

Exemplar Inclusion Strategy Mainstream Secondary School (Average SEND Profile) Westmorland & Furness Model 2026-2029



Strategy Overview

Detail	Information
Academic Years Academic year/years that our current Inclusion Strategy covers	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027 (Annual Review)
Statement authorised by	Governing Body
School Type	Mainstream Secondary 11-16
Number on Roll	920
IMF Allocation	£73,000
Notional SEND Budget	£910,780.05
Total Inclusion Investment	£983,780.05

Note: Notional SEN Budget This is not additional funding but informs schools of the element within their budget they should spend on Low-Cost High Incidence SEN. In Westmorland and Furness, it equates to the following:

- 5% of Basic Per-Pupil allocation
- 50% of Deprivation allocation
- 100% Low Prior Attainment allocation

School Context

Fellside Community School serves a large catchment area across Westmorland and Furness, drawing pupils from numerous primary schools and rural communities.

Our pupils travel from a geographically dispersed area, creating a number of contextual considerations:

- Long travel times for some pupils.
- Reduced access to local mental health services.
- Variability in primary experiences and prior attainment.
- Increasing levels of anxiety and school avoidance.
- Rising neurodiversity within the pupil population.
- Growing complexity of SEND needs.
- Increased demand for literacy intervention.

Westmorland and Furness is a predominantly rural local authority with a population of approximately 230,000 residents and around 55,500 children and young people aged 0-25. SEND needs analysis highlights increasing levels of communication and interaction needs, autism spectrum condition, ADHD, social, emotional and mental health needs, and the challenges associated with delivering services across a large geographical area. Forecasts indicate a declining primary-aged population over the coming years, increasing the importance of early identification, inclusive mainstream practice and efficient deployment of SEND resources. Schools are therefore expected to maximise the impact of core budgets, notional SEND funding and the Inclusive Mainstream Fund to ensure children and young people can access high-quality provision within their local communities wherever possible.

Our strategy is therefore built around the principle that:

Inclusion is everybody's responsibility and high-quality teaching is the most important provision for all pupils.

Statement of Intent

At Fellside Community School we believe that every child has the right to belong, participate and succeed within their local school community. This Inclusion Strategy reflects and supports the vision of the Westmorland & Furness Belonging and Inclusion Strategy 2026-2029, which aims to create an inclusive education system in which every child and young person feels they belong, feels safe, valued and understood, and is able to thrive, achieve and participate fully in their community regardless of need, background or starting point. We are committed to working in partnership with families, education providers, health services and other agencies to remove barriers to learning and ensure inclusion is the foundation of everyday practice. [Children's Services - Belonging & Inclusion Strategy - 2026-2029](#)

Our vision is that all pupils:

- Feel safe, valued, respected and understood.
- Experience a strong sense of belonging.
- Access an ambitious curriculum.
- Develop independence, self-advocacy and resilience.
- Participate fully in school life.
- Achieve positive outcomes and qualifications.
- Develop the skills required for adulthood.
- Have barriers identified and addressed early.
- Move successfully into further education, employment or training

Our approach aligns with:

- SEND Code of Practice.
- Equality Act 2010.
- DfE Inclusion Strategy Guidance.
- Inclusive Mainstream Fund Principles.
- Westmorland & Furness SEND Improvement Priorities.
- The Seven Principles of Inclusion



Principle	School Commitment
Ambitious Leadership	Inclusion embedded in whole-school improvement planning
Early Intervention	Needs identified quickly and support implemented promptly
High Quality Teaching	Adaptive teaching consistently delivered across all subjects
Enrichment	All pupils access extra-curricular opportunities
Belonging & Attendance	Strong culture of participation and attendance
Family Partnerships	Families actively involved in decision making
Inclusive Environments	Physical and learning environments reduce barriers
Notional SEND Budget	£43,500
Total Inclusion Investment	£58,350

Data Table

Measure	ALL pupils	SEND	PP
SEND Support %	11.3%		
EHCPs %	3.0%		
FSM %	27%		
Social Care %	2%		
Attendance %	94.6%	91.9%	91.3%
Persistent Absence %	22.2%	18.2%	25.1%
Suspension %	2%	1%	5%

Cohort Needs Analysis - Current SEND Profile

Area of Need	Number	Percentage
Communication & Interaction	31	3.4%
Cognition & Learning	48	5.2%
SEMH	36	3.9%
Sensory / Physical	17	1.8%

Additional Context

Need Profile	Number	Percentage
Autism Assessment Pathway	11	1.2%
ADHD Pathway	8	0.9%
Speech & Language Involvement	22	2.4%
Early Help Involvement	9	1.0%
Young Carers	6	0.65%
Looked After Children	11	1.2%
EAL	8	0.9%

Barriers to Learning and Participation

Detail of barrier to learning (including notable trends or themes over time, such as growing prevalence of increasing complexity)	Impact
1. Barrier 1: Literacy and Reading A significant number of pupils enter Year 7 with reading ages below chronological expectation. Internal assessment data indicates: • Reduced reading fluency. • Weak vocabulary knowledge. • Difficulties accessing subject-specific language. • Low confidence in extended reading tasks.	This affects achievement across all subject areas.
2. Barrier 2: Anxiety and Emotional Wellbeing CPOM's figures show growing levels of: • Anxiety. • Low self-esteem. • School-based avoidance. • Emotional dysregulation. Pupils with SEND are overrepresented within this group.	These factors contribute to: • Poor attendance. • Reduced engagement. • Increased safeguarding concerns.
3. Barrier 3: Attendance Attendance for SEND pupils remains below the whole-school average. Common Factors • Anxiety before school. • Medical needs. • Family circumstances. • Transport difficulties.	These factors contribute to: • Lower attainment • Reduced engagement. • Increased safeguarding concerns.
4. Barrier 4: Executive Function and Independence Many pupils experience difficulties with: • Organisation. • Time management. • Planning. • Self-regulation. • Revision strategies. These challenges become increasingly significant at secondary level.	These factors contribute to: • Lower attainment • Reduced engagement.
5. Barrier 5: Consistency of Adaptive Teaching. Staff surveys demonstrate lack of confidence in some aspects of adaptive teaching. Leaning walks show inconsistent application of Ordinarily Available Provision.	These factors contribute to: • Lower attainment • Reduced engagement.

Activity in this academic year - strategic priorities

Description of activity (noting evidence and barrier numbers addressed)	Activity type (whether it is universal or targeted)	Total budgeted cost (this should account for spend from IMF and core budget allocations)
Literacy for Inclusion Barrier 1 Reading is the gateway to curriculum access. • Reading age assessments. • Fresh Start intervention. • Reciprocal Reading programmes. • Disciplinary literacy training. • Vocabulary instruction strategy. D Paige, 2011 "The level of reading achievement of struggling readers suggests they will have difficulty with more complex texts that require specific subject knowledge"	UNIVERSAL AND TARGETED	£18,000
Emotional Wellbeing Barrier 2 • SEMH intervention groups. • EBSA provision. • Pupil wellbeing hub. • School avoidance support plans. Garry; Pellegrini; Taylor studies all indicate that unaddressed EBSA in secondary education directly correlates with profound negative life outcomes.	TARGETED	£10,000
Attendance Barrier 3 • Attendance mentoring. • Enhanced transition support attendance meetings. • Breakfast and soft-start provision. • Family attendance partnership meetings. EEF studies show evidence of promise for approaches that address the underlying causes of absence and work closely with pupils and families. Attendance improvement is therefore most effective when schools identify barriers early and provide personalised, relationship-based support.	TARGETED	£12,000

Description of activity (noting evidence and barrier numbers addressed)	Activity type (whether it is universal or targeted)	Total budgeted cost (this should account for spend from IMF and core budget allocations)
Develop Preparation for Adulthood & Independence Barrier 4 - Develop a whole-school executive functioning framework (learning to learn) - Deliver weekly tutor programme sessions focused on organisation, planning and study skills. - Train staff in executive functioning strategies and scaffolding techniques. - Introduce pupil self-monitoring and target-setting tools. - Embed consistent use of planners, checklists and visual supports across subjects. EEF guidance states: “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.”	UNIVERSAL	£4,000
Embed High Quality Adaptive Teaching - Whole-school adaptive teaching framework using WAF Ordinarily Available Provision. - Coaching programme. - Inclusion Champions in departments. - Explicit Instruction CPD. EEF SEND in Mainstream “ensure all pupils have access to high quality teaching.”	UNIVERSAL	£20,500
Ambitious Leadership and Governance All Barriers - Learners with barriers represented within School Improvement Planning. - Governor inclusion training. - Annual inclusion self-evaluation. - IMF impact reporting. - Leadership development for inclusion leaders. WAF Belonging & Inclusion Strategy- 2026-2029 “Inclusion is not an additional offer, but the foundation of everyday practice.”	UNIVERSAL	£8,500

Graduated response – Implementation Framework

Assess

We identify barriers using:

- Screening.
- Assessment data.
- Reading assessments.
- Attendance monitoring.
- Pupil voice.
- Parent engagement.



Plan

Provision plans are developed collaboratively involving:

- Pupils.
- Families.
- Teachers.
- SENCO.
- External professionals.

Do

Provision may include

Universal

- Adaptive teaching.
- High-quality classroom strategies.
- Universal scaffolding.

Targeted

- Literacy support.
- Mentoring.
- Attendance interventions.

Specialist

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- CAMHS.

Review

Provision is reviewed:

- Half-termly for learners with barriers.
- Annually through this strategy.

Partnerships

We work closely with:

- Westmorland & Furness SEND Team.
- Educational Psychology Service.
- CAMHS.
- Speech and Language Therapy.
- Occupational Therapy.
- Family Hub Services.
- School Nursing.
- Careers Service.
- Local Colleges.

Parents/Carers remain central throughout all processes.

Intended Outcomes

Intended outcome – by July 2027	Success Criteria
Literacy Reading ages improve from baselines so that pupils have a reading age of 9 or above to access all curriculum	• Reading interventions demonstrate progress with 80% of pupils increasing reading ages. • Improved curriculum access reported in staff surveys. • Improved pupil confidence in reading reported in pupil voice.
Emotional Wellbeing	• Reduced emotional-based absence. • Increased engagement reported in PASS pupil surveys.
Attendance	• Improved attendance for SEND and PP to 94%. • Reduced emotional-based absence. • Reduce Persistent Absence for PP to 19%
Develop Preparation for Adulthood & Independence	• 90% of pupils report increased confidence in organisation and independent learning. • Reduction in missed homework and incomplete coursework. • Improved pupil voice regarding readiness for transition and future aspirations.
Embed High Quality Adaptive Teaching	• All staff completed training on Ordinarily Available Provision. • Consistent adaptive practice in all departments. • Increased teacher confidence reported in staff surveys.
Ambitious Leadership and Governance	• Inclusion priorities embedded throughout school development planning. • Governors effectively challenge and support provision.

By July 2028

- Literacy outcomes improve across SEND cohort.
- Participation in enrichment increases.
- Persistent absence continues reduces significantly.

By July 2029

- Attendance exceeds 94%.
- Inclusion embedded across all departments.
- Improved KS4 outcomes.
- High levels of pupil belonging reported in pupil survey's
- Successful post-16 destinations for all learners with barriers.

Monitoring and Evaluation

Success will be measured through criteria given above and:

Quantitative Measures

- Attendance.
- Reading ages.
- Behaviour data.
- Exclusions.
- GCSE outcomes.
- Destination data.

Qualitative Measures

- Pupil voice.
- Parent voice.
- Staff confidence surveys.
- Learning walks.
- Governor monitoring.



Governance and Accountability

The Governing Body will monitor:

- Spending of IMF funding.
- Progress against intended outcomes.
- Outcomes and progress.
- Termly inclusion reports.
- Attendance and behaviour data.

Senior leaders will review implementation termly.

The strategy will be updated annually to reflect changing cohort needs.

Publication and Review

This strategy will be:

- Published on the school website.
- Reviewed annually.
- Shared with pupils, families and governors.
- Updated in response to local and national developments.



Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND. You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- 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.





Westmorland
& Furness
Council

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