	September 2026
Review date	Autumn Term 2027
Statement authorised by	Mr Andrew Sear, Headteacher
Inclusive Mainstream Fund (IMF) allocation 2026-27	£73,356

2. Statement of intent

At the heart of Kingsdale Foundation School's 'Culture of Excellence' is a commitment to improve the lives of all pupils by helping them to become the best that they can be. We are proud of our highly inclusive ethos and our commitment to ensuring that every pupil, irrespective of need, can access an ambitious, broad and balanced curriculum and participate fully in school life.

Inclusion is a whole-school responsibility. High-quality teaching, appropriately adapted to individual need, is the first step in responding to pupils with additional needs and SEND. Every teacher is responsible and accountable for the progress and development of the pupils they teach. Our universal offer is strengthened by timely targeted support where this is required.

Our 2026-27 Inclusion Strategy builds on established practice and reflects the Department for Education's seven principles of inclusion. Priorities include early identification, high-quality adaptive teaching, literacy and communication, social and emotional wellbeing, attendance and belonging, partnership with families, accessible environments and effective use of evidence-informed targeted support.

Information about pupils' needs and agreed strategies is shared through Edukey and personalised Learning Plans. The graduated Assess, Plan, Do, Review approach underpins our response to identified need, with pupil and parent voice central to decision making.

Cohort information demonstrates the breadth of need supported through our inclusive mainstream offer. Of 2,562 pupils on roll, 534 (20.8%) are identified with SEN, including 441 (17.2%) receiving SEN Support and 93 (3.6%) with an Education, Health and Care Plan. The school also supports 420 pupils with English as an additional language (16.4%), 554 eligible for free school meals (21.6%) and 525 eligible for pupil premium (20.5%). Our established universal provision, specialist expertise and carefully coordinated targeted support ensure that pupils are supported to participate, progress and thrive.

3. Inclusion priorities and barriers to participation

The following seven priorities describe the established strengths of our inclusive provision and the areas through which we sustain high expectations, refine delivery and demonstrate impact for every pupil.

No.	Detail of inclusion priority / barrier to participation
1	Sustaining ambitious literacy, cognition and learning provision across the curriculum through established approaches to reading, writing, processing, working memory, organisation and independent learning.
2	Promoting positive social, emotional and mental health, self-regulation and executive functioning through coordinated pastoral, therapeutic and classroom support that strengthens engagement and belonging.
3	Ensuring pupils with communication and interaction needs benefit from established accessible teaching, speech and language-informed strategies, clear routines and supported transitions.
4	Maintaining consistently high-quality adaptive teaching across our 11–19 school, supported by regular SEND CPD, Edukey information, quality assurance and effective classroom adjustments.
5	Sustaining effective early identification and timely support through strong primary liaison, Year 7 transition processes, screening, staff referrals and graduated Assess, Plan, Do, Review cycles.
6	Celebrating and extending pupils' full participation in school life through accessible enrichment, strong attendance support, the Learning Support Centre and planned reintegration where needed.
7	Maintaining highly effective partnerships between pupils, families, teachers, Learning Support, pastoral teams and external specialists, with shared strategies and regular communication.

4. Activity in this academic year

The activities below describe our established, evidence-informed universal and targeted provision, sustained through whole-school practice and supported by the Inclusive Mainstream Fund allocation shown above.

Budgeted cost: £73,356

Description of activity (including barriers addressed)	Activity type
Continue our established programme of SEND-focused CPD, subject-level implementation and quality assurance. Staff use Edukey Learning Plans and pupil information routinely to inform adaptive teaching, reasonable adjustments, scaffolding, explicit instruction and independence. Priorities 1, 2, 3, 4, 5 and 7.	Universal
Maintain our embedded early identification and graduated response through Year 7 screening, primary liaison, staff and pastoral referral routes, assessment, APDR review, pupil and family voice and timely specialist input. Priorities 1, 2, 3, 5 and 7.	Universal / targeted
Sustain established literacy, language and curriculum-access provision, including reading interventions, vocabulary teaching, SpLD support, specialist dyslexia advice, assistive approaches and SALT-informed strategies. Priorities 1, 3, 4 and 5.	Universal / targeted
Continue coordinated regulation, wellbeing, attendance and belonging support through the Learning Support Centre, pastoral teams, mentoring, ELSA and other targeted SEMH provision. Agreed movement and rest arrangements support pupils' successful access to lessons and high-quality teaching. Priorities 2, 4, 6 and 7.	Universal / targeted
Continue strategic deployment of teaching assistants and specialist Learning Support staff to secure access, purposeful scaffolding and increasing independence. Targeted intervention is linked to classroom learning and reviewed for impact. Priorities 1, 3, 4 and 6.	Universal / targeted
Maintain strong partnerships with families, pupils and external services through accessible communication, SEND parent engagement, regular Learning Plan reviews, pupil voice and coordinated specialist advice, including Educational Psychology and Speech and Language Therapy. Priorities 3, 5, 6 and 7.	Universal / targeted
Sustain our inclusive transition and participation offer through enhanced transition arrangements, appropriate reasonable adjustments and access arrangements, inclusive enrichment and carefully planned reintegration following short-term additional or off-site support. Priorities 2, 3, 5, 6 and 7.	Universal / targeted

5. Intended outcomes

Intended outcome	Success criteria
Embedded excellence in inclusive classroom practice	Learning walks, work scrutiny, staff and pupil feedback and Edukey Learning Plan reviews evidence consistently effective adaptive teaching and reasonable adjustments across subjects.
Established early identification and responsive support	Screening, referral and APDR records demonstrate timely identification, clear actions, purposeful reviews and meaningful pupil and family involvement.
Strong curriculum access, progress and independence	Pupils with SEND make positive progress from their starting points, access an ambitious curriculum and develop independence; intervention records demonstrate purposeful delivery and impact.
Positive attendance, engagement and belonging	Routine review of attendance, lesson participation, Learning Support Centre use, behaviour and pupil voice evidences proactive, individualised support and strong access to classroom learning.
Trusted partnership and effective communication	Pupil and family feedback, up-to-date Edukey Learning Plans and coordinated specialist advice demonstrate clear communication, shared understanding and effective implementation.
Inclusive participation and successful transitions	Participation records, pupil voice and transition reviews evidence full access to school life, inclusive enrichment, well-planned adjustments and successful reintegration where appropriate.

6. Review of the previous academic year

This is Kingsdale Foundation School's first Inclusion Strategy produced in response to the Inclusive Mainstream Fund guidance. It formalises and builds upon the school's long-established inclusive practice. From 2027-28, the annual review will celebrate impact and evaluate sustained progress through attainment, attendance, participation, pastoral and intervention evidence, pupil and family voice, staff feedback and quality assurance.

7. Further information

This strategy should be read alongside Kingsdale Foundation School's Combined SEND Policy & Information Report, Accessibility Plan, Equality Information and Objectives, Attendance Policy, Safeguarding Policy and other relevant statutory policies. It is reviewed annually. Inclusive Mainstream Fund resources enhance the school's established inclusive mainstream offer alongside core and notional SEN funding, without replacing statutory responsibilities or ordinarily available SEND provision.