

Culcheth High School - Inclusion Strategy 2026/2027

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). Culcheth High School's Inclusion Strategy is completed in line with the DfE's [Developing an inclusion strategy using the IMF for school leaders](#).

Culcheth High School's Inclusion Strategy will be published on the school website before 31st December every academic year.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	September 1 st 2026 to August 31 st 2027
Date this statement was published	October 1 st 2026
Date on which it will be reviewed	December 2026/April 2027 & July 2027
Statement authorised by	SENDCo/Assistant Headteacher – Mrs Nicola Brearley

Statement of intent

1. Ambitious leadership and governance that embeds inclusion

- **Governing Body Responsibilities:** Ensures the school meets its statutory SEND duties; Monitors the effectiveness of SEND provision; Appoints a governor with responsibility for SEND (**SEND Governor: Mrs M Young**).
- **Headteacher and Senior Leadership Team Responsibilities:** Ensure SEND is a whole-school priority; Allocate resources effectively; Monitor outcomes for students with SEND.
- **SENCO Strategic Oversight:** SENCO is a member of the school's Senior Leadership Team, Overseeing the day-to-day operation of SEND provision; Ensuring compliance with statutory guidance (**SENCO Contact: Mrs N Brearley**).

- **Strategic Department Duties:** Keep informed and up to date with national and local practices; Offer relevant Continuous Professional Development (CPD) for all staff.
- **Legislation Compliance Base:** Policy built upon Part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, and Section 20 of the Equality Act 2010.
- **Monitoring & Evaluation:** Internal quality assurance processes; Governor oversight; Primary or previous school information/data; Student progress data.
- **Admissions Arrangements:** Admission arrangements for students with SEND are in line with the school's admissions policy. We do not discriminate against students with SEND and comply with the Equality Act 2010.

2. Evidence-based support prioritising early intervention

- **Identification of SEND:** Students are identified early and accurately through teacher observations and assessments, progress and attainment data, baseline assessments (English, Maths, Reading, Spelling), and specialized screening tools.
- **The Graduated Approach:** Follows the **Assess – Plan – Do – Review** cycle to identify needs, set outcomes, implement support, and evaluate provision.
- **Early Targeted Intervention:** Deliver targeted interventions; Provide intervention on a 1:1 or in small groups to identified students; Increase literacy and numeracy standards through specific targeted interventions.
- **Tracking & Documentation:** Produce Pupil Passports and tracking documents for students where appropriate, updated and reviewed at least termly. Produce a Special Educational Needs and Disability (SEND) register updated at least monthly.
- **Transition Planning:** Attend statutory reviews of years 5 and 6 students who have EHCPs and are potentially joining Culcheth High School when invited; Run an enhanced transition programme for students with EHCPs and other vulnerable students in the summer term.

3. High quality adaptive teaching with curriculum designed for all learners

- **Core Teaching Philosophy:** Provide high-quality, inclusive teaching for all students; Ensure full recognition that we are all teachers of Special Educational Needs and Disabilities (SEND).
- **Teacher Responsibilities:** Delivering quality first teaching through adaptive practice following recommendations from the Education Endowment Foundation (EEF); Implementing agreed strategies and interventions; Having high expectations.
- **Curriculum Design:** Have a curriculum which reflects the needs of all students who are seen as individuals; Provide students with a curriculum experience which is appropriate, relevant, and differentiated.
- **Exam Access:** Apply for and provide special consideration and access arrangements for exams for relevant students following the JCQ protocols.
- **Alternative Pathways:** Support an alternative curriculum at KS4 for identified students.

- **Staff Guidance:** SENCO and SEND department advise staff on adaptive teaching strategies and the graduated approach to providing SEN support.

4. Enriching provision beyond the classroom that all children can access

- **Extended Learning & Life Skills:** Promote independence, confidence, and life skills; Encourage and support students with curriculum-specific needs as required.
- **Aspirations & Small Group Work:** Deliver small group work tailored to students' needs, for example raising aspirations, social skills, and friendship.
- **Work Placements:** Arrange work placements for targeted students to support their KS4 experience.
- **Deployment of Support Staff:** Teaching Assistants / Learning Mentors / other support staff are deployed appropriately to fulfill obligations towards students with an EHCP and other students with additional needs to promote independence and support access to learning.

5. A safe and respectful culture fostering belonging, attendance, and participation in learning

- **School Values:** Foster a caring school where everyone is valued and everyone values relationships. An emotionally intelligent school community that celebrates individual differences where people understand how their actions impact others. Core values of **Respect, Honesty, and Excellence**.
- **Belonging & Fulfilment:** Ensure all students feel wanted, valued, and fulfilled during their time at Culcheth High School; Promote individual differences which are celebrated and harnessed for the good of all; Promote the understanding that traditional qualifications are not the only measure of an individual's worth.
- **Pastoral Support Framework:** Help and support Progress Leaders (PLs) in the writing and implementing of Individual Behaviour Plans (IBPs) and Pastoral Support Programmes (PSPs).
- **Mentoring:** Provide 1:1 or small group mentoring as required.
- **Student Voice:** Students are encouraged to contribute to their Pupil Passport, share views on support, and reflect on progress. Ensure students' views are central to decision-making.

6. Strong partnerships with families and wider services

- **Family Partnerships:** Liaison with parents/carers through parents' evenings, regular reviews, regular communication (telephone calls, formal meetings, or emails), feedback opportunities, and signposting to support services.
- **Multi-Agency & External Collaboration:** Work closely with external agencies and make necessary referrals with parental consent.
- **Statutory Reviews:** Prepare for, chair, and produce relevant paperwork for statutory annual reviews of all EHCP students.
- **Integrated Care Services:** Work with the MASH (Multi-Agency Support Hub) and adhere to the Early Help Model.

- **Partnered Services Include:** Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapy, NHS services (e.g., Neuropathway, CAMHS, MHST, School Nurse), Hearing and Visual Impairment Services, and Social Care.

7. Inclusive environments with continuous improvements to accessibility

- **Physical Access:** The school is fully accessible, including lift access.
- **Reasonable Adjustments:** Commitment to making reasonable adjustments to ensure all students can access the **curriculum**, the **physical environment**, and **information**.
- **Environment Definitions:** Providing different and/or additional support for students who have a learning difficulty or disability that prevents or hinders them from making use of educational facilities.



Culcheth High School has based its practices and approaches to SEND & Inclusion on the Education Endowment Foundation guides and key research findings.

The EEF Guide to Inclusive Teaching

<https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching>

Special Education Needs in Mainstream Settings

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Deployment of Teaching Assistants

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

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	Some SEND students often arrive at CHS with lower educational confidence and career aspirations than their peers in understanding post-16 career pathways which can affect motivation.
2	Some SEND students and their families experience socio-economic disadvantage or impactful family circumstances that can impact attainment, wellbeing and engagement in learning.
3	A small proportion of complex SEND students are more likely to face school suspensions than their peers and require targeted support to reduce dysregulated behaviours.
4	SEND students have lower overall attendance % figures than their non-SEND peers. This is impacted by a small, focussed cohort of students but still impacts curriculum access and continuity of learning.
5	A significant proportion of SEND students present with more frequent SEMH issues than their peers whilst at CHS impacting attendance, engagement, learning and relationships with peers.
6	Some SEND students in KS3 find transition to high school more challenging than their non-SEND peers and require enhanced transition arrangements from primary to secondary to establish routines, confidence & independence.
7	Some SEND students at CHS are less confident in responding to formative feedback with regards their academic progress and need explicitly adapted teaching and support to understand, act on and apply feedback independently.
8	Some SEND students can lack the resilience to overcome personal barrier to learning and achieve their full academic potential.

9	Some families require additional support to understand SEND provision, curriculum, expectations, and strategies to support learning both at home and school.
10	Some SEND students often lack the 'cultural capital' that is taken for granted by their peers and have a more limited experience of the world of culture, sports and the arts which could limit their personal development and aspirations.

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>
Improve SEND/EBSA student attendance through interventions and parental engagement. (Barriers 1, 2, 3, 4, 5, 9 & 10)	Targeted. Identified student cohorts in each year group will form the target cohort for support & intervention to improve attendance.	£5,000. Mainly staff time and allocation of school resources.

Further develop whole school SEND staff CPD based on summer term staff voice activity and evidence based CPD (EEF Guide to Inclusive Teaching July 2026) (Barriers 1, 2, 6, 7, 8, 9 & 10)	Universal. All school staff to access wider CPD on Quality Teaching First to support all students. Introduction of Steplab and focus of Monday CPD sessions to complete training aligned to the EEF Guide to Inclusive Teaching July 2026.	£10,000. Staff time, CPD sessions and Steplab resources.
Further embed and develop effective Teaching Assistant student interventions based on screening, testing and showing measured impact. (Barriers 2, 5, 6, 8 & 10)	Targeted. Identified student cohorts in each year group will form the target cohort for support & intervention. Impact measurements in place to support evaluation.	£30,000 TA salary costs for deployment and training to deliver effective intervention sessions.
Explore and pilot potential school based alternative provision models based with the Hub & Zone. (Barriers 1, 2, 3, 4, 5 & 10)	Targeted. Identified KS3 student cohorts will form the target cohort for support & intervention. Impact measurements in place to support evaluation.	£60,000 Full time equivalent of a teacher to deliver AP sessions. PSSO salary costs to support AP and small amount of capital funding to help set up CHS based AP.

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.

Activity	Intended outcome	Success criteria
Improve SEND/EBSA student attendance through interventions and parental engagement. (Barriers 1, 2, 3, 4, 5, 9 & 10)	Reduced School-Based Anxiety: Students feel safer, more supported, and less overwhelmed by the school environment. Strengthened Parent-School Partnerships: Parents shift from feeling blamed or pressured to feeling like active, trusted collaborators in their child's education. Early Identification & Responsive Support: School staff catch early indicators of EBSA (like frequent stomach aches or subtle changes in behavior) and trigger interventions before complete school refusal occurs. Individualised, Accessible Learning Environments: Reasonable adjustments and bespoke coping strategies are successfully integrated into the student's daily routine.	Attendance Improvement: A measurable increase in individual attendance percentages for the targeted SEND/EBSA cohort over the academic year. Reduction in Authorized/Unauthorized Absences: A decrease in late arrivals and broken weeks (missing 1–2 days every single week). Plan Implementation Rate: 100% of identified EBSA students are actively engaged in pastoral/SEND attendance improvement procedures signed off by the school, parents, and the student. Their attendance is improving. Intervention Engagement: Targeted parents actively attend review meetings or engage with school-provided EBSA resources/surveys. Reduced Transition issues: A measurable reduction in the time or distress it takes for the student to transition from the school

		gate/reception to their safe space inside the building.
Further develop whole school SEND staff CPD based on summer term staff voice activity and evidence based CPD (EEF Guide to Inclusive Teaching July 2026) (Barriers 1, 2, 6, 7, 8, 9 & 10)	Strengthened Universal Tier 1 Offer: Staff confidently deliver high-quality, inclusive everyday teaching (explicit instruction, scaffolding, feedback, and calm routines) that reduces the immediate need for separate interventions. Purposeful, Non-Diluted Adaptations: Classroom teachers pivot away from over-simplifying tasks, ensuring adaptations increase the intensity of teaching (e.g., more modelling or specific feedback) rather than lowering curriculum ambition or cognitive challenge. Responsive CPD Structure: Professional development directly targets the specific skill gaps, workloads, and barriers identified by teachers during the summer term staff voice audit. Shift from Specialist-Dependence to Collective Ownership: Staff move away from the misconception that a student needs specialist intervention or a formal diagnosis to learn, actively taking ownership of the	CPD Feedback & Relevance Alignment: Staff feedback that the new CPD directly addresses the practical barriers they highlighted in the summer term staff voice activity. Implementation of EEF Framework: Teaching staff complete the initial professional development modules utilizing the EEF's <i>ScenarioSpace</i> interactive training tools (focusing on the 5 core areas: environment, adaptations, checking for understanding, scaffolding, and working with TAs). Impact on Classroom Observation Data: Self Review/Quality Assurance demonstrate evidence-based universal approaches being used consistently across all departments (e.g., an increase in effective visual modelling/scaffolding rather than simply lowering task complexity). Effective TA Deployment: A measurable shift in how Teaching Assistants are used, shifting away from TAs acting as isolated "velcro" helpers and moving toward a model where TAs supplement rather than replace the teacher's direct input.

	universal and adaptive classroom strategies that support learning.	Statutory Inclusion Strategy Readiness: The CPD framework successfully generates the data required to support CHS' <i>Inclusion Strategy</i> .
Further embed and develop effective Teaching Assistant student interventions based on screening, testing and showing measured impact. (Barriers 2, 5, 6, 8 & 10)	Precision Targeting of Student Needs: Interventions are driven by objective diagnostic screening data, ensuring the right students receive the right academic or behavioral support at the exact right time. Fidelity of Delivery: TAs shift from informal or conversational help to delivering highly manualised, structured evidence based interventions with exact adherence to session lengths, frequencies, and pedagogical strategies. Explicit Classroom Connection: The disconnect between what happens inside the intervention room and the main classroom is bridged; students successfully transfer their newly acquired skills back into universal Tier 1 lessons. Elevated Professional Status for TAs: TAs are recognised and trained as specialised instructional deliverers.	Standardised Entry/Exit Testing: All students selected for a TA-led intervention undergo standardized, objective baseline testing and follow-up exit testing to calculate a clear metric of progress (e.g., standardized score growth or reading age advancement). Calculated Rate of Growth: Targeted cohorts demonstrate an average progress acceleration equivalent to +3 to +5 additional months' progress over the intervention period, as benchmarked by the EEF Toolkit. Screening-to-Placement Accuracy: Discrepancies between screeners and placement are minimized; Most students enrolled in Tier 2/3 interventions meet the explicit data thresholds outlined in intervention overview. Implementation Fidelity Reviews: Self Review/Quality Assurance confirm that TAs are delivering the interventions exactly as planned—maintaining the specific lesson structure, resources, and timing.

		Teacher-TA Liaison Time: A formal mechanism (such as adjusted timetabling, staggered starts, or dedicated weekly check-ins) ensures teachers and TAs communicate for at least 15 minutes a week regarding intervention progress and classroom alignment.
Explore and pilot potential school based alternative provision models based with the Hub & Zone. (Barriers 1, 2, 3, 4, 5 & 10)	Distinct Tiered CHS Provision: The model establishes a clear operational divide between the two spaces: the Hub (a proactive, scheduled space for therapeutic, academic, and SEMH nurture interventions) and the Zone (a reactive, short-term space for immediate de-escalation, crisis regulation, and reflection). Reduced Reliance on Off-Site External AP: The school successfully manages and supports higher-need students internally, preserving external AP budgets for only the most complex, multi-agency cases. Structured, Non-Punitive Reintegration: Students utilising the Hub & Zone transition back into mainstream lessons with personalised coping strategies, rather than experiencing a cycle of repeat removal. Strategic Whole-school support: School leadership, teaching staff, and parents	Pilot Cohort Definition & Thresholds: A clear, data-driven entry/exit criteria matrix is published, capping the initial pilot cohort to a manageable number of high-risk students to ensure high-impact delivery. Reduction in Suspensions & Exclusions: The pilot cohort demonstrates a minimum 30% reduction in Fixed-Term Suspensions and internal isolations within the first term of the pilot. Operational Time Limits (The Zone): Most student placements in the reactive <i>Zone</i> are capped at a maximum of 1–2 periods before a restorative loop is completed and the student either returns to class or transitions to a planned <i>Hub</i> session. Academic Progression in the Hub: All students accessing long-term <i>Hub</i> support maintain access to their core curriculum (English, Maths, Science) via blended learning or targeted TA

	clearly understand the entry thresholds, behavioural expectations, and therapeutic purpose of both spaces, viewing them as supportive rather than punitive.	support, ensuring no drop in academic progress during the pilot. Reintegration Success Rate: A high number of the pilot cohort successfully achieve their individualised target of increasing their timetabled hours back in mainstream lessons by the end of the pilot cycle.
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Review of the previous academic year

From 2027/2028, the Culcheth High School Inclusion Strategy will outline the progress the school has made towards our intended outcomes during the previous academic year and explain how this was assessed. In doing this, we have noted the impact that our strategy had on students' engagement, participation, attendance, sense of belonging, and attainment. This includes a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

The school has critically reviewed the aspects of our strategy that have worked well / did not have the intended impact and explained how this has informed our drafting of the next year's strategy.

To support this, the school has used:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information

School Website Links & Culcheth High School SEND Dashboard

<https://culchethhigh.org.uk/Learning/SEND-Information-Report/>

<https://culchethhigh.org.uk/Care-SuSENDort-and-Guidance/>

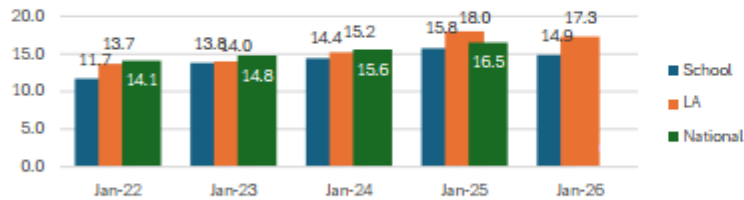
2024/2025 Culcheth High School SEND Data Dashboard

SEND Data Dashboard

Culcheth High School

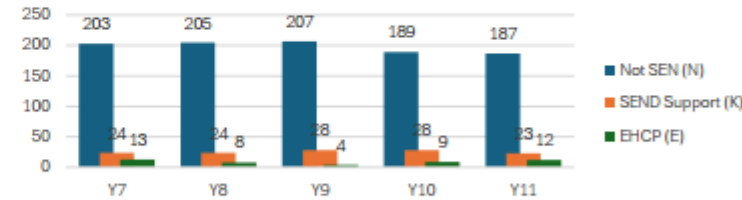
Context

% of SEND Pupils



	Jan-22	Jan-23	Jan-24	Jan-25	Jan-26
School	11.7	13.8	14.4	15.8	14.9
LA	13.7	14.0	15.2	18.0	17.3
National	14.1	14.8	15.6	16.5	TBC

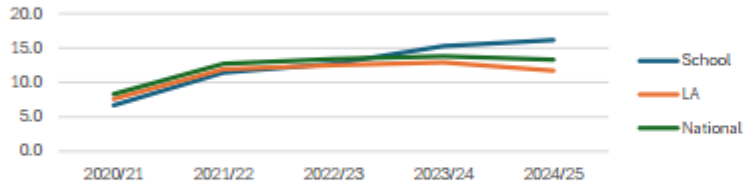
SEN pupils by NC Year



	Y7	Y8	Y9	Y10	Y11
Not SEN (N)	203	205	207	189	187
SEND Support (K)	24	24	28	28	23
EHCP (E)	13	8	4	9	12

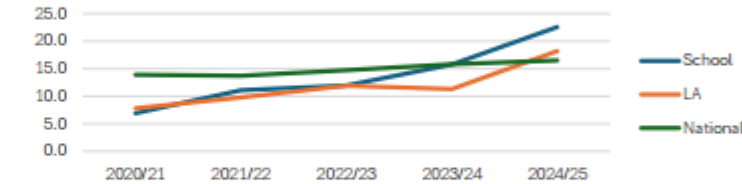
Absence

% Overall Absence - SEND Support



	2020/21	2021/22	2022/23	2023/24	2024/25
School	6.7	11.4	12.7	15.3	16.2
LA	7.6	11.9	12.5	12.9	11.7
National	8.3	12.7	13.4	13.8	13.3

% Overall Absence - EHCPs



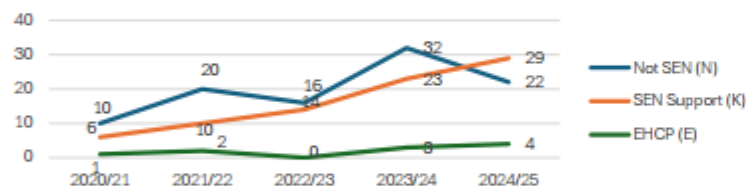
	2020/21	2021/22	2022/23	2023/24	2024/25
School	6.9	11.1	11.9	15.8	22.6
LA	7.8	9.8	11.9	11.3	18.2
National	13.9	13.7	14.7	15.8	16.5

SEND Data Dashboard

Culcheth High School

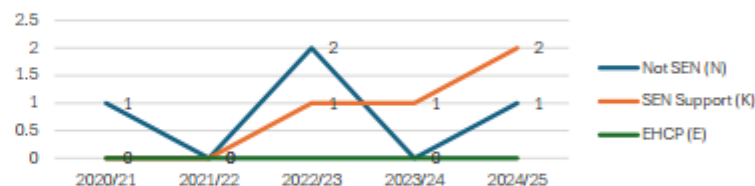
Suspensions / Exclusions

Suspensions* by SEND Provision



	2020/21	2021/22	2022/23	2023/24	2024/25
Not SEN (N)	10	20	16	32	22
SEN Support (K)	6	10	14	23	29
EHCP (E)	1	2	0	3	4

Permanent Exclusions by SEND Provision



	2020/21	2021/22	2022/23	2023/24	2024/25
Not SEN (N)	1	0	2	0	1
SEN Support (K)	0	0	1	1	2
EHCP (E)	0	0	0	0	0

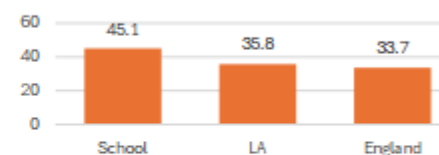
* the number of pupils with at least one session of exclusion

KS4 Outcomes (2025)

SEN Support

	Cohort	A8	P8	Eng		Maths		English & Maths	
				4+	5+	4+	5+	4+	5+
School	33	45.1		66.7	54.5	60.6	51.5	57.6	48.5
LA	362	35.8		54.1	37.0	48.6	29.8	41.2	25.7
England		33.7		51.0	35.5	45.5	28.1	38.5	22.3

Avg. Attainment 8



EHCP

	Cohort	A8	P8	Eng		Maths		English & Maths	
				% 4+	% 5+	% 4+	% 5+	% 4+	% 5+
School	2	33.5		50	0.0	0	0.0	0	0.0
LA	127	18.4		22.0	11.8	25.2	12.6	18.1	6.3
England		14.8		18.6	12.3	18.7	10.9	13.9	7.5

Avg. Attainment 8

