



Inclusion strategy statement for Simon Balle All-through School

Detail	Date
Period that our current Inclusion Strategy covers	April 2026 - March 2027
Date this statement was published	1st October 2026
Date on which it will be reviewed	1st October 2027
Funding allocation (IMF)	£62,988
Budget attributed to the Inclusion Strategy	£137,727
Statement authorised by	Rachel Kirk

Statement of intent

At Simon Balle All-through School, we are passionate about providing the highest quality of holistic education for every student. Put simply, this means an excellent universal offer, academically and pastorally, as we are unreservedly committed to 'creating tomorrow's citizens today.' Our ethos, vision and practice, from the Early Years to the Sixth Form, mean that inclusion is at the heart of what we do. We believe that investment in fostering a strong sense of belonging and community, purpose and empowerment, leads to success in the widest sense. Indeed our impact for every young person, and their families, is shown in data which we are proud of, though never complacent in, which we regularly review and act upon. From sustained and above-average attendance to participation in wonderful enrichment; from progress and attainment across the breadth and ambition of the curriculum to pertinent, individual targets set, regularly discussed, reviewed and celebrated; from readiness for the next phase to remarkable destinations post-life at Simon Balle. Our strategy is always evidence-informed, across every aspect of all that we do, including, for example, continual reference to the Education Endowment Foundation, to ensure that not only our vision, but also our implementation and impact, are consistently well-informed and leading to exceptional results.

Our universal offer is clear across our website, open days and communication across our community: through a core excellence in teaching, learning and assessment; and an invitation for all to adventure with us through an exciting journey of 7, or even 14 years. During this journey, every opportunity is strategically plotted, not just for learning, but for the building of memories, the development of rich knowledge and skills, and an understanding to be acquired of the relevance of our Simon Balle values from kindness to resilience, compassion to hope.

Our targeted offer aims to remove barriers, through early identification, and through nuanced strong foundations, however these may look, including with enhanced transition arrangements, and expert guidance in phonics, reading or mathematics. Adaptive teaching, and the expertise of staff to support and check for understanding, means that excellent progress is within the reach of all.

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At Simon Balle, we believe in the transformative power of education, and, as with all funds bestowed to us, we will use the inclusive mainstream fund to provide the very best for our students. The tables below identify the possible barriers to learning and participation, our planned activities, and our intended outcomes with measurable success criteria. Above all, we believe that where home and school work in partnership, where expectations are high, and where individuals are respected for who they are and what they bring, an education at Simon Balle is truly unmissable.

Barriers to learning and participation

	Detail of barrier to learning
1	Universal high-quality teaching
2	Attendance
3	Enrichment access and participation
4	Holistic identification and understanding of need
5	Ensuring strong foundations for all
6	Inclusive environments and culture

Activity in this academic year

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>)
1. Universal high-quality teaching: continuing to strengthen inclusive, adaptive classroom practice so that needs are anticipated and met through consistently strong teaching, appropriate scaffolding and ambitious expectations. Investment in StepLab will provide a structured platform for evidence-informed professional development, complementing the wider CPD programme designed and delivered by the Teaching and Learning Team and supporting the consistent implementation and evaluation of inclusive classroom practice. <i>Ambitious leadership and governance that embeds inclusion</i> <i>Evidence-based support prioritising early intervention</i> <i>High-quality adaptive teaching with curriculum designed for all learners</i>	Universal	StepLab CPD - £1,996 New role - Lead practitioner of PP with a focus on reading (20%) - £18,396 Lead practitioner of Larch Literacy - £14,016 Total: £34,408

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2. Attendance: securing consistently high attendance for all students, particularly those experiencing additional barriers, so that they benefit fully from teaching, pastoral support and the wider life of the school. Investment in a dedicated Inclusion Attendance Lead will strengthen the coordination of targeted support across Key Stages 3 and 4, working alongside pastoral teams to identify barriers early, engage students and families, and ensure timely and sustained intervention. <i>Ambitious leadership and governance that embeds inclusion</i> <i>Evidence-based support prioritising early intervention</i> <i>A safe and respectful culture fostering belonging, attendance and participation in learning</i> <i>Strong partnerships with families and wider services</i>	Targeted	TLR for attendance lead KS3/4 - £8,026 Total: £8,026
3. Enrichment access and participation: broadening the enrichment offer and removing practical, financial and confidence-related barriers so that participation reflects the diversity of the school community and no group is underrepresented. Investment in a Secondary Enrichment Lead will increase the breadth and coherence of the offer, strengthen the tracking and evaluation of participation, improve uptake among underrepresented groups and ensure that barriers are identified and removed. <i>Ambitious leadership and governance that embeds inclusion</i> <i>Enriching provision beyond the classroom that all children can access</i> <i>A safe and respectful culture fostering belonging, attendance and participation in learning</i> <i>Inclusive environments with continuous improvements to accessibility</i>	Universal	TLR for secondary enrichment = £1,950 Involve administration, especially music and sports £7,925 Total: £9,875
4. Holistic identification and understanding of need: strengthening the systematic use of assessment, attendance, behaviour, safeguarding, student voice and family engagement to build an ongoing understanding of each student and respond quickly as needs emerge or change. Investment in Provision Map will provide a central platform through which needs, adjustments, interventions and outcomes can be recorded, coordinated and evaluated, supporting greater consistency and precision in meeting individual needs. <i>Ambitious leadership and governance that embeds inclusion</i> <i>Evidence-based support prioritising early intervention</i> <i>High-quality adaptive teaching with curriculum designed for all learners</i> <i>Strong partnerships with families and wider services</i>	Targeted	Provision Map costs - £2,789 (Additional proportions of Inclusion leaders' salary for set up) Total: £2,789

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5. Strong foundations for all: this area includes a sustained focus on strong foundations from EYFS onwards, underpinned by effective leadership, precise assessment and consistently high expectations. It encompasses high-quality EYFS provision and leadership, carefully planned transition between phases, the strategic deployment of teaching assistants and the KS3 hybrid grouping strategy, ensuring that all students receive the right support, challenge and sense of belonging from the outset. • <i>Ambitious leadership and governance that embeds inclusion</i> • <i>Evidence-based support prioritising early intervention</i> • <i>High-quality adaptive teaching with curriculum designed for all learners</i> • <i>A safe and respectful culture fostering belonging, attendance and participation in learning</i> • <i>Strong partnerships with families and wider services</i> • <i>Inclusive environments with continuous improvements to accessibility</i>	Universal	Overstaffing in EYFS - £26,452 (strong foundations) Two new, secondary, hybrid TAs recruited - £52,904 (SEND, Literacy, Science) Total: £79,356
6. Inclusive environments and culture: ensuring that classrooms, social spaces, routines and the wider curriculum are accessible, welcoming and responsive, enabling every student to participate fully and experience a strong sense of belonging. Investment in the physical environment in every class, as well as continuing to fund highly trained staff, who will support with high expectations across the curriculum and across every phase, including with precisely targeted interventions where these are required, across cognition and learning; communication and language; sensory and physical; social, emotional and mental health. • <i>Ambitious leadership and governance that embeds inclusion</i> • <i>Evidence-based support prioritising early intervention</i> • <i>High-quality adaptive teaching with curriculum designed for all learners</i> • <i>Strong partnerships with families and wider services</i> • <i>Inclusive environments with continuous improvements to accessibility</i>	Targeted	CALM room form times, PSHE and unstructured times SEND support - £3,273 Total: £3,273

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
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1. Universal high-quality teaching By the end of the strategy, all students will experience consistently ambitious, inclusive and evidence-informed teaching across subjects and phases.	• StepLab and the wider professional learning model embedding granular teaching steps, low-stakes drop-ins and precise feedback. • Lesson visits, Pupil Book Study and case sampling showing consistently high expectations, effective adaptation and strong curriculum implementation. • Students producing high-quality work that demonstrates pride, strong presentation and supports later revision. • Sustained achievement above, and aspiring to be significantly above, national averages across phases, subjects and prior-attainment groups, particularly for disadvantaged students. • IDSR, SMID and internal assessment evidence showing the successful implementation of the 2026–2029 Pupil Premium Strategy and sustained improvements in student outcomes.
2. Attendance By the end of the strategy, a safe, respectful and supportive culture will foster belonging, regular attendance and active participation in learning for all students.	• Overall attendance remaining above the national average for each sub-group respectively. • Individual and group attendance showing sustained improvement following coordinated support from the Inclusion Attendance Lead and pastoral teams.
3. Enrichment access and participation By the end of the strategy, all students will have access to an extensive and inclusive programme of personal development and enrichment beyond the classroom.	• All personal development and extracurricular opportunities being mapped and tracked • Increased breadth, coherence and accessibility of the enrichment offer • All identified vulnerable students participating in at least one additional opportunity each half term • Student voice and case sampling showing stronger belonging, confidence, aspiration and engagement.
4. Holistic identification and understanding of need By the end of the strategy, the graduated approach will be consistently embedded so that students' strengths, needs and barriers are understood and addressed promptly.	• Provision Map supporting robust and well-communicated assess–plan–do–review cycles • All plans being precise, relevant and measurable • Student, parent, teacher and specialist input informing assessment and review • Case sampling demonstrating clear links between identified need, classroom practice, provision and outcomes • At least 90% of parents of students with SEND agreeing that Simon Balle provides their child with the support they need • Support being adapted swiftly where evidence shows that intended outcomes are not being achieved.



5. Strong foundations for all By the end of the strategy, strong foundations will be secured from EYFS through to Key Stage 3 through effective leadership, precise assessment, high-quality teaching, carefully planned transition and the strategic deployment of staff and resources. All students will be known, supported and appropriately challenged, enabling them to achieve, belong and thrive from the outset.	• Targeted professional development and effective EYFS leadership strengthening high-quality oracy interactions and vocabulary teaching, with quality assurance and termly progress meetings showing consistently effective provision and improved outcomes for children • Effective information-sharing with families, feeder schools and professionals, with enhanced plans in place before entry for all students requiring additional transition support • Student and parent voice, alongside first-term attendance, engagement, behaviour and progress, demonstrating that students are prepared, feel a strong sense of belonging and have settled successfully • The KS3 hybrid grouping strategy providing appropriate ambition, challenge and support, with regular review of movement and equitable representation of disadvantaged students and students with SEND • Teaching assistants being deployed strategically to support access, independence and participation in high-quality teaching
6. Inclusive environments and culture By the end of the strategy, every classroom will hold not just an inclusive ethos but a tangible reality where each student receives both high levels of support and challenge. Targeted interventions will provide accessible, purposeful and needs-led support that complements high-quality teaching and promotes participation in learning.	• Clear referral, assessment, planning and review processes • Support being carefully targeted, structured and linked to measurable individual outcomes • Students demonstrating improved regulation, readiness to learn, independence, wellbeing, engagement and academic progress as appropriate to the targeted support • Targeted intervention complementing, rather than routinely replacing, access to an ambitious curriculum • Students participating meaningfully in classroom learning and the wider life of the school • Student and family voice showing that students feel safe, respected, understood and included • Regular accessibility reviews leading to continuous improvements in the physical, sensory, communication and learning environment.