

GLOUCESTER
ACADEMY

Gloucester Academy
Inclusion Strategy

Gloucester Academy is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

GLOUCESTER
ACADEMY

Inclusion Strategy

Gloucester Academy

At Gloucester Academy, we recognise inclusion is not an additional strategy, nor a discrete area of school improvement, it is central to every decision we make. We judge the quality of education by the impact we have on all pupils' outcomes and experiences, especially our pupils with special educational or additional needs. This statement therefore should be read in conjunction with our school improvement priorities and associated plans and evaluations.

This statement details our school's approach to addressing identified barriers to inclusion to deliver 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).

GLOUCESTER
ACADEMY

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026 - 2027
Date this statement was published:	November 2026
Date on which it will be reviewed:	November 2027
Statement authorised by:	Mrs. P Lewis

Statement of intent

At Gloucester Academy, inclusion means ensuring that every pupil feels they belong, is known and understood, participates fully in school life, and has the opportunity to achieve and thrive. Guided by our values of Ambition, Excellence and Pride, and The GA Way, we are committed to ensuring exceptional outcomes for all pupils, regardless of background or starting point. We believe inclusion begins before a child joins our school. By understanding pupils' strengths, needs and potential barriers as early as possible, we can anticipate the support they need rather than waiting for difficulties to emerge.

Our universal offer is built on ambitious, knowledge-rich teaching, consistent routines, positive relationships, strong pastoral care and enrichment. We will invest in sustained staff training in adaptive teaching strategies so that more pupils experience success in the classroom, remain engaged in learning and feel confident to participate. We will use assessment, attendance, behaviour and other relevant information to identify emerging needs and ensure pupils receive the right teaching, strategies and support, both within and beyond the classroom.

Where the universal offer alone is not sufficient, we will implement timely, targeted and specialist support. This will include exploring alternative starts to the school day to help pupils feel regulated and ready to learn; specialist mentoring and therapeutic support where

appropriate; and carefully planned alternative adjustments and pathways alongside an inclusive education. Through options such as ASDAN and The King's Trust, we will seek to ensure that pupils remain in full-time education, work towards a full complement of qualifications and have meaningful routes to future education, training and employment.

Our enrichment strategy will also be developed further. While all pupils already participate in weekly enrichment, we will expand opportunities that broaden horizons and provide experiences that pupils in our community might not otherwise access. Our ambition is to remove barriers without reducing expectations, ensuring that every pupil can access the very best teaching, support and opportunities.

- **Principle 2: Evidence-Based Early Intervention.** We will use baseline screening data to identify literacy and communication needs early, deploying evidence based interventions including Read Write Inc. and Verbo during morning tutor time with regular reviews and zero loss of mainstream curriculum lessons.
- **Principle 3: High-Quality Adaptive Teaching.** We will invest in sustained, whole-school professional development led by our specialist Speech and Language Therapist and our Assistant Headteacher (completing the NPQ for SENCOs) so all teachers embed communication friendly strategies and adaptive scaffolding across the entitlement curriculum.
- **Principle 5: Safe and Respectful Culture.** We will strengthen daily emotional regulation, belonging, and attendance through a dedicated Pastoral Mentor, on-site Cloud7 therapeutic support, and inclusive sports enrichment so vulnerable students feel safe, regulated, and ready to participate alongside their peers.

Our strategy builds on our existing provision and will be informed by assessment, attendance and behaviour information, monitoring of teaching and curriculum access, and the views of pupils, families and staff. We will review the strategy every six months, evaluating whether our approaches are improving engagement, attendance, achievement, participation and pupils' experiences, and refining provision in response to the evidence.

This strategy should be read alongside Gloucester Academy's SEN Information Report, Accessibility Plan and wider school improvement priorities.

GLOUCESTER
ACADEMY

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils.

	Detail of barrier to learning, participation or both	How we know this is priority to address (evidence from our cohort)
1	**Emotional Dysregulation, Anxiety, and Persistent Absence** A growing cohort of vulnerable learners, particularly students with SEMH needs,, SEND, and Pupil Premium experience heightened anxiety, difficulty managing transitions into school, and emotional dysregulation during unstructured times and lessons	**Attendance & Behaviour Data:** Internal tracking shows higher rates of persistent absence, late arrivals, and lesson removals among our SEND and Pupil Premium cohorts compared to their peers. **Pastoral & Safeguarding Trends:** Referral logs show rising demand for emotional wellbeing and trauma support that exceeds standard pastoral capacity
2	**Below-Age Reading Fluency and Decoding Deficits** A proportion of Key Stage 3 enter secondary school without secure phonic decoding skills or reading fluency, leaving them working significantly below chronological reading expectations.	**Baseline Attainment Data:** Whole-cohort reading assessments (NGRT) and Read Write Inc. identify a specific group of KS3 pupils whose decoding and fluency ages sit well below age-related expectations. **Lesson Observations & Work Scrutiny:** Learning walks and book looks demonstrate that struggling

GLOUCESTER ACADEMY

		readers rely heavily on adult scaffolding to access written tasks, leading to slower work completion
3	**Speech, Language, and Communication Needs both met and unmet need** A significant proportion of students enter Key Stage 3 with identified or previously unidentified Speech, Language, and Communication Needs (SLCN)	**Screening & Assessment Data:** Baseline screening (including Verbo and SEND assessments) reveals a high prevalence of unmet language and communication needs across incoming Year 7 cohorts and learners on the SEND register. **Learning Walks & Classroom Observations:** Quality assurance learning walks indicate that while teachers have strong subject knowledge, pupils with SLCN struggle to access explanations without consistent visual scaffolding

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.

GLOUCESTER
ACADEMY

Intended outcome	Success criteria
Attendance & Emotional Regulation Reduce persistent absence and lesson disruption among vulnerable, SEND, and Pupil Premium learners by strengthening emotional regulation and morning transition routines.	Increase overall attendance for the targeted Pastoral Mentor cohort and reduce persistent absence rates among identified EBSA Reduce internal removals, behaviour incidents, and dysregulation referrals for students accessing the Pastoral Mentor and Music Therapy. A high proportion of students completing Cloud7 therapy demonstrate measurable improvements in emotional wellbeing and readiness to learn on pre and post intervention analysis

GLOUCESTER ACADEMY

Speech, Language & Communication Needs – SLCN Close the language gap for learners with met and unmet SLCN so they can access the mainstream entitlement curriculum with zero loss of lesson time	The majority of students accessing targeted SaLT and morning Verbo sessions achieve their individual communication targets Deliver Verbo sessions during morning tutor time, ensuring zero hours of mainstream curriculum teaching time are lost. Quality assurance of learning walks confirm that the majority of teachers and TAs consistently use universal communication strategies as outlined in the framework
Literacy & Reading Fluency Eliminate decoding barriers for Key Stage 3 struggling readers so they reach chronological reading expectations and access secondary subject texts independently	Close the reading age gap for the targeted KS3 cohort per academic year, as measured by NGRT baseline and end-of-year assessments. The majority of participating students graduate from the programme back into mainstream tutor time within the year
Belonging, Enrichment & Whole-School Inclusive Leadership Increase extracurricular participation and sense of belonging among SEND and SEMH pupils while embedding statutory SEND expertise into Senior Leadership decision making.	Increase participation of SEND and Pupil Premium learners in extracurricular enrichment

	clubs to at least match (or exceed) the participation rate of their non-SEND peers. The Assistant Headteacher (Teaching & Learning) successfully completes the NPQ for SENCOs within 18 months, resulting in measurable improvements in adaptive teaching across department quality assurance reviews.

GLOUCESTER ACADEMY

Activity in this academic year

What activities we will prioritise this academic year to achieve our intended outcomes.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified.

Layer (*Universal / Targeted*)	**Description of activity**	Evidence that supports this approach	**Barrier number(s) addressed**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Targeted	Funding a dedicated Pastoral Mentor to provide targeted daily check-ins and wrap around support for our most vulnerable students (including Pupil Premium, SEND, and persistent absentees). The mentor welcomes identified students at the school gate each morning to ensure a calm, positive start to the day and acts as a consistent, trusted point of call throughout lessons and social times to regulate emotions, resolve barriers early..	EEF Guidance on Attendance Interventions. EEF highlights that personalised, relationship based approaches such as targeted mentoring and welcoming daily routines are effective mechanisms for improving attendance among students at risk of persistent absence or Emotionally Based School Avoidance (EBSA).	1	£28,509

GLOUCESTER ACADEMY

Targeted and universal	Commissioning a specialist Speech and Language Therapist to deliver targeted speech, language, and communication needs assessments, bespoke individualised support and small group interventions. Alongside this the therapist will deliver whole school staff training. The therapist works directly with identified vulnerable and SEND learners to develop language skills, while upskilling teachers and teaching assistants to embed communication friendly strategies.	EEF Special Educational Needs in Mainstream Schools Guidance. EEF guidance strongly recommends explicit instruction in vocabulary, structured oral language activities, and specialist informed tiered support to ensure pupils with communication needs can access mainstream subject content alongside their peers.	2, 3	£19,012.
Targeted	Implementing Verbo, an NHS developed online speech, language, and communication therapy toolkit, to screen and deliver targeted language interventions for identified vulnerable and SEND learners. Sessions are scheduled strategically during morning tutor time so that students do not lose curriculum time.	EEF Teaching and Learning Toolkit (Oral Language Interventions) demonstrates that structured oral language interventions deliver high educational impact averaging +5 months' additional progress in secondary settings with particularly strong benefits for disadvantaged learners.	3	£1, 425
Targeted	Read Write Inc., a targeted phonics catch up programme for Key Stage 3 and 4 students reading below age-related expectations	DfE Reading Framework Alignment: Directly meets Department for Education guidance requiring urgent, daily systematic synthetic phonics teaching for secondary students who cannot yet decode fluently.	2	£1, 350
Universal	Specialist sports coaches deliver inclusive enrichment and after school clubs, Coaches can adapt group sizes so students with	EEF Toolkit: Extracurricular physical activity +4 months' additional progress alongside measurable	1	£4,500

GLOUCESTER ACADEMY

	SEND, SEMH needs, or social anxiety can access extracurricular sport alongside their peers.	improvements in peer relationships, self-confidence, and school engagement.		
Universal	Upskilling an Assistant Headteacher (Teaching and Learning) to achieve the National Professional Qualification for SENCOs.This will strengthen strategic oversight of whole school inclusive teaching and multi-agency coordination	EEF-Reviewed Framework: Independently reviewed qualification to ensure all training draws on the strongest evidence for high-quality inclusive teaching and SEND leadership	1, 2, 3,	£1800
Targeted	Commission a qualified Music therapist to work on-site two days a week. Delivering individual and small group sessions, they provide non verbal, creative therapeutic support for students experiencing anxiety, developmental trauma, emotional dysregulation, or social communication barriers, helping young people process complex feelings safely and re-engage with learning.	EEF Toolkit: Targeted Social and Emotional Learning (SEL) interventions deliver +4 months' additional progress alongside measurable improvements in emotional regulation, wellbeing, and classroom engagement.	1, 3	£17,940

Review of the previous academic year

GLOUCESTER
ACADEMY

Intended outcome	Activity undertaken	Evidence of impact (what worked well)	What did not have the intended impact?	Future considerations

Further information (optional)