

Inclusion Strategy – Windmill Hill Academy (part of An Daras Multi Academy Trust)

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded through our core school budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF).

During the 2026–2027 academic year, Windmill Hill Academy will utilise its Inclusive Mainstream Fund allocation of £8,847, alongside its core budget, notional SEN budget and other school funding streams, to further strengthen inclusive practice and remove barriers to learning and participation for all pupils. This strategy has been developed in line with the Department for Education's guidance on developing an inclusion strategy and the use of the Inclusive Mainstream Fund.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Abby Bassett (Headteacher) and Local Governing Board

Statement of intent

At Windmill Hill Academy, our vision is to inspire passionate, lifelong learners who strive to make a positive contribution to their community and the world around them. We believe that every child should be valued, included and supported to achieve success regardless of their starting point, background or additional needs. Our commitment to inclusion is rooted in our core values of Respect and Kindness, Honesty, Resilience and Determination, and Curiosity. These values shape our culture, relationships and approach to teaching and learning, ensuring that every pupil feels safe, respected and empowered to participate fully in school life.

We recognise that inclusion is fundamental to achieving our vision. By fostering curiosity, promoting resilience, encouraging honesty and modelling respect and kindness, we ensure that every pupil is supported to become a confident, independent learner who feels a strong sense of belonging within our school community.

We are committed to creating an inclusive environment where barriers to learning and participation are identified early and addressed effectively. Through high-quality adaptive teaching, strong pastoral support, meaningful partnerships with families and access to a broad and ambitious curriculum, we ensure all pupils, including those with SEND and other additional needs, can thrive academically, socially and emotionally.

Our Inclusion Strategy reflects the seven principles of inclusion identified by the Department for Education and demonstrates how inclusion is embedded across leadership, curriculum design, teaching practice, enrichment opportunities, family engagement and the school environment. Through a graduated approach to support and continuous evaluation of provision, we aim to ensure that every pupil develops the knowledge, skills, confidence and independence needed to become an active and positive contributor to their community and the wider world.

Identifying and meeting needs of pupils with SEND

Early identification of those with needs through:

- Teacher identification, baseline assessments and use of a graduated response
- Strong collaboration with families, related professionals and external agencies
- Continuous monitoring of engagement, participation and outcomes

Common needs include:

- Communication and interaction
- Social, emotional and mental health (including trauma)
- Cognition and learning
- Physical and sensory

Provision through:

- High-quality adaptive teaching (universal)
- Targeted interventions (small group/short-term)
- Specialist support (individualised and external agency involvement)

In order to ensure curriculum access for all, we prioritise removing barriers and early intervention.

Inclusion through daily teaching

Inclusive practice is the foundation of all teaching:

- Scaffolded instruction (visual prompts, sentence starters, modelling)
- Flexible grouping and mixed-attainment approaches
- Adapted resources and assistive tools
- Communication support (symbol cards, simplified language, pre-teaching)
- Trauma-informed classroom environments

Teaching ensures all pupils:

- Access the same ambitious curriculum
- Experience success and challenge
- Develop confidence, independence, and self-advocacy

How we meet the DfE's seven Principles of Inclusion

	DfE Principle of Inclusion	How it is met at Windmill Hill Academy
1	Ambitious leadership and governance that embeds inclusion in planning	Inclusion as a strategic priority; governor oversight; strategic use of SEND, Pupil Premium and Inclusive Mainstream Fund
2	Evidence-based support prioritising early intervention	Graduated response (Assess–Plan–Do–Review); early identification in EYFS/KS1; evidence-informed interventions
3	High-quality teaching with curriculum designed for all learners	Adaptive teaching as the first intervention; inclusive pedagogy; staff training in SEND and supportive of trauma-informed approaches
4	Accessible and enriching provision beyond the classroom	Equitable access to sport, arts, outdoor learning, civic engagement and life skills
5	A safe and respectful culture fostering belonging, attendance and participation in learning	Trauma-informed relationships; pupil voice and leadership; anti-bullying and equality practice
6	Strong partnerships with families and wider services	Collaboration with families; partnership with external agencies; support with financial barriers
7	Inclusive environments with continuous improvements to accessibility	Physical, sensory and communication-friendly environments; adapted materials

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>
1	Increasing complexity of communication and interaction needs, including speech, language and communication difficulties, which can reduce confidence in learning and participation. Delays in accessing external specialist services can extend the time taken to secure assessments, advice and support, placing greater emphasis on the school's capacity to provide high-quality early intervention and inclusive practice, including the development of speech and language skills from the Early Years Foundation Stage.
2	Growing social, emotional and mental health needs, including anxiety, emotional regulation difficulties and reduced resilience when facing challenge.
3	Variability in literacy, language acquisition, attention and working memory, which can impact pupils' ability to access an ambitious curriculum independently.
4	Financial and social disadvantage that may limit participation in enrichment opportunities, wider experiences and community engagement.
5	Sensory, physical and environmental barriers that can affect access, independence, wellbeing and a sense of belonging within school life.

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.



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>)
Staff training in adaptive teaching, communication-friendly classrooms and inclusive practice to strengthen universal provision for all pupils (Barriers 1, 2, 3 and 5).	Universal	Included within staff CPD budget.
Professional development to strengthen classroom oracy strategies, dialogic teaching, vocabulary instruction and high-quality talk across the curriculum, ensuring all pupils can participate confidently in learning and discussion (Barriers 1, 2 and 3).	Universal	Included within staff CPD budget.
Further development of early identification systems, SEND assessment tools and graduated response processes to ensure timely intervention (Barriers 1, 2 and 3).	Universal	£2000
Additional speech, language and communication resources, including the delivery of Talk Boost interventions within EYFS, targeted communication programmes, specialist advice and the development of a structured oracy curriculum to strengthen speaking, listening, vocabulary acquisition, communication confidence and participation in learning (Barriers 1 and 3).	Targeted	£5000
Enhanced SEMH provision, including emotional regulation resources, nurture support and staff training in resilience-building approaches (Barrier 2).	Targeted	£2500
Inclusion and accessibility resources to support participation in enrichment	Universal	£3000

activities, clubs and wider school experiences (Barriers 4 and 5).		
--	--	--

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
All pupils experience an inclusive environment where they feel respected, valued and able to participate fully in school life.	Pupil voice surveys, observations and wellbeing measures demonstrate a strong sense of belonging across all groups.
Pupils with SEND and additional needs access an ambitious curriculum through high-quality adaptive teaching.	Monitoring, learning walks and assessment information demonstrate consistent inclusive classroom practice.
Children with identified speech and language needs in EYFS make strong progress in communication and language development.	EYFS assessment data, intervention records and teacher observations demonstrate improved communication and language skills for pupils accessing Talk Boost.
Pupils develop strong communication and oracy skills that support learning, participation and confidence.	Learning walks, pupil voice and assessment evidence demonstrate increased confidence in speaking, listening, vocabulary use and participation across the curriculum.
Pupils develop resilience and determination when experiencing challenge.	Increased engagement in learning, improved attendance and reduced need for behavioural intervention.
Early identification and intervention improve outcomes for pupils requiring additional support.	Reduction in time between identification and intervention, with effective review cycles demonstrating progress.
Pupils with SEND and disadvantaged pupils participate fully in enrichment opportunities.	Participation data shows equitable representation in clubs, visits, sports and leadership opportunities.
Strong partnerships with families contribute to positive outcomes for pupils.	Positive parent feedback and high levels of family engagement in reviews, support planning and school events.



The school environment continues to become more accessible and inclusive.

Accessibility audits and stakeholder feedback demonstrate ongoing improvement and reduced barriers to participation.

Review of the previous academic year

As this is the first published Inclusion Strategy developed under the requirements of the Department for Education's Inclusive Mainstream Fund, a formal review section will be completed from 2027 onwards.

During 2025–2026, Windmill Hill Academy continued to strengthen inclusive practice through improvements in adaptive teaching, SEND provision, pastoral support, attendance monitoring and family engagement. School self-evaluation identified strengths in early identification, supportive relationships and inclusive classroom practice, alongside opportunities to further strengthen equitable access to enrichment, consistency of adaptive teaching and accessibility across the learning environment.

These findings have informed the priorities identified within this strategy and will form the baseline against which progress will be measured throughout 2026–2027.

Further information

This Inclusion Strategy is underpinned by our vision of inspiring passionate, lifelong learners who strive to make a positive contribution to their community and the world around them. Through our values of Respect and Kindness, Honesty, Resilience and Determination, and Curiosity, we create an environment where every pupil is encouraged to learn, contribute and flourish.

Inclusion at Windmill Hill Academy is not viewed as a separate initiative but as an integral part of our culture, curriculum and daily practice. Through ambitious leadership, high-quality teaching, strong partnerships and a commitment to removing barriers, we ensure that every child can participate fully, achieve their potential and develop the confidence and skills needed to make a positive contribution to their community and beyond.

Windmill Hill Academy recognises the important role that speech, language, communication and oracy play in enabling pupils to access learning, build positive relationships and become confident contributors within their community. The development of oracy is therefore embedded within our universal offer and targeted support programmes across the school.

The activities identified within this strategy are funded through a combination of the school's core budget, notional SEN budget, Pupil Premium funding and the Inclusive



Mainstream Fund allocation of £8,847 for 2026–2027. These funding streams work together to support high-quality inclusive practice, remove barriers to learning and participation, and ensure that all pupils can access an ambitious curriculum and wider school opportunities.

This strategy should be read alongside:

- SEND Information Report
- SEND Policy
- Accessibility Plan
- Equality Objectives
- Attendance Policy
- Positive Relationships and Behaviour Policy

By embedding inclusion throughout all aspects of school life, Windmill Hill Academy ensures that every pupil feels they belong, can succeed and is empowered to become a lifelong learner.