Inclusion Strategy – Ryecroft CE Middle 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	2026–27 to 2028–29 (three-year strategy)
Date this statement was published	12 October 2026
Date on which it will be reviewed	Reviewed annually: July 2027, July 2028 and July 2029
Statement authorised by	Headteacher, Local Academy Committee and Trust Board
Confirmed IMF allocation	2026–27: £13,200. Future-year activity is subject to annual review and confirmed funding.

IMF principles addressed by this strategy

The school's three identified barriers most directly align with DfE inclusion principles 2, 3, 5, 6 and 7. The table starts with the school's evidence and links each barrier only to the principles directly addressed. Principles 1 and 4 are not presented as specific IMF priorities because leadership and governance provide oversight, while access to enrichment has not been identified as a principal barrier or separately funded activity.

School barrier	Relevant DfE principle or principles
Barrier 1 Vulnerable pupils, including those with SEND or emerging additional needs, may experience reduced curriculum access, engagement and independence when agreed adaptive teaching strategies, such as: • Do Now & Explicit Instruction: A Do Now task and explicit instruction are applied consistently across subjects and classrooms to secure immediate engagement and clarity. • Checks for Understanding & Cold Calling: Checks for understanding and cold calling are implemented consistently across subjects and classrooms to actively monitor participation. • Turn and Talk & No Opt Out: Turn and talk and no opt out are utilized consistently across subjects and classrooms to build confidence and independence.	**Principle 3** High-quality adaptive teaching with curriculum designed for all learners **Principle 7** Inclusive environments with continuous improvements to accessibility

School barrier	Relevant DfE principle or principles
• Attention 3,2,1, Culture of Learning & Positive Narrative: Attention 3,2,1 routines, a strong culture of learning, and positive narrative are embedded consistently across subjects and classrooms.	
Barrier 2 As pupils' SEND needs emerge or change, staff require a consistent and sufficiently detailed framework to identify the specific barriers affecting each pupil's learning and participation. Introducing the Birmingham SEN Toolkits will strengthen the school's established assessment arrangements by supporting precise identification of need, well-matched provision and measurable outcomes within the Assess–Plan–Do–Review cycle.	**Principle 2** Evidence-based support prioritising early intervention **Principle 6** Strong partnerships with families and wider services
Barrier 3 Some pupils experience specific barriers relating to sensory processing, physical access, emotional regulation, attention, memory, literacy or processing speed. These pupils require reasonable adjustments and targeted support, such as adapted resources, structured routines, sensory or movement breaks, explicit instruction, task chunking and regulation strategies, to be applied consistently so they can access learning, participate fully and develop independence.	**Principle 2** Evidence-based support prioritising early intervention **Principle 3** High-quality adaptive teaching

Statement of intent

At Ryecroft CE Middle School, our ambition is for every pupil, including vulnerable pupils and those with additional needs or SEND, to participate fully, achieve well and experience a strong sense of belonging. Our approach begins with high-quality adaptive teaching, early and accurate identification of need and timely evidence-informed support.

This strategy supports vulnerable pupils who experience barriers to learning, participation, attendance, engagement, regulation or independence. This includes pupils with identified SEND, pupils whose needs are emerging and other pupils requiring additional support because of their individual circumstances. Access to IMF-funded activity will be determined by assessed need and evidence of barriers, not by diagnosis, SEND-register status or a statutory plan.

This three-year strategy sets the direction from 2026–27 to 2028–29. The confirmed £13,200 allocation funds Year 1: professional development in adaptive teaching; implementation of the Birmingham SEN Toolkits and Assess–Plan–Do–Review; and autism and ADHD training delivered by the Trust SEND lead. These activities build on established practice and provide additional capacity, modelling, coaching and quality assurance.

Across the three years, the school will establish, embed and sustain agreed approaches. Years 2 and 3 will be refined through annual review and funded only from allocations or budgets confirmed for those years.

The Headteacher and SENCo will report termly to the Local Academy Committee on expenditure,

implementation and pupil impact. The Trust SEND lead will quality assure the Toolkits, Assess–Plan–Do–Review and the application of training. Leaders will adjust activity and expenditure where evidence shows that intended improvements are not being secured.

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 and participation
1	**Barrier:** Vulnerable pupils, including those with SEND or emerging additional needs, may experience reduced curriculum access, engagement and independence when agreed adaptive teaching strategies, such as explicit instruction, Do Now routines, cold calling, no opt out, turn and talk, and attention signals (3, 2, 1) to foster a positive narrative and culture of learning, are not applied consistently across subjects and classrooms. **School evidence:** Ryecroft has established inclusive classroom practice, and monitoring and pupil voice show that staff use a range of effective adaptive strategies and Teach Like a Champion (TLAC) approaches. However, the strength and consistency of implementation varies as staff take on new roles and respond to an increasingly diverse range of need. **Effect on learning and participation:** Some pupils may experience differences in explicit instruction, structured attention routines, active participation techniques like cold calling and turn and talk, and opportunities to develop independence through a consistent culture of learning. This can affect how consistently they access learning and participate successfully across the curriculum.
2	**Barrier:** As pupils' SEND needs emerge or change, staff require a consistent and sufficiently detailed framework to identify the specific barriers affecting each pupil's learning and participation. Introducing the Birmingham SEN Toolkits will strengthen the school's established assessment arrangements by supporting precise identification of need, well-matched provision and measurable outcomes within the Assess–Plan–Do–Review cycle. **School evidence:** Ryecroft has an established graduated response and currently has 37 pupils recorded on the SEND register, alongside pupils with emerging needs who may not have a diagnosis or statutory plan. School evidence identifies needs relating to communication and interaction, literacy and dyslexia, attention and executive functioning, emotional regulation, sensory processing and access to learning. The quality and consistency of starting points, time-bound outcomes, support plans and review records vary, including information received at transition. **Effect on learning and participation:** Variation in assessment and review information can delay the identification of changing need, make it harder to match provision precisely and limit leaders' ability to evaluate whether support is improving pupils' learning, participation and independence.

	Detail of barrier to learning and participation
3	**Barrier:** Some pupils experience specific barriers relating to sensory processing, physical access, emotional regulation, attention, memory, literacy or processing speed. These pupils require reasonable adjustments and targeted support, such as adapted resources, structured routines, sensory or movement breaks, explicit instruction, task chunking and regulation strategies, to be applied consistently so they can access learning, participate fully and develop independence. **School evidence:** Ryecroft currently has 10 pupils with an EHC plan, a further 2 plans in draft and 2 pupils progressing through an education, health and care needs assessment. The SEND cohort includes pupils with needs relating to autism, attention and executive functioning, literacy, communication, emotional regulation and sensory processing. The school already provides universal and targeted support, but the breadth and complexity of need require staff knowledge and provision to develop further. **Effect on learning and participation:** Without consistently well-matched adjustments and support, pupils may experience barriers to curriculum access, communication, regulation, attendance, participation, progress, independence and belonging within mainstream education.

Funded activity: Year 1 (2026–27)

The following activity uses the school's confirmed 2026–27 IMF allocation to address the identified barriers and establish the first phase of the three-year strategy.

IMF complements the school's core and notional SEND budgets. It may support any vulnerable pupil experiencing an evidenced barrier, whether or not the pupil has SEND. Each funded activity is additional, attributable to this strategy and linked to one or more DfE inclusion principles.

Description of activity, evidence and barriers addressed	Activity type	Total budgeted cost
Develop high-quality adaptive teaching: Staff will participate in evidence-informed professional development, collaborative planning, modelling and follow-up coaching. Training will strengthen the consistent use of explicit instruction, Do Now routines, cold calling, no opt out, turn and talk, and attention signals (3, 2, 1) to foster a positive narrative and culture of learning, alongside communication support, support for emotional regulation, sensory needs, and approaches that promote pupil independence. IMF will fund the additional staff release, professional development and resources required to implement this work. **Evidence of implementation and impact:** By December 2026, leaders will establish a baseline of current practice. Progress will be evaluated termly through classroom visits, work scrutiny, pupil voice, staff feedback and relevant pupil-level information. Leaders will evaluate whether agreed approaches—including consistent TLAC strategies and adaptive teaching methods—are being used consistently and whether identified vulnerable pupils, including those with SEND, are increasingly able to access learning, participate and work independently. **Barriers addressed:** Barriers 1 and 3, variation in the consistent application of adaptive teaching and the increasing range and complexity of pupils' needs.	Universal	**£8,308** Staff release, professional development, collaborative planning, follow-up coaching and resources.
Implement and embed the Birmingham SEN Toolkits The Trust SEND lead will work with the SENDCo and school leaders to embed consistent use of the Birmingham SEND Toolkits and strengthen identification, assessment, support planning and the graduated Assess–Plan–Do–Review cycle. The Toolkits will be used where SEND is suspected or identified; wider school evidence will continue to identify and support vulnerable pupils whose barriers do not arise from SEND. This provides additional capacity to strengthen and quality assure the school's established arrangements. **Evidence of implementation and impact:** The SEND lead and SENDCo will quality assure a representative sample of assessments, pupil plans and review records each term. Evidence will include completed toolkit assessments, more precise identification of need, appropriately matched strategies and provision, clear pupil and parent contributions, and timely reviews showing the effect of support. Findings and agreed actions will be recorded and followed up. **Barriers addressed:** Barriers 1 and 2, variation in the consistent application of adaptive approaches and in the precision and consistency of assessment, planning and review information.	Universal and targeted	**£4,289** The Toolkit implementation and quality-assurance element of Ryecroft's 10 allocated Trust SEND-lead days.

Description of activity, evidence and barriers addressed	Activity type	Total budgeted cost
Specialist staff training on autism and ADHD The Trust SEND lead will deliver four two-hour sessions covering communication and interaction, attention and executive functioning, sensory processing, emotional regulation, classroom environments, reasonable adjustments and the promotion of independence. Follow-up coaching will support staff to apply the training within their teaching. These approaches strengthen universal practice and may benefit vulnerable pupils who experience similar barriers without having a diagnosis. **Evidence of implementation and impact:** Evidence will include attendance records, training materials, staff evaluations, agreed actions, follow-up classroom visits and examples of adjustments made in response to pupils' assessed needs. Leaders will evaluate changes in staff knowledge, confidence and practice and the resulting effect on pupils' access, engagement, regulation and independence. **Barriers addressed:** Barriers 1–3, variation in the application of adaptive teaching, the need for precise identification and planning, and the increasing range and complexity of need.	Universal and targeted	**£603** Four two-hour sessions—eight hours in total—costed at approximately £75.41 per hour, including employer pension and National Insurance.
School-led coordination, monitoring and review School leaders and the SENCo will coordinate implementation, identify vulnerable pupils and aspects of practice requiring additional support, and involve pupils and families in planning and review. Leaders will monitor the combined effect of the funded activity on pupils' access to learning, attendance, engagement, progress, independence and sense of belonging. Targeted interventions, including evidence-informed literacy support, will continue to be selected in response to assessed need and reviewed for impact. **Evidence of implementation and impact:** Evidence will include leadership monitoring records, provision and intervention reviews, pupil and parent feedback, attendance and engagement information, and relevant assessment and progress information. **Barriers addressed:** Barriers 1–3.	Universal and targeted	**No additional IMF cost** Delivered through existing school leadership, SENCo and notional SEN-budget capacity.
Total IMF expenditure: £13,200		

Three-year implementation roadmap

Annual review will test implementation, impact and value for money, then confirm the following year's detailed activity and funding source.

Phase	Strategic priorities	Key evidence and milestones	Funding basis
Year 1: Establish 2026–27	Baseline inclusive practice; implement Toolkits; deliver four training sessions; establish monitoring.	Baselines completed; training delivered; Toolkit sample quality assured termly; agreed actions followed up.	Confirmed IMF: £13,200, alongside core and notional SEND budgets.

Phase	Strategic priorities	Key evidence and milestones	Funding basis
Year 2: Embed and refine 2027–28	Embed adaptive teaching and the graduated response; target coaching using Year 1 evidence; strengthen pupil and family involvement.	Improved consistency in sampled practice and plans; quicker response to emerging barriers; improved pupil access and independence.	Subject to annual review and confirmed IMF, core or notional SEND funding.
Year 3: Sustain and evaluate 2028–29	Secure sustainable routines and leadership ownership; evaluate impact and value for money; plan the next cycle.	Strong practice sustained despite staffing changes; pupil outcomes improve against baselines; continuation decisions approved.	Subject to annual review; sustainable elements incorporated into normal school improvement planning where appropriate.

Intended outcomes and three-year success criteria

The milestones show progression from establishment in Year 1, through embedding in Year 2, to sustained impact in Year 3. Yellow-highlighted fields must be completed by the school using its baseline evidence; examples show the expected type of measurable target.

Intended outcome	Success criteria
Consistently strong adaptive teaching improves pupils' access, engagement and independence. (Barrier 1)	• Lesson Design: By July 2027, 100% of lessons across all key stages evidence consistent adaptive teaching strategies, such as explicit instruction, Do Now routines, scaffolding, chunking, visual supports, and alternative output formats, routinised, planned for, and deployed. • Pupil Engagement: Pupil voice and lesson observations show that vulnerable learners can articulate how their learning is adapted through structured strategies like turn and talk and explicit guidance, feeling confident in accessing tasks independently without adult dependency. • Reduction in Disruption: A measurable decrease in low-level disruption or disengagement among targeted vulnerable groups during independent work phases, supported by a strong, positive culture of learning and consistent attention routines.
Vulnerability and emerging or changing needs are identified promptly and addressed through a precise graduated response. (Barrier 2)	• Timely Intervention: Emerging needs are flagged, assessed, and met via a graduated response (Assess, Plan, Do, Review) within a defined timeframe (e.g., within 3 weeks of a concern being raised). • Provision Mapping: All interventions are evidence-based, tracked for impact via objective data, and modified or ceased if measurable progress is not demonstrated over a 6-week cycle. • Parental and Pupil Partnership: 100% of parents and pupils on the SEND or vulnerability register report feeling listened to and actively involved in target-setting and reviewing the graduated response.

Staff apply autism- and ADHD-informed adjustments confidently and consistently. (Barriers 1–3)	• Staff Confidence: Staff audit scores show an increase in teacher and support staff confidence and competence in understanding neurodivergent profiles (e.g., managing sensory loads, executive functioning support, masking recognition). • Proactive Adjustments: Environmental and relational adjustments (e.g., predictable routines, sensory-friendly spaces, clear transition cues) are implemented consistently across all classrooms, rather than reactively. • Regulation and Outcomes: A reduction in anxiety-based school refusal, dysregulation incidents, or exclusions for neurodivergent pupils, paired with an increase in attendance and curriculum participation.
Vulnerable pupils, including pupils with SEND, show improved access, regulation, participation, independence and progress. (Barrier 3)	• Improved Access & Curriculum Engagement: Vulnerable pupils and those with SEND actively access and engage with the full curriculum using appropriate adaptations and tools. • Enhanced Emotional & Sensory Regulation: Targeted pupils successfully utilize self-regulation strategies and safe spaces, leading to a reduction in anxiety, dysregulation, and behavioural incidents. • Greater Independence & Reduced Adult Dependency: Pupils independently initiate, sustain, and complete learning tasks with minimal reliance on constant 1-to-1 adult prompting. • Measurable Academic Progress: Formative and summative tracking show that vulnerable learners make strong, sustained progress from their individual starting points, narrowing achievement gaps.

Annual review and accountability

This strategy will be reviewed annually in July 2027, July 2028 and July 2029. Each review will consider expenditure, implementation fidelity, staff participation, assessment and provision quality, attendance, engagement, participation, progress, independence, belonging, pupil and family voice, and value for money. Evidence will be considered for the identified vulnerable cohort and, where useful, by relevant group or barrier so leaders can see who has benefited. The school will record progress, any changes to barriers or activities, confirmed funding for the next year and the reasons for continuing, adapting or stopping each significant approach.

Further information

Year 1 confirmed allocation and expenditure: Ryecroft CE Middle School has received £13,200 for 2026–27. This funds £8,308 for staff release, professional development, collaborative planning and resources; and £4,892 for 10 days of Trust SEND-lead capacity at Leadership Point 10, including employer pension and National Insurance. Within the SEND-lead allocation, £603 funds four two-hour specialist training sessions and £4,289 funds Birmingham SEND Toolkit implementation, quality assurance and monitoring.

Financial governance and school accountability: The school will retain evidence of expenditure, staff release, training attendance, activity delivered, implementation and pupil impact. The Headteacher and SENDCo remain accountable for identifying priority vulnerable pupils from evidence of barriers, not diagnosis or SEND status, demonstrating benefit and reporting termly to the Local Academy Committee. Trust oversight will provide quality assurance and financial assurance.

Three-year funding position: The £13,200 budget is the confirmed 2026–27 IMF allocation only. Years 2 and 3 set the intended strategic direction; their detailed activity and costs will be confirmed through annual review

when future allocations are known. IMF will not replace statutory duties, core provision or the notional SEND budget, and it will not fund capital works or general central administration. Expenditure will remain additional, attributable to the agreed programme and supported by delivery and impact evidence.