Midsomer Norton Schools Partnership

Beechen Cliff

Inclusion Strategy

Inclusion Strategy – Beechen Cliff 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 years that our current Inclusion Strategy covers	**Year 1: 2026/7** Year 2: 2027/8 Year 3: 2028/9
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by T. Markall (Head Teacher)	*Tim Markall 9.10.26*
Statement reviewed by the Governing Body	

Inclusive Mainstream Fund Allocation

Year	Amount
2026/27	£36,000

Statement of Intent

At Beechen Cliff School, we are ambitious for every student, striving to support them in becoming well-rounded, confident, and compassionate individuals who lead fulfilled lives and make a positive contribution to society. To achieve this, we foster a whole-school culture where inclusion is at the heart of everything we do, ensuring every student feels valued, supported, and able to thrive. We believe that inclusion is not an 'add-on' but the fundamental standard for our teaching, environment, and ethos. While high-quality teaching remains the cornerstone of our practice, we are steadfast in our commitment to identifying and meeting the specific needs of all learners, particularly those with SEND and those requiring additional support, so that every student can fully access the curriculum and achieve their full potential.

Our inclusion strategy operates through a rigorous, evidence-based framework aligned with our School Improvement Plan (SIP) and the 7 Principles of Inclusion:

- **Embedding Ambitious Leadership:** Inclusion is central to our strategic direction. Our SENDCo sits on the school leadership team, ensuring that the needs of students with SEND are integrated into every aspect of school life, with clear accountability maintained through direct reporting to the Head Teacher.
- **Prioritising Evidence-Based Early Intervention:** We implement a robust baseline assessment programme for all incoming students, including Cognitive Ability Tests (CATS), a Standardised Reading Test (ART), a standardised maths test for the lowest prior attainers in Year 7 (AMT) and a timed writing task. Robust assessments are used to identify those requiring timely, targeted, evidence based interventions to reduce gaps, delivered by trained staff and regularly reviewed for impact. We follow EEF guidance for selecting interventions (link).
- **Delivering High-Quality Adaptive Teaching:** Staff receive ongoing SEND-focused professional development through INSET, T&L briefings, staff meetings and twilight sessions some of which come from EEF (link) as well as external courses. Individual Beechen Cliff Support Plans for every student with SEND ensure teachers have clear guidance on the necessary Adaptive Teaching strategies to support access and engagement.
- **Fostering a Safe and Respectful Culture:** Safeguarding and pastoral systems promote positive relationships and an inclusive environment. Robust safeguarding and anti-bullying procedures ensure all students feel safe and able to thrive. Staff training includes the use of EEF training resources for Creating a Calm and Safe Environment (link).
- **Enriching Provision:** We strive to provide extracurricular activities, leadership opportunities, and enrichment that are accessible to all, with specific support for students with SEND and those eligible for Pupil Premium. We recognise that increased physical activity can positively impact attainment (EEF link).

- **Building Strong Partnerships:** We work closely with families, student voice, external agencies, Local Authorities, and our Trust SEND Team to shape provision and ensure coordinated support and encourage positive learning interactions between parents and their children. (EEF link.)
- **Continuously Improving Environments:** We regularly review the accessibility of our physical and learning environments to ensure all students can fully participate in school life. For 25/26 we have created two inclusion rooms to provide a suitable working space and low sensory environment for students out of lessons.

Barriers to Learning and Participation

This details the key barriers to learning and participation that we have identified amongst our students, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Attendance to school** Although SEND attendance at Beechen Cliff is above that of SEND students nationally, it is below the attendance of students who are not SEND at the school. Students who are both SEND and Pupil Premium are a target group as shown below. 2005/6 data (national ranking): All: 94.0% (2nd decile), SEND 90.09% (2nd decile), SEND/PP: 84.8% (4th decile).
2	**Insecure Prior Knowledge** As highlighted in the Ofsted inspection feedback, some students with additional needs struggle to access the curriculum because their prior knowledge is not secure. Students with SEND and those who are both SEND and Pupil Premium enter with lower prior attainment scores than those who are not SEND and/or Pupil Premium. Therefore, targeted support to close gaps in prior knowledge is needed. SATs averages are around 106–108 across Years 7 to 11. For SEND students, SATs averages are lower, around 101–103 (with 2026 Year 7 being slightly higher at 103).
3	**Literacy Difficulties** For students with foundational weaknesses in reading, spelling, and handwriting, these can present as substantial barriers to learning that necessitate timely, evidence-based intervention to prevent long-term attainment gaps. For example our average reading age standardised score for Year 7-11 in 2025/26 was 112 meaning the gap for those with a score of 84 or lower and working below age related expectations (27 students in 26/27) is even greater.

4	**Numeracy Difficulties** Challenges with foundational mathematical fluency, number sense, times tables and problem-solving skills present significant barriers to learning. These require timely, evidence-based intervention to build confidence, ensure curriculum access, and prevent long-term attainment gaps. For 2026/27, we are focused on improved systems for assessing foundational numeracy on entry to identify gaps and then provide appropriate support.
5	**Emotional Regulation and Mental Health** Challenges with anxiety, behaviour, or emotional regulation (SEMH) can hinder a student's ability to remain in the classroom or engage effectively with learning and lead to increased sanctions including suspension from school. Suspension rates at the school are below national. However, SEND and PP are disproportionately suspended (as they are nationally) and we are seeking to address this.
6	**Accessing Information in the Classroom** As highlighted in the Ofsted inspection feedback (Sep '23), some students with additional needs find it hard to learn the curriculum because information is not presented to them in a way that they understand. When work is not accessible, this can lead to disaffection and disengagement and increased risk of sanctions. Evidence shows high-quality teaching has the greatest impact on outcomes for pupils with SEND (EEF).
7	**Parental Engagement and Support** Strong partnerships between home and school enable a collaborative and consistent approach to supporting students with SEND. Parent Survey Jan '26: 8% (17) felt the school did not help parents' support learning. 3.9% (8) parents of children with SEND felt the school did provide their child with the support needed.

Activity in This Academic Year

Below is a list of activities which we will prioritise this academic year to alleviate the above barriers to learning and participation faced by students with additional needs and SEND. These activities are in addition to the ongoing interventions, targeted support and universal provision already in place across the school.

Description of activity *(noting evidence and barrier numbers addressed)*	**Barrier(s) addressed**	**Activity type**	**Total budgeted cost** *(this should*

	through this activity	*(whether it is universal or targeted)*	*account for spend from IMF and core budget allocations)*
Additional Baseline Assessments on Entry An enhanced suite of on entry assessments are used to identify foundational skills and strengths and difficulties profile. For 26/27 a writing baseline has been added for all and an additional numeracy baseline for those below age related expectations in Year 7. The beeline helps identify intervention needs and support classroom guidance for adaptive teaching.	2,3,4,6	Universal	£2,000
Enhanced Attendance Support Additional time allocated to SEND Lead TAs to work with students and their families to support good attendance. Termly SEND/PP attendance meetings between SENDCO, PP Lead, Attendance Lead and HoY.	1,7	Targeted	No additional cost due to time gained through additional maths TA.
Enhanced SEND Leadership A KS3 SEND Lead role has been created to support the SENDCo with the application of a Graduated Approach for all students with SEND. The aim of this is to also enable enhanced support for staff in applying adaptive teaching strategies in the classroom.	All	Universal	£2,600
Adaptive Teaching CPD & Quality Assurance			
Staff training on adaptive teaching techniques, standardisation of department resources, and regular learning walks to monitor implementation and impact across all subject areas.	6	Universal	*This is led by the SENDCo and T&L Lead so covered within staffing costs*
Literacy Support			
Dyslexia Specialist Teacher	3	Targeted	*This is led by the Exams Access Assessor and*

Dyslexia specialist teacher employed to support cases where gaps have not been closed through other support.			*SENDCo and within staffing costs.*
The addition of English Functional Skills Level 1 & 2 in Year 10 Introduced at KS4 to support those working below a grade 4 to boost their functional literacy skills and increase access T-Levels and Level 3 courses Post 16.	2,3,6	Targeted	*£300 (resources)*
Numeracy Support			
Additional Foundational Numeracy Support A dedicated Maths TA has been appointed to increase access to personalised interventions as well specialist in class support.	2,4	Targeted	£25,000
New Numeracy Lead Role A Numeracy Lead has been appointed to oversee identification, delivery and review of numeracy interventions. The aim of this is to also enable enhanced support for staff in applying adaptive teaching strategies in the classroom.	2,4,6,	Universal	
The addition of Maths Functional Skills Level 1 & 2 in Year 10 Introduced at KS4 to support those working below a grade 4 to boost their functional numeracy skills and increase access T-Levels and Level 3 courses Post 16.	2,4,6	Targeted	*£300 (resources)*
Science Support			
Staffing for targeted gap closing in science A science intervention teacher has been recruited for three mornings per week to deliver targeted science support and to enhance the provision of adaptive teaching in the classroom.	2,6	Targeted	£5,840 *(This cost is split between the IMF, PP and SEND budget.)*
Social, Emotional and Mental Health Support			

KS3 and KS4 Inclusion Rooms Two refurbished rooms have been allocated for SEND use in 2026/27. These provide a low sensory space whereby students can reset, receive intervention or complete work in a low sensory environment, as needed.	1,5	Targeted	*Included within the existing site budget.*
Parental Support			
Administration time for Lead TAs Lead TAs are given additional PPA time to communicate with families and work collaboratively on support.	1,7	Targeted	*No additional cost due to time gained through additional maths TA.*
SEND Coffee Mornings and Parent Support Sessions Termly coffee morning and SEND Support sessions aimed at parents and guardians offered.	7	Targeted	£100 *(refreshments and posters)*

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.

Intended outcome	Success criteria
1. Improved Attendance to School Sustained improvement in the attendance of SEND students results in a narrowing of the attendance gap between SEND and their peers.	• Timely, coordinated and robust plans in place for attendance gaps with personalised attendance support and incentives in place for SEND learners with current or historic low attendance leading to reduced gap for attendance between SEND and non-SEND. • Attendance is above local and national SEND and the attendance gap between SEND and all at Beechen Cliff is narrowed. • The Inclusion Rooms improve the attendance of students experiencing EBSA or other SEMH difficulties by offering a low sensory space supported by an attuned adult, when needed.
2. Early Identification Used to Address Gaps in Knowledge	• Robust baseline assessment on entry ensures accurate identification of student starting points and needs.

Early identification of needs is in place, with a robust Graduated Approach applied consistently to ensure swift and sustained closing of gaps in learning and outcomes.	• Data used by staff to inform classroom adaptations. • Data used by SEND to inform interventions which includes tutoring for gaps in core subjects. • Cycles of review are used to check on the effectiveness of interventions.
3. Improved Literacy Early identification of gaps and evidence based intervention lead to a sustained closing of the gap in literacy.	• Timely, targeted interventions close attainment gaps and secure improved progress over time. • Cycles of review are used to check on the effectiveness of interventions. • Students demonstrate improved literacy across the curriculum, enabling greater independence and improved access to the curriculum. • The proportion of students with RASS above age related consistently increases. • Progress data shows sustained improvement during the year.
4. Improved Numeracy Early identification of gaps and evidence based intervention lead to a sustained closing of the gap in numeracy.	• Timely, targeted interventions close attainment gaps and secure improved progress over time. • Cycles of review are used to check on the effectiveness of interventions. • Students demonstrate improved numeracy, enabling greater independence and improved access to the curriculum. • Progress data shows sustained improvement during the year.
5. Emotional Regulation and Mental Health Students receiving SEMH support will demonstrate improved emotional regulation and classroom engagement, resulting in fewer behaviour incidents and a reduction in suspension rates compared with the previous academic year.	• Students demonstrate improved emotional regulation, evidenced through behaviour records, staff observations, or recognised assessment tools. • Students remain in lessons for longer periods, with fewer removals from class. • Attendance and engagement improve for students receiving SEMH support. • Staff report increased confidence in students' ability to self-regulate and use agreed coping strategies. • Student voice indicates that students feel better able to manage their emotions and access learning. • Inclusion rooms improve the attendance of students experiencing EBSA or other SEMH difficulties by offering a low sensory space supported by an attuned adult, when needed. • Reduction of proportion of suspension for SEND/PP.

6. Accessing Information in the Classroom - Adaptive Teaching Staff consistently demonstrate confident and effective practice in adapting to meet the needs of students with SEND, resulting in improved access to learning, stronger inclusion, and better outcomes for students.	• Support Plans in place for all SEND students so that all staff providing teaching or support for our students know what their needs are and how to support them. • Teaching Assistants have a clear role in the classroom and their support enables inclusion and enhances progress for SEND students. • Learning Walks show that in class adaptations ensure all learners can access the lesson, engage well and make good progress. • Learning Walks show all teachers make effective use of the Learning Cycle. • Individual staff CPD needs are identified and addressed. • Student voice indicates that students feel supported to access learning.
7. Parent/Carer Engagement Enhanced parental engagement and understanding of SEND provision strengthens collaboration, leading to improved student progress, attendance, and wellbeing.	• Termly SEND Coffee Mornings are in place, well attended and feedback shows that they are useful and valued. • Termly SEND Parent/Carer support sessions are in place, well attended and feedback shows that they are useful and valued. • Parent/carer feedback on school surveys shows that parents of students with SEND feel supported by the school.

Further information

The **SEND Information Report** for Beechen Cliff can be found on the school's website via the link below: SEND Information Report

The **Local Authority's Local SEND Offer** is available via the link below:
Livewell BANES

The SEND Link Governor is Sarah Romain.