

Millbrook Park Academy

Illustrative sample for a secondary school, built to the DfE inclusion strategy template. Millbrook Park Academy is fictional; figures and data are for demonstration only.

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 year our current inclusion strategy covers	2026 to 2027
Date this statement was published	12 Dec 2026
Date on which it will be reviewed	Jul 2027
Statement authorised by	Headteacher and Chair of Governors, following scrutiny by the Inclusion & SEND Governor Committee

Statement of intent

At Millbrook Park Academy, our ambition is that every student — whatever their starting point, need or background — is able to access an ambitious curriculum, build strong relationships, and leave us with the qualifications and confidence to succeed in the next stage of their life. Inclusion is not a separate strand of our school improvement plan; it is how we expect every part of the school to operate, from classroom teaching to the design of our enrichment offer.

This year, we are making belonging for every student group — not only those already flagged as vulnerable — an explicit, whole-school priority, because our own students have

told us it matters most to them and because we believe it is the single biggest lever we have on attendance. A student who feels genuinely known, valued and able to join in is far less likely to disengage or drift into absence than one who does not, whatever their starting point or need.

Central to how we will know whether this strategy is actually working is student voice. Rather than treating student consultation as a one-off exercise carried out before writing this document, we are running a termly, whole-school student voice and belonging survey, disaggregated by student group — including students with SEND, disadvantaged students, minority ethnic students, EAL students and care-experienced students. This gives us a live, ongoing window into whether the plan below is actually having impact for every group of students, not just an assumption that it will. Where the data shows a group's sense of belonging is slipping, we treat that as an early warning sign for attendance and act on it directly, rather than waiting for absence figures to confirm a problem that students could already have told us about.

A student 'Belonging Champions' group, drawn from across year groups and the student groups above, meets each term to interpret survey findings alongside staff and reports directly into governor scrutiny of this strategy. This means student voice does not stop at consultation: it actively shapes which students the attendance mentor prioritises, how the enrichment offer is adjusted in-year, and what staff CPD focuses on next.

Our approach reflects the 7 principles of inclusion. Leadership of this strategy sits with the Deputy Headteacher (Inclusion) and is scrutinised termly by our Inclusion & SEND Governor Committee, using the belonging survey data alongside attendance and attainment data. We are investing in early, evidence-based intervention and high-quality adaptive teaching, supported by regular staff CPD. We are extending our enrichment offer so that it is genuinely accessible to every student group, not just those who already engage easily. We are strengthening our partnership with families, particularly during transition and where a student is struggling to attend, and we continue to invest in the physical and sensory accessibility of our site.

This strategy was developed with input from our SENCO, Heads of Year, pastoral team, and the SEND Governor lead, and was shared in draft with our Parent Carer Forum, school council, and the Belonging Champions for comment before publication. Their feedback shaped our decision to make belonging measurement a termly, ongoing activity rather than an annual afterthought and to fund a named attendance and inclusion mentor - both of which students and parents told us mattered most.



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.



No.	Detail of barrier to learning and participation
1	Our termly student voice and belonging survey shows that students in specific groups — including students with SEND, disadvantaged students, minority ethnic students, EAL students and care-experienced students — consistently report a lower sense of belonging than their peers. Belonging scores for these groups track closely with their attendance patterns and a dip in a group's belonging score has, on several occasions, preceded a dip in that group's attendance by four to six weeks. We treat belonging as a leading indicator for attendance, not simply an outcome to review afterwards.
2	Attendance and persistent absence are notably lower among students with SEND and those with identified social, emotional and mental health (SEMH) needs than their peers. This gap has widened over the last two years, driven in part by a rise in emotionally based school avoidance (EBSA), particularly in Years 8 to 10.
3	A significant minority of students enter Year 7 with a reading age below their chronological age, which restricts access to the wider curriculum, particularly in humanities and science where reading demand is high. This has a knock-on effect on confidence and engagement across Key Stage 3.
4	Students with SEND, EBSA history, or previously high absence are more vulnerable at points of transition - into Year 7, at options in Year 9 and moving into post-16 - and are more likely to experience a dip in attendance and engagement in the first half-term after each transition point. Voice survey data shows this dip is consistently accompanied by a fall in reported belonging for the same students.
5	Identification of SEMH needs and possible undiagnosed neurodivergence is often happening later than it should, typically only after behaviour incidents have already occurred. This contributes to a small but rising number of suspensions concentrated among a group of around 25 students.



Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by students with additional needs and SEND.

Description of activity (evidence and barrier numbers addressed)	Activity type	Total budgeted cost (IMF and core budget)
Termly whole-school student voice and belonging survey, disaggregated by student group (SEND, disadvantaged, minority ethnic, EAL, care-experienced), with results reported to the Inclusion & SEND Governor Committee each term. A student 'Belonging Champions' group, drawn from across year groups and student groups, helps interpret findings and co-designs responses with staff. Survey findings directly prioritise the attendance mentor's caseload and inform enrichment, pastoral, and curriculum decisions in-year, rather than only shaping next year's strategy (Barrier 1, and an ongoing check on Barriers 2 to 5).	Universal	£4,500 (IMF £3,000 / core budget £1,500)
Structured reading intervention for Year 7 and 8 students reading below chronological age, delivered by trained reading mentors in small groups, with pre- and post- reading age assessment (Barrier 3).	Targeted	£18,000 (IMF £14,000 / core budget £4,000)
Enhanced Year 6 to 7 transition programme: additional summer transition days for identified vulnerable students, small-group 'Bridge' sessions in the first half-term and a consistent key adult contact, with belonging survey data used to flag students needing extra check-ins after each transition point (Barriers 1, 2 and 4).	Targeted	£9,500 (IMF)
Attendance and inclusion mentor (0.6 FTE) to case-manage EBSA, coordinate flexible reintegration plans, and work directly with families, prioritising students flagged by a dip in the termly belonging survey ahead of an attendance dip (Barriers 1 and 2).	Targeted	£22,000 (IMF £16,000 / core budget £6,000)
Termly staff CPD on adaptive teaching and quality-first teaching strategies for SEND, including engagement with the Experts at Hand offer (Barriers 3 and 5).	Universal	£6,500 (IMF)



Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by students with additional needs and SEND.

Description of activity (evidence and barrier numbers addressed)	Activity type	Total budgeted cost (IMF and core budget)
Inclusive enrichment offer: subsidised places on trips and clubs, a peer buddy scheme and targeted invitations for students in groups shown by the survey to feel less able to join in, tracked through a participation register cross-referenced against belonging data (Barriers 1 and 4).	Universal	£5,000 (IMF)
SEMH and neurodivergence identification pathway: pastoral team training, earlier screening at point of concern, and small-group social skills provision (Barrier 5).	Targeted	£11,000 (IMF £8,000 / core budget £3,000)
Total		£76,500

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
Every student group reports a genuine sense of belonging at Millbrook Park Academy, and the belonging gap between the groups identified in Barrier 1 and their peers narrows.	Termly student voice and belonging survey (minimum 85% response rate) shows the belonging gap for identified groups reduced from 18 percentage points to below 10 by July 2027, with results reported to governors each term rather than reviewed only annually.
Narrow the persistent absence gap between students with SEND and their peers, using belonging survey data to intervene earlier.	Persistent absence gap reduced from 9.2 percentage points to below 6, measured termly through attendance data cross-referenced against belonging survey trends for the same students.

Intended outcomes

Intended outcome	Success criteria
Improve reading age for students in the Year 7/8 reading intervention.	Average reading age progress of at least 12 months over a 9-month intervention, measured by pre- and post-standardised reading assessment.
Reduce suspensions among students with identified SEMH needs.	Suspension rate for this group reduced by at least 20% compared with 2025 to 2026, measured through behaviour and suspension data.
Sustain engagement for vulnerable students through transition points.	No greater than a 2% attendance dip in the first half-term after transition for flagged students, measured against their pre-transition attendance.
Increase participation of all identified student groups — SEND, disadvantaged, minority ethnic, EAL and care-experienced students — in enrichment activities.	Participation rate for each group within 5 percentage points of whole-cohort participation, measured through the enrichment register and cross-checked against belonging survey responses about feeling able to join in.

Review of the previous academic year

2026 to 2027 is the first year of the inclusive mainstream fund, so this review draws on our 2025 to 2026 SEND and Inclusion Development Plan rather than a prior IMF-funded strategy.

Last year, our SEND and Inclusion Development Plan focused on strengthening quality-first teaching and piloting a small reading intervention group in Year 7. The pilot showed promising results: the 18 students involved made an average of 8 months' reading age progress over two terms, and staff reported improved confidence in these students' written work. On the strength of this, we have expanded the intervention to both Year 7 and 8 this year and formalised pre- and post- assessment.

However, our attendance work had less impact than intended. Persistent absence among students with SEND rose slightly over the year, from 8.6% to 9.2 percentage points above their peers, despite additional pastoral input. Reviewing this with our pastoral team and Educational Psychologist, we concluded that support was too reactive — students were typically referred for help only once absence had already become entrenched, and reintegration plans were inconsistent across year groups. This directly informed our decision to create a dedicated attendance and inclusion mentor role this year, focused on earlier identification of EBSA and consistent reintegration planning, rather than spreading pastoral capacity more thinly across the whole cohort.

We also found that enrichment participation among SEND and disadvantaged students remained low (around 34%, against 58% for the whole cohort), and that we had no reliable way of tracking this in-year. This year's strategy includes a participation register so we can monitor and respond to this in real time rather than discovering the gap retrospectively.

Perhaps the most significant finding came from a one-off student voice survey we ran in spring 2026, our first attempt at asking students directly about belonging rather than only attendance and behaviour. Only 61% of students with SEND agreed with the statement 'I feel like I belong at this school', compared with 79% of their peers, and similar gaps appeared for our EAL and minority ethnic students. We had never measured this systematically before, and reviewing it alongside attendance data made clear that the groups reporting the lowest belonging were the same groups whose attendance we were most concerned about. This was the single biggest driver behind this year's strategy: rather than run another one-off check, we have built a termly, disaggregated belonging survey into the core of our plan, given students a formal role in interpreting it through the Belonging Champions group, and used it — not just attendance data — to decide where the attendance mentor's time and the enrichment offer should focus first.

Suspension data showed a small increase concentrated among a group of students with emerging SEMH needs, several of whom had not been formally identified until after an incident. This has directly shaped the SEMH identification activity above, which aims to move identification earlier.

Further information (optional)

This strategy should be read alongside our SEND information report and pupil premium strategy, published on our school website, which set out further detail on individual student support and disadvantaged student provision respectively. Questions about this strategy, including the methodology behind our student voice and belonging survey, can be directed to the Deputy Headteacher (Inclusion) via the school office.



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