SEND Inclusion strategy statement – HCAT

This statement details our Trust's use of the Mainstream Inclusion Grant funding to help improve the inclusion of our SEND pupils.
It outlines Inclusion strategy, how we intend to spend the funding in this academic year to support outcomes for our pupils with SEND.

Primary overview

Detail	Data
Number of pupils in Primary School	214 (including nursery)
Proportion (%) of SEND pupils	63 Including monitoring 29% 58 Excluding monitoring 27%
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	T.Banham (CEO)
SEND Lead	Miss K Jobling
Academic year/years that our current Inclusion Strategy covers	2026/2027

Funding overview

Detail	Amount
Funding allocation this academic year	£92,184
LPA Funding allocation	£81,802
Total budget for this academic year	£173,986
West Meadows Primary	£10,950

Statement of intent

As a Multi Academy Trust committed to high-quality, inclusive education, we welcome the introduction of the **Inclusive Mainstream Fund (IMF)**, designed to support schools in becoming *"inclusive by design"* and in providing *early support directly to children without the need for diagnosis or statutory process*. This strategy outlines our trust-wide priorities, challenges, and intended outcomes for embedding inclusive practice across all academies.

Across HCAT, at the heart of everything we do lies an unwavering commitment to inclusion, where every lesson, every day creates opportunities for all learners to succeed. We believe equity means ensuring everyone gets what they need to thrive, with every member of our community serving as a leader in supporting SEND. Through co-productive partnerships, listening to the voice of all stakeholders, and by maintaining high-quality provision across the intended curriculum, we empower all pupils to access their learning and make excellent progress on their unique educational journeys.

Our vision aligns with the IMF purpose: to **remove commonly occurring and predictable barriers to learning** and to strengthen universal provision so that all pupils—particularly those with SEND—experience equitable access to high-quality teaching and learning.

We aim to ensure:

- Early identification and timely support.
- Needs-led, not diagnosis-led, intervention pathways.
- Strong mainstream, high-quality universal teaching.
- Close alignment with local SEND systems and the national SEND reforms.

At HCAT, we work hard to ensure that all children, including those with Special Educational Needs and Disabilities, have access to an ambitious broad and balanced curriculum that is challenging, exciting, enjoyable, and relevant. Our curriculum aims to support all pupils, including those who are disadvantaged and have SEND, acquire the acquire the knowledge and cultural capital they need to succeed in life and are prepared for their next stage of education; produce work of a high quality and make good progress so that they can do more, learn more and remember more. In facilitating this, teaching and learning is across all subject areas is adapted to enable all children to succeed and make progress from their own starting point. Children and adults alike value each other, whatever their abilities or disabilities.

Our strategy will focus on the 7 principles outlined below;

1. Ambitious Leadership and Governance

Our Schools will prioritise inclusion through strong leadership, strategic planning, and continuous use of data and peer review to ensure high standards for every learner.

2. Evidence-Based Early Intervention

Provision will focus on timely, research-informed interventions so children and young people receive the support they need as early as possible to prevent needs from escalating.

3. High-Quality Teaching for All

Curriculum and teaching will be designed to meet diverse needs, with staff well-trained, supported, and deployed effectively to provide adaptive, inclusive classroom practice.

4. Accessible and Enriching Opportunities Beyond the Classroom

Our School's will offer inclusive extracurricular and wider-curriculum experiences that build independence, personal development, and preparation for adulthood.

5. Safe, Respectful, and Inclusive Culture

Our school's understand that a culture of belonging is essential—schools promote positive behaviour, strong attendance, respectful relationships, and environments where all pupils feel valued.

6. Strong Partnerships with Families and Services

Working collaboratively with families, external professionals, and other settings—especially during key transitions—ensures continuity of support and strengthens pupil wellbeing and outcomes.

7. Inclusive and Accessible Environments
Our School's work to continually improve classroom and school environments to minimise sensory and physical barriers, reduce distractions, and create supportive spaces for all learners.

Barriers to learning and participation

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

Barrier number	Detail of barrier
1	High Levels of Need Requiring Support Without Delay • Increasing cohorts with speech, language, communication, SEMH, and sensory needs. • A reliance on diagnosis-based pathways due to statutory pressures. • Delays accessing external agency support.
2	Capacity Pressures Linked to Rising SEND and Complexity Nationally, significant capital investment (e.g., £860m for SEND/AP places) responds to growing complexity of need in schools. Trust schools similarly report: • Higher numbers of pupils requiring adapted provision. • Strain on existing resources, specialist staff, and spaces to deliver targeted support.
3	Increasing Complexity and Volume of SEND Need Across the system, needs are becoming more complex and more prevalent, and this puts pressure on mainstream capacity. • Rising SEMH, trauma-related needs, and communication difficulties. • Growing numbers of pupils requiring personalised or specialist provision. • Mainstream staff feeling increasingly unprepared for complex needs.
4	Pressure on Physical Environments and Adaptations Many mainstream settings are not designed with inclusive access, sensory needs, or therapeutic spaces in mind. National guidance emphasises improving *"accessibility and inclusivity"* and adapting mainstream environments to meet need. • Lack of low-arousal spaces or safe regulation areas. • Poor acoustics, lighting, or accessibility barriers. • Curriculum access limited by physical environment constraints.
5	Limited Specialist Staff Expertise and Capacity Schools often lack sufficient trained staff—such as specialist TAs, SALT or Sensory-trained practitioners—to deliver early, targeted intervention. • Few staff trained in communication, sensory or SEMH interventions.

	• Inconsistent practice due to high workload or reliance on untrained TAs.
6	Inconsistent Assessment and Early Identification Processes Schools sometimes use different tools or none at all, leading to inconsistent identification and tracking. • Teachers lack confidence in using screening tools or interpreting need. • Significant differences between schools in how SEND is identified.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Consistent, High-Quality Inclusive Practice Across All Schools	By the end of the strategy period, all schools within the trust will deliver a consistent, high-quality universal offer where inclusive practice is embedded in every classroom. Staff will confidently use adaptive teaching, evidence-based strategies, and shared trust-wide frameworks to meet predictable and commonly occurring needs without delay. How we will measure success • Implementation fidelity: Trust-wide inclusive classroom expectations are adopted and evidenced in learning walks and environmental audits. • Staff capability: All teaching and support staff complete mandated inclusion CPD, with post-training evaluations demonstrating increased confidence in adaptive teaching. • Consistency of practice: Termly monitoring shows consistent use of inclusive stratgies across schools, subjects, and phases. • Impact on pupils: Reduced variability in progress and engagement for pupils with SEND between schools, year groups, and subjects. • Pupil experience: SEND pupil voice indicates improved feelings of belonging, accessibility, and classroom support.
Improved Early Identification and Early Support	All schools will operate robust early identification systems, enabling staff to identify emerging needs quickly and intervene through universal or targeted support without waiting for diagnosis or statutory processes. Intervention pathways will be consistent, research-informed, and timely.

	How we will measure success • Screening and assessment: All schools consistently use trust-approved screening tools, recorded in SEND reviews. • Timeliness: Time from initial concern to support will reduce. • Intervention access: Increased proportion of pupils accessing universal and targeted interventions before statutory pathways are considered. • Intervention effectiveness: Progress data shows pupils making expected or above-expected progress after intervention cycles.
Enhanced Capacity to Meet Growing SEND Complexity	The trust will strengthen the capacity of mainstream settings to support pupils with increasingly complex SEND needs. Schools will benefit from improved specialist staffing, enhanced provision (resource bases, nurture spaces), and more accessible learning environments. How we will measure success • Specialist workforce growth: Increase in specialist practitioners (e.g., SEND teachers, trained TAs, communication leads), with reduced caseload pressure on SENCOs. • Provision development: Expansion or establishment of internal resource bases, nurture provisions, or specialist hubs, with clear data demonstrating improved outcomes for pupils accessing them. • Environmental accessibility: Completion of accessibility audits in all schools, followed by implementation of at least 80% of recommended adaptations. • Maintaining pupils in mainstream: Increase in the proportion of pupils with higher or emerging needs successfully supported within mainstream provision. • Behaviour & SEMH improvements: Reduced fixed-term suspensions and improved attendance among pupils with SEND, indicating better regulation and support. • Use and impact of provision: Pupil engagement, regulation, and wellbeing data show positive impact of adapted learning environments and specialist spaces.

Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Linked Principles	Total budgeted cost	Activity type
Those responsible for SEND across the trust will maintain a robust strategic overview of the developing profile of SEND across all academies, including the needs of pupils transitioning into our schools at every phase. This strategic insight will be used to guide responsive decision-making and provide clear operational direction—ensuring that staff receive the targeted CPD they need and that resources are allocated effectively to meet emerging patterns of need.	Evidence from the Education Endowment Foundation (EEF) highlights that strong leadership and governance are essential for creating a supportive environment in which all pupils, including those with SEND, can access high-quality teaching and appropriate provision. Effective leaders use data and ongoing review to remove barriers to learning and ensure that provision remains responsive to pupil needs. Research on adaptive teaching further demonstrates that when leadership provides clear strategic direction and ensures staff development is aligned to emerging patterns of need, schools are better able to deliver inclusive, responsive classroom practice that improves outcomes for pupils with SEND.	1-6	1	£16596.40	Universal
The Trust SEND Teacher will provide direct classroom support and professional guidance to strengthen teachers' capacity to implement SEND provision, ensuring pupils with identified needs receive the adaptations required to access high-quality learning.	In an inclusive school, pupils with SEND are not just in the school, they are part of the school—they have the same opportunity as their peers to benefit from the highest quality teaching the school can provide. A school that is considering its approach to inclusion should ask, 'How can we maximise access to high quality teaching for all pupils, especially those with SEND?' In addition to good teaching for all pupils, some pupils will need specialist intervention, often delivered by a trained professional https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf Schools can strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. (SEND COP 2015)	1, 2, 3, 5, 6	3, 5, 6, 7	£75,494	Targeted

	The Education Endowment Foundation (EEF) highlights that **effective leadership and strong collaboration with families are central to high-quality SEND provision**, emphasising that schools should *"promote positive relationships, active engagement, and wellbeing for all pupils"* and ensure provision is adapted responsively to pupil needs. Strengthening staff confidence in using shared tools—such as provision mapping systems—supports this by making information transparent, consistent, and accessible to families. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=working%20with%20parents				
Employ a specialist Teaching Assistant to provide additional capacity across schools where emerging or complex SEND needs are identified. The TA will work flexibly with pupils, staff and school leaders to support the early identification of need, facilitate access to appropriate provision, model effective strategies, and provide targeted coaching and training for teaching assistants and school staff supporting pupils with SEND. This may include supporting pupils entering schools with previously unidentified needs, strengthening assessment and graduated response processes, and building staff confidence and expertise in meeting individual needs.	The Education Endowment Foundation (EEF) highlights that Teaching Assistants are most effective when they are deployed to supplement high-quality teaching, scaffold learning, develop pupil independence and deliver structured support where appropriate. The guidance also emphasises the importance of training and preparing staff to ensure that support for pupils with SEND is evidence-informed and effective. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants The EEF's Special Educational Needs in Mainstream Schools guidance identifies the importance of building an ongoing, holistic understanding of pupils and their needs through effective assessment and early identification. It recommends that schools complement high-quality teaching with targeted interventions and work effectively with teaching assistants to improve outcomes for pupils with SEND. Providing specialist support, coaching and training for teaching assistants increases staff expertise and capacity within schools, supporting sustainable	1, 2, 3, 5	2,3	£21,516	Targeted

	inclusive practice and improving the quality of support available to pupils with additional needs.				
Develop curriculum plans that explicitly build in adaptive teaching strategies (e.g., scaffolding, structured practice, modelling, retrieval, guided practice). Provide staff with CPD based on EEF's *Special Educational Needs in Mainstream Schools* guidance so they can adjust teaching responsively to meet diverse needs. This includes creating curriculum documentation that highlights predictable barriers and suggested adaptive responses for each subject.	Research shows that adaptive teaching is more effective and sustainable than traditional differentiation because it emphasises responsive teaching, small adjustments, and high-quality universal provision, helping teachers meet a wide range of SEND needs within the classroom environment The EEF recommends creating a *"positive and supportive environment for all pupils"* and ensuring all pupils can access the best possible teaching through adaptive approaches that remove barriers to learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 3, 5,	3	£2228	Universal
Carry out regular accessibility and sensory-environment audits across all schools to identify barriers to learning and ensure classrooms support focus, regulation, and engagement. Establish and maintain a trust-wide bank of high-quality sensory and regulation resources—such as sensory tools, visual supports, calming equipment, and environmental adaptations—that staff can easily access and deploy to meet pupils' individual needs. Provide guidance and training to ensure these resources are used consistently and effectively to create inclusive learning environments that minimise distraction and support a range of sensory and regulatory needs.	The Education Endowment Foundation (EEF) highlights that creating a **positive and supportive environment for all pupils** is central to effective SEND practice, noting that inclusive schools actively remove barriers to learning and participation so that pupils can access high-quality teaching. Ensuring that classrooms are designed to minimise distraction and meet sensory and regulatory needs aligns with this principle by reducing barriers that can otherwise limit engagement and learning.	4, 5	7	£3000	Targeted

Undertake detailed sensory assessments to pinpoint individual sensory needs that impact engagement and learning, enabling staff to plan tailored, responsive provision.	The Education Endowment Foundation (EEF) emphasises that creating a **positive and supportive environment**, removing barriers to learning, and ensuring provision is **appropriate to pupils' needs** are core principles of effective SEND practice. Detailed sensory assessments contribute to this by identifying environmental or sensory barriers that prevent a child from fully engaging with learning.	1-6	2, 3, 7	£2500	Targeted
Implement bespoke SALT packages to best support individual speech and language development. CPD to best support the SALT TEAACH Champion.	Oral language interventions can be an effective approach for disadvantaged pupils. Oral Language Interventions EEF	1, 2, 5	2	£5460	Targeted
Deliver a structured programme of parental workshops that focus on supporting emerging needs, including communication and interaction, emotional regulation, behaviour, and early identification of SEND. Workshops will provide practical strategies, modelling, and resources to enable parents to support their child effectively at home and strengthen consistency between home and school.	The Education Endowment Foundation highlights that parental engagement can lead to an average of +4 months' progress, especially when parents are supported to use specific strategies at home. Early support and shared approaches between home and school are also aligned with the SEND Code of Practice (2015)	1,3	2,6	£5616	Targeted
Ensure high quality interactions between pupils and staff across school, modelling high level vocabulary and communication skills. CPD on high quality interactions to be delivered and monitoring scheduled to ensure positive impact.	When implemented consistently, high quality interactions with children will help to develop their communication and language. Preparing for Literacy Guidance report EEF	1, 2, 3	2, 3, 5	£2228	Universal
Implement a robust oracy curriculum that	When consistently implemented the average impact of an effective oracy	1, 2, 3	2, 3, 5	£2228	Universal

supports language development across subjects in all phases of school. CPD for staff on oracy and how to embed this effectively within all lessons.	curriculum for pupils is 6 months additional impact over the course of the year. Oral language – Teaching and Learning Toolkit EEF				
Implement diagnostic assessments across school, including Wellcom, YARC, NELI, BSquared, Motional, EYFS developmental tool Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group. Diagnostic assessment | EEF	6	2, 3	£16728	Targeted
Embed a culture that promotes inclusion and pupil wellbeing. Revise the Personal Development offer to incorporate the school's vision, values and wider offer to meet the ever change of the school's SEND cohorts. Planned adaptations to ensure SEND pupils have a rich offer of experiences. Ensure this is understood and promoted by all stakeholders.	Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities—being inclusive by design. This approach to pupils with SEND should be reinforced in the language, activities, routines, and strategies across the classroom as well as whole-school settings. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf	2, 3, 4	4, 5	£2228	Universal
Implement robust SEMH interventions to best support identified pupils. Early identification of pupil need alongside parent partnership will be utilised to identify key pupils in need. Regular assessments to evaluate impact and progress.	Implementing SEMH interventions is a crucial aspect of supporting pupils with SEMH needs. These interventions aim to provide tailored support to help pupils cope with their emotions, build resilience and develop coping strategies. By implementing these interventions educators create a supportive environment that foster wellbeing and enables pupils to engage more fully in their learning. Understanding the Impact of SEMH Needs on Learning	3, 5, 6	2, 3, 6	£2383	Targeted
Contingency fund for acute issues including costs for train the trainer	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	1-6	2-7	£4455 £295	Targeted & Universal

training for SEND teacher.	of funding aside to respond quickly to needs that have not yet been identified.			£11,031.00	

Externally provided programmes

Programme
Elklan
NELI
Welcom
Motional
Attention Autism
YARK