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Inclusion Strategy

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BURY CE HIGH SCHOOL

Inclusion Strategy – Bury Church of England 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 – 2027
Date this statement was published	01/11/2026
Date on which it will be reviewed	31/12/2027
Statement authorised by	L Nicholls

Statement of intent

At our school, we are ambitious for every child. We believe that every child is unique and created in the image of God. We are committed to creating a truly inclusive community where all students, regardless of need, background, or starting point, achieve their full potential in an ambitious and thriving environment. We believe that the highest quality inclusive practice benefits all learners and that provision designed for students with SEND strengthens outcomes across the whole school.

Our Inclusion Strategy is built on a strong universal offer consisting of an ambitious curriculum, strong personal development offer, consistently high-quality teaching, adaptive practice, and a culture of high expectations for all. Through explicit instruction, pre-teaching of vocabulary, effective modelling, regular checks for understanding, and responsive feedback, we will ensure that every student can access learning and experience success. Early identification of need is central to our approach alongside targeted intervention, where necessary, to ensure all young people can access an ambitious curriculum.

Our strategy addresses each of the seven principles of inclusive practice:

Ambitious leadership and governance - To strengthen our inclusive practice, we employ an Assistant Headteacher for Inclusion, alongside the SENDco and dedicated staff to improve attendance of students with SEND, a key priority for the

school. These roles ensure that inclusion is a strategic priority, driving high-quality professional development, improving attendance, and securing consistent provision across the school.

Early, evidence-based support – Our universal offer is evidence informed. To improve our targeted support, we will invest in a new Inclusion Hub, including a sensory room, dedicated intervention spaces, and high-quality indoor and outdoor environments that support regulation, wellbeing, and successful reintegration into learning. We will further strengthen our use of technology, data tracking, and provide enhanced staff training to ensure that students receive the right support at the right time. All Year 7 students will be screened for foundational knowledge, enabling targeted subject-specific support and timely intervention where required.

High-quality teaching – Our teaching and learning practices are evidence informed and ensure students with SEND are at the heart of our practice.

Accessible and enriching provision beyond the classroom - We recognise that successful inclusion extends beyond the classroom. Our enhanced transition programme for Year 6 students, extensive extracurricular offer, and commitment that every student will access at least four enrichment opportunities each year will help students develop confidence, belonging, and positive engagement with school life.

A safe and respectful culture - We will continue to ensure a calm and purposeful school environment creating the conditions for students to thrive. We have invested in being phone-free school to further reduce distractions and promote positive social interaction.

Strong partnerships with families and wider services – We foster positive relationships with our families through regular contact including our parent coffee mornings and offer of educational psychologist advice for families. We work closely with external providers to ensure students and their families get the support and advice that they need. The recent appointment of a Chaplain will further enhance our ability to support students' wellbeing and personal development.

The development of this strategy has been shaped by the voices of our community. Through pupil consultation, SEND student feedback, parent coffee mornings, and engagement with educational specialists, we have listened carefully to the experiences of students and families. Their views have informed our priorities and will continue to shape our journey as we work together to ensure that every child feels they belong, is supported to succeed, and can flourish within our school community.

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
1	Increasing numbers of students with SEND on roll In the academic year 2025- 2026, the number of pupils with SEND (K) was 16.1% (above national average) and the number of pupils with an Education Health Care Plan (E) was just lower than the national average at 3.6%. Students with SEMH (32%) and specific learning difficulties (21%) and Autism spectrum disorder (18%) represent the largest groups within our SEND cohort. Consequently, a key priority is supporting them to develop effective self-regulation strategies that enable consistent engagement and attendance in lessons. Whilst the school provides access to many areas, wheelchair accessibility is limited in some parts of the site. Targeted investment in building adaptations, together with dedicated toilet facilities, is required to fully support students with complex needs. In 2025-2026 we had four students with physical disabilities but communications with parents show that this number is likely to increase in 2027, so we need to ensure the building is sufficiently adapted to meet needs.
2	Attendance SEND E attendance for the academic year 2025-2026 is below national average and both SEND E and SEND K attendance is below their year group peers. Persistent absence for SEND E and SEND K is below national average for the academic year 2025 – 2026.
3	Literacy and numeracy On entry, reading, writing, communication and mathematics are lower for students with SEND than their peers without need. If students are not able to read at an age-appropriate level and fluency, we know that accessing the curriculum will be problematic and they could rapidly fall behind their peers. NGRT reading tests have been completed for all year groups (HT1 for Y7-9, HT3 for Y10 and Y11 for academic year 2025-2026). Results show that 48% of students with SEND are currently reading at or above their chronological age, compared to 70% of all pupils. Students with SEND have an average SAS score at 101.1 compared to 105.6 for all students. Our 2026 Year 7 cohort have a KS2 reading scaled score at 104.5 and maths scaled score at 104.0. Students with SEND in Y7 have a KS2 reading scaled score at 100 and maths scaled score at 99.6. Reading and foundational mathematics therefore remains a critical focus.
4	Outcomes Progress for pupils with SEND is improving but further work is needed. In 2026, progress stood at - 0.51 against national average of - 0.62. SEND pupils at Bury

	Church of England therefore achieve higher than their SEND peers nationally, however below the school progress of +0.55. Attainment again shows a strong picture comparatively; In 2026, 22.9% of our SEND pupils achieved Basics at 5+ compared to the national average of 17% and 37.1% of our SEND pupils achieved Basics at 4+ which is over national average of 30%. This is lower than for all pupils at Bury Church of England which stands at 59% 5+ and 78% 4+.

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	Activity type	Total budgeted cost
Evidence informed teaching practice is delivered in school promoting the consistent use of adaptive teaching strategies. While these approaches are evident across school and very strong in core subjects, further time is needed to embed them fully and ensure consistent implementation across all subjects. Further teacher/TA CPD and coaching is required to bring strong consistency across the school. Evidence base: EEF Guide to Inclusive teaching Barrier numbers: 4	Universal	£75864
Building in a new inclusion hub with wheelchair access, including a high-quality sensory room, dedicated areas for targeted interventions, and stimulating indoor and outdoor environments that enable students to regulate and successfully re-integrate quickly into learning and access tailored support. Evidence base: EEF Guide to Inclusive teaching EEF Special Educational Needs in Mainstream Schools Guidance	Targeted	£37330

The use of Multi-Sensory Environments with autistic children: Exploring the effect of having control of sensory changes EEF Evidence insights: Selecting interventions Barrier numbers: 1, 3 and 4		
Further training of TA's to deliver high quality interventions based on need. Evidence base: EEF Guide to Inclusive teaching EEF Self-regulation Strategies EEF Teaching Assistant Interventions Barrier numbers: 1, 3 and 4	Targeted	£2000
Continue to invest in our whole learning environment and pastoral staffing, creating an even calmer, inclusive school, reducing distractions, where all students can thrive. To support a calmer and more focused learning environment, we are becoming a phone-free school, reducing distractions and encouraging positive social interactions. Evidence base: EEF Guide to Inclusive teaching EEF Self-regulation Strategies EEF Special Educational Needs in Mainstream Schools Guidance Barrier numbers: 1, 3 and 4	Universal	£264906
Strengthening leadership and increasing staffing to ensure inclusion is a key priority for the school through the appointment of an assistant headteacher for inclusion, associate assistant principal for attendance and a dedicated SEND attendance support person. This is alongside the staffing in place of SENDco, mental health lead, two	Targeted	£212969

HLTA's, eight teaching assistants, a literacy lead and SEND admin. Evidence base: EEF Special Educational Needs in Mainstream Schools Guidance Barrier numbers: 1, 2, 3 and 4		
All Year 7 students will be tested in foundational English and maths knowledge and subject specialist targeted intervention put in place for any students that require support. Robust data-tracking systems will be strengthened and use of technology implemented, where necessary, to improve access arrangements when concerns around foundational knowledge arise. Evidence base: EEF Special Educational Needs in Mainstream Schools Guidance Barrier numbers: 3 and 4	Targeted	£24854
Each year, we provide an enhanced transition programme for all Year 6 SEND students to ensure the best possible start to secondary school. To build on this support, we will offer after-school prep sessions for Year 7 students who require additional help with homework, alongside a range of extracurricular opportunities designed to encourage participation in school life and strengthen students' sense of belonging. Evidence base: EEF Special Educational Needs in Mainstream Schools Guidance	Universal	£4163

Barrier numbers: 2 and 4		
We ensure we support our parents of SEND students providing support and advice alongside gathering feedback to provide the best provision for our young people. We offer parent advice sessions from educational psychologists alongside coffee mornings lead by our SENDco. Where attendance is an issue, we provide personalised support and offer regular meetings with parents to provide the right support to improve attendance. Evidence base: EEF Special Educational Needs in Mainstream Schools Guidance Barrier numbers: 1 and 2	Targeted	£6120

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
Improve outcomes	At least 50% of our disadvantaged and our students with SEND will outperform all students nationally. Students with SEND in KS3 achieve in line with non-PP students in the Trust common assessments.
Improve attendance	SEND K and E school attendance will be 86% by the end of the 2026/27 academic year with Persistent Absence below 37% for SEND E and SEND K.
Improve reading ages	85% of SEND K and E will reach the expected standardised score for reading using NGRT

Improve maths foundational knowledge at KS3	All SEND K and SEND E students will have the required maths foundational knowledge by the end of Year 7.