# Inclusion Strategy

## Strategic Intent

At Langley Hall Arts Academy, inclusion is integral to securing high-quality education for all pupils. Leaders are explicit that inclusive practice is the primary driver of improved outcomes, not an additional layer of provision.

The academy's strategic intent is to ensure that all pupils, regardless of need, access an ambitious curriculum, experience consistently strong teaching and achieve well from their starting points. This strategy sets out how leaders deploy resources, to remove barriers and embed a sustainable, inclusive core offer in line with national expectations. [Inclusive...ey Leaders | PDF]

## Cohort Need and Barrier Analysis

Leaders maintain a forensic understanding of pupil need through rigorous analysis of attainment, attendance and pastoral data. This analysis identifies consistent patterns of need, particularly in speech, language and communication, social, emotional and mental health, cognition and learning, and autism spectrum conditions.

Leaders recognise that these needs create identifiable barriers, including reduced access to language, difficulties with self-regulation, insecure prior learning and inconsistent engagement.

Provision is therefore designed at cohort level to address these patterns systematically.
As a result, support is proactive rather than reactive, reducing the likelihood of pupils falling behind or becoming disengaged.

## Quality of Education: Inclusive by Design

Leaders ensure that inclusion is secured principally through the quality of teaching. The curriculum is deliberately sequenced to be both ambitious and accessible, enabling all pupils to access core knowledge and skills.

Teaching is consistently characterised by adaptive practice, precise explanation and structured support. Staff are trained to identify misconceptions early and

respond effectively within lessons, rather than relying on intervention after learning gaps have widened.

Leaders prioritise high-quality professional development focused on inclusive teaching strategies. The impact of this is routinely evaluated through monitoring activities and pupil outcomes.

As a result, pupils with additional needs access the same ambitious curriculum as their peers and make sustained progress from their starting points.
As a result, reliance on withdrawal interventions is reduced and learning time is maximised.

**Early Identification and Targeted Provision**

Early identification is a core strength of the academy. Leaders use structured screening, ongoing assessment and triangulated information from staff and families to identify need at the earliest possible point.

Targeted support is implemented where necessary but is carefully designed to complement, not replace, high-quality classroom teaching. Interventions are evidence-informed, time-limited and subject to rigorous evaluation.

Leaders discontinue or adapt provision that does not demonstrate measurable impact.

As a result, pupils receive the right support at the right time, preventing gaps from widening.
As a result, targeted provision leads directly to improved progress, engagement and independence.

**Strategic Use of Funding**

Leaders deploy funding with precision and clear rationale, ensuring alignment with the Department for Education's priorities for inclusion. Investment is focused on strengthening teaching, embedding early intervention and improving systems that support attendance, behaviour and wellbeing.

Spending decisions are informed by evidence and evaluated against key performance indicators, including progress, attendance and behaviour outcomes.

As a result, funding has a demonstrable and measurable impact on pupil outcomes.
As a result, leaders can clearly articulate the value and effectiveness of their investment decisions.

**Culture, Behaviour and Attendance**

Leaders have established a strong, inclusive culture characterised by high expectations, consistency and a clear sense of belonging. Behaviour systems are applied fairly and consistently, with staff trained to understand and respond to underlying needs.

Attendance is a key priority. Leaders identify patterns of absence quickly and intervene with targeted support, working closely with families where necessary.

As a result, pupils with additional needs attend regularly and are fully engaged in school life.
As a result, behaviour is calm and purposeful, enabling all pupils to learn effectively.

**Partnerships and Community Engagement**

Leaders recognise that effective inclusion is underpinned by strong partnerships. Communication with parents and carers is clear, supportive and solution-focused, ensuring that families are active partners in their child's education.

The academy works effectively with external agencies to secure specialist expertise and deliver a coordinated approach to support.

Transitions are carefully planned and managed, with additional support provided where needed.

As a result, pupils experience continuity in support and reduced anxiety at key transition points.
As a result, families report increased confidence in the school's ability to meet their child's needs.

**Environment and Accessibility**

Leaders ensure that the physical environment supports inclusion and learning. Small class sizes are organised to minimise distraction, promote regulation and enable access for all learners.

Adjustments are made proactively to meet sensory and accessibility needs, and the environment is reviewed regularly.

As a result, pupils are better able to focus, engage and regulate within lessons.

**Monitoring, Evaluation and Accountability**

Leaders maintain a rigorous and systematic approach to evaluation. The impact of inclusive practice is measured through detailed analysis of progress, attendance, behaviour and wider engagement.

Where outcomes are not strong enough, leaders act swiftly to refine provision and address weaknesses.

Governors provide effective oversight and hold leaders to account for the impact of this strategy and the use of funding.

As a result, inclusion remains sharply focused on improving outcomes rather than simply providing support.
As a result, the academy demonstrates continuous improvement in the achievement and engagement of pupils with additional needs.

**Review**

This strategy is reviewed annually and updated in response to evaluation findings and national developments.