

Inclusion Strategy 2026–2029

Richard Cloudesley School

Our vision

We inspire each individual and empower them to be their best in school and beyond.

Our mission

For our young people to build a strong sense of identity and have a powerful voice in society, with the knowledge, skills and understanding to succeed.

DRAFT FOR GOVERNOR REVIEW

Publication deadline: 31 December 2026

Three-year strategy, reviewed annually

Strategy overview

Detail	Date / responsibility
Academic years covered	2026/27 to 2028/29
Date published	16 September 2026
Next review	September 2027, then annually
Statement authorised by	Full Governing Body
Senior leader responsible	Francis Gonzalez, Headteacher
Link governor committee	Curriculum & Outcomes Committee
Related documents	School Improvement Plan; Self-Evaluation Form; SEND Information Report; Accessibility Plan; Equality information and objectives; curriculum and safeguarding policies

Statement of intent

At Richard Cloudesley School, inclusion is not a separate programme. It is the foundation of our specialist provision and the test of how well leadership, curriculum, safeguarding, personal development, health and therapy partnerships, the environment and preparation for adulthood work together for each pupil.

Our pupils are aged 2 to 19 and have complex learning, communication, physical, sensory, health and care needs. We therefore understand inclusion as meaningful access, belonging, communication, participation, progress, independence and a powerful voice. We aim to remove barriers while sustaining ambitious, highly personalised provision around each pupil’s Education, Health and Care Plan (EHCP), Personal Learning Goals and wider aspirations.

This strategy provides the strategic line of sight from identified barriers to funded activity, implementation and measurable impact. It complements rather than duplicates the SEND Information Report, which explains the provision available to families, and the School Improvement Plan, which contains detailed annual actions. The strategy will be reviewed annually using pupil progress and engagement evidence, attendance, safeguarding and wellbeing information, pupil and family voice, quality assurance, accessibility audits, transition and destination information, and governor scrutiny.

Our work is organised through the seven DfE principles of inclusion: ambitious leadership and governance; evidence-informed early support; high-quality adaptive teaching and curriculum; accessible enrichment; safety, belonging and attendance; strong family and service partnerships; and continuously improving accessibility. Families, pupils, staff, therapists, health professionals, local authority partners and governors will contribute to implementation and annual review.

Strategic alignment and accountability

Document	Distinct purpose	How duplication is avoided
Inclusion Strategy 2026–2029	Explains barriers, investment, outcomes and impact across the three-year period.	Uses concise strategic priorities and annual review evidence.
School Improvement Plan	Sets detailed annual actions, owners, milestones and reporting points.	The strategy references SIP delivery rather than reproducing action plans.
SEND Information Report	Explains current arrangements and provision to pupils and families.	Operational descriptions remain in the Information Report.

Document	Distinct purpose	How duplication is avoided
SEF and governor reports	Evaluate quality and impact and identify next steps.	Evaluation evidence updates the strategy's annual review section.

Barriers to learning and participation

No.	Barrier	What this means for our pupils
1	Communication and interaction	Many pupils communicate without speech and require consistent access to personalised AAC, aided language, signing, symbols, objects of reference or assistive technology across all settings and partners.
2	Complex learning and curriculum access	Severe or profound learning needs, variable profiles and the interaction of multiple needs can restrict access unless teaching, assessment, pace, resources and accreditation are highly responsive.
3	Physical, sensory and environmental access	Physical disability, sensory impairment and regulation needs can limit movement, comfort, attention, independence and participation in classrooms, shared spaces and the community.
4	Health, therapy and personal care	Complex and changing health needs, invasive procedures, fatigue and appointment or treatment demands can affect attendance, continuity, readiness to learn and participation.
5	Wellbeing, safety and belonging	Pupils may communicate distress in highly individual ways and require trusted relationships, predictable routines and skilled interpretation of behaviour and communication.
6	Independence, community participation and adulthood	Limited accessible opportunities, transport, staffing and uneven availability of appropriate adult provision can restrict independence, work-related learning, community participation and transition.
7	Consistency across workforce and partners	A large multidisciplinary workforce and multiple agencies create a continuing need for shared practice, induction, professional learning, information flow and clear accountability.
8	Family partnership and equitable engagement	Families need accessible, timely and culturally responsive communication and genuine influence over priorities, reviews, transition and the evaluation of provision.

Activity in academic year 2026/27

The Inclusion Strategy is not an additional improvement plan. It provides the inclusion rationale and impact measures that support delivery of the School Improvement Plan (SIP). The cross-references below connect each inclusion activity to the relevant 2026/27 SIP objectives; detailed owners, milestones and reporting points remain in the SIP.

Description of activity	Type	Implementation and evidence	SIP 2026/27 alignment
1. Whole-school barrier and impact framework Barriers 1–8; leadership and governance	Universal	Create an inclusion dashboard linking EHCP outcomes, Personal Learning Goals, engagement, attendance, wellbeing, pupil/family voice, accessibility and preparation for adulthood. Establish baselines and termly governor reporting.	SIP 5.1: publish, implement and review the Inclusion Strategy in January and May. SIP 6.1–6.2: governance audit, action planning and strengthened strategic oversight.
2. Communication entitlement and AAC consistency Barriers 1, 2, 5, 7; adaptive teaching	Universal with targeted support	Audit each pupil's communication access; agree a communication entitlement; coach teams in aided language and personalised systems; monitor consistency across classrooms, community learning and transitions.	SIP 1.1–1.3: responsive teaching, purposeful engagement and visible Personal Learning SIP 1.8: clarify whole-school and Sky communication approaches. SIP 3.1: strengthen pupil influence.

Description of activity	Type	Implementation and evidence	SIP 2026/27 alignment
3. Responsive teaching and curriculum access Barriers 1–4, 7; adaptive teaching and curriculum	Universal	Use coaching, joint practice development and quality assurance to strengthen responsive teaching, effective use of assessment, assistive technology and purposeful links between curriculum, EHCPs and Personal Learning Goals.	SIP 1.0–1.3: consistency, responsiveness, ambition, engagement and Personal Learning Goals. SIP 1.4, 1.6–1.8: pathways, accreditation, Early Years, individualisation and specialist approaches.
4. Belonging, wellbeing and attendance Barriers 3–5, 8; safe culture and early support	Universal with targeted support	Develop accessible pupil voice and wellbeing measures; strengthen multidisciplinary review of absence and engagement; agree personalised support where health, anxiety, sensory or transition barriers affect participation.	SIP 2.0–2.3: safety, attendance ownership, alternative provision and family/NHS/hospital-school partnership. SIP 3.1 and 3.6: pupil voice, equality, identity and belonging.
5. Cloudesley Promise, community and adulthood Barriers 3, 6; enriching provision	Universal with targeted support	Map equitable access to enrichment, community learning, careers and work-related experiences. Use Evidence for Learning to capture participation, independence and preparation-for-adulthood outcomes.	SIP 3.2–3.5: Year 11 transition, equitable enrichment, therapeutic transition and ambitious Post-16 pathways linked to adulthood and destinations.
6. Family and multi-agency partnership Barriers 4, 6–8; partnerships	Universal	Co-produce priorities and review impact with families; improve accessible communications; strengthen annual review, transition and multidisciplinary planning; use feedback to shape at least two improvements.	SIP 2.0, 2.2–2.3: trusted family relationships and coordinated work with NHS and hospital schools. SIP 3.2 and 3.4: personalised transition and therapeutic preparation.
7. Accessibility and inclusive environments Barriers 1, 3, 4, 6; inclusive environments	Universal with targeted adaptations	Update accessibility audits across physical, sensory and digital environments; prioritise adaptations that increase safe participation and independence; align delivery with the Accessibility Plan.	SIP 1.1: anticipate medical, communication and diagnosed-condition barriers. SIP 3.3 and 3.6: equitable enrichment, equality, identity and belonging. SIP 5.2: practical inclusion strategies and reasonable adjustments.
8. Specialists supporting the wider system Barriers 6, 7; leadership and partnerships	Targeted / partnership	Develop the school's outreach and Experts at Hand contribution, assistive technology support and collaborative learning with local schools, while monitoring impact on capacity and core specialist provision.	SIP 5.0–5.2: share specialist SEND expertise, implement and review the Inclusion Strategy, contribute to local SEND reform and provide Experts at Hand support.

Year 1 outcomes and measurable success criteria

Year 1 intended outcome	Success criteria by July 2027
We understand and plan for barriers to learning and participation.	The Inclusion Strategy is written, published and implemented, with reviews in January and May used to evaluate impact and refine support. Governors continue to provide highly effective strategic challenge, support and oversight, evidenced through minutes, committee reports, link-governor activity and full governing board review. Governance maintains confident oversight of school improvement, safeguarding, finance, SEND, equality and wider policy change.
We deliver high-quality responsive teaching and communication-rich learning.	Pupils are consistently engaged in purposeful, curriculum-linked learning, with no passive or disconnected learning time evident through learning walks, pupil voice and work scrutiny. Teaching is highly responsive to pupils' SEND-related barriers, including medical needs, communication profiles and diagnosed conditions, so adaptations are anticipated, timely and effective. Personal Learning Goals are visible, actively used and routinely reviewed, strengthening the link between teaching, assessment and measurable progress. Clear next steps for Makaton and other agreed specialist approaches within Sky are implemented and monitored, leading to greater consistency in communication and recording.
We prioritise timely, evidence-informed support.	Pupils with allergies are safer and more confidently included in school life, supported by training records, policy monitoring, care-plan checks and incident review.

Year 1 intended outcome	Success criteria by July 2027
	Pupils unable to access school-based learning receive purposeful, planned and monitored alternative provision that sustains learning, wellbeing and belonging. Partnership with hospital schools, NHS colleagues and families leads to more coherent support, clearer information sharing and stronger reintegration planning where appropriate.
We strengthen belonging, wellbeing and participation.	Class teams take stronger ownership of attendance, building trusting relationships with families and improving shared communication around health appointments, preparation, roles and attendance recording. Pupils' voices have a stronger and more visible influence on school provision, with school council feedback shaping curriculum content, enrichment, the learning environment and wider school improvement. Pupils demonstrate increased confidence, communication, independence, identity and belonging, evidenced through pupil voice, EHCP outcomes, annual reviews, observations and family feedback.
We strengthen family partnership and accessible enrichment.	Enrichment is structured, equitable and purposeful, with all pupils accessing opportunities that strengthen independence, communication, confidence and preparation for adulthood. Year 11 transition planning begins early and responds to individual aspirations, so sixth-form pathways, units and accreditation are accurately matched to pupils' needs, interests and next steps. Specialist therapeutic transition sessions support pupils to prepare emotionally and practically for change, leading to greater confidence, reduced anxiety and clearer personalised transition plans. Post-16 provision is coherent, equitable and ambitious, with clear links between independence, accreditation, destination readiness and preparation-for-adulthood outcomes.
We improve accessibility, independence and wider-system inclusion.	The curriculum actively promotes equality, identity and belonging, with pupils seeing themselves represented positively and developing greater understanding of others, difference and participation in society. Mainstream schools report increased confidence, knowledge and practical strategies for understanding and supporting pupils with complex SEND. Specialist advice, training and outreach lead to more inclusive mainstream practice, evidenced through feedback, case reviews, follow-up actions and improved pupil support plans. The school's contribution to local area SEND reform is recognised as proactive and influential, while governors assure themselves that wider-system work does not diminish core specialist provision.

Intended outcomes by the end of 2028/29

Three-year intended outcome	Measurable success criteria by July 2029
Leadership and governance sustain inclusive practice.	Inclusion is explicit in annual SIP, SEF, governor monitoring and resource decisions. At least 90% of staff report confidence in identifying and reducing barriers. External review and inspection evidence recognise that leaders embed the strategy and staff are equipped to deliver it.
Every pupil has an effective means to communicate and influence decisions.	100% of pupils have an up-to-date, consistently implemented communication approach. Annual audits show sustained improvement in communication access across school and community contexts. Pupil voice influences strategic and operational decisions each year.
Pupils make strong progress through an ambitious, personalised curriculum.	The large majority of pupils meet or exceed expected progress towards Personal Learning Goals and EHCP outcomes, using school-agreed baselines. Quality assurance consistently demonstrates effective responsive teaching and purposeful use of assistive technology. No identified pupil group has a persistent unexplained gap in engagement or progress.
Pupils experience belonging, wellbeing and strong participation.	Family and accessible pupil feedback demonstrate sustained positive experience of safety, support, value and belonging. Attendance and engagement gaps for identified groups reduce from the 2026/27 baseline,

Three-year intended outcome	Measurable success criteria by July 2029
	with health-related context transparently evaluated. Participation in whole-school and community opportunities increases from baseline.
Families and wider services are effective partners.	At least 90% positive family feedback is sustained, subject to an agreed response-rate threshold. Co-production is evidenced in annual strategy review and key service developments. Transitions are evaluated positively by families and receiving providers.
Young people are increasingly prepared for adulthood.	All pupils have age-appropriate preparation-for-adulthood outcomes within planning and annual review. All sixth-form pupils access meaningful careers, enterprise, work-related or community experiences suited to their needs. Destination tracking confirms planned and supported post-school transitions.
Environments promote access and independence.	Annual accessibility audits show year-on-year completion of prioritised improvements. Digital and communication resources meet school accessibility expectations. Pupil-level evidence demonstrates increased independence or participation resulting from adaptations.
Richard Cloudesley contributes to a stronger local inclusive system.	Outreach and partnership activity has defined outcomes and annual impact evaluation. Local partners report that specialist input has strengthened inclusive capacity. Governors confirm that wider-system work remains sustainable and does not diminish the quality of core provision.

Monitoring, evaluation and governor assurance

Frequency	Evidence considered	Leadership and governor question
Termly	Inclusion dashboard; progress and engagement; attendance; safeguarding and wellbeing; activity milestones; spend against plan.	What has changed for pupils, which barriers remain, and what needs adapting?
Twice yearly	Learning walks; communication and accessibility audits; staff development impact; pupil and family voice; multidisciplinary case sampling.	Is the strategy consistently embedded across sites, teams and partners?
Annually	EHCP and Personal Learning Goal outcomes; enrichment and community participation; preparation for adulthood; destinations; family feedback; accessibility plan; financial evaluation.	Are resources improving participation, belonging, progress and independence, and what are next year's priorities?

- The Curriculum & Outcomes Committee will receive detailed monitoring and recommend annual revisions to the Full Governing Body.
- The Full Governing Body will approve the strategy, scrutinise impact and assure itself that funding decisions are lawful, evidence-informed and sustainable.
- Leaders will disaggregate information where meaningful, while avoiding unreliable conclusions from very small cohorts and respecting health-related context.
- Where evidence shows limited impact, activity will be refined, stopped or replaced and the rationale recorded.

Review of the previous academic year

This is the first strategy in the 2026–2029 cycle. The annual review section will be completed for publication in 2027. It will evaluate impact on pupils' engagement, participation, attendance, belonging, progress and independence, alongside implementation quality and value for money. The strategy will be monitored as part of our annual whole school self-evaluation (SEF)

Review area	Evidence to report in September 2027
Progress towards intended outcomes	Baseline-to-year-end position and explanation of variation.
Impact of funded activity	What changed for pupils; strongest and weakest evidence; value for money.
Stakeholder experience	Accessible pupil voice, family feedback, staff and partner learning.
Implementation	Fidelity, reach, workforce confidence, barriers and adaptations.
Priorities for 2027/28	Activities to sustain, stop, adapt or introduce.