Tall Oaks Academy
Inclusion Strategy

Inclusion statement:

At Tall Oaks Academy Trust, inclusion drives our vision of **'Transforming Lives'** by ensuring every student, regardless of background or circumstance, has an equal pathway to success. We are dedicated to breaking down barriers, raising aspirations and providing a supportive environment where every young person feels valued and capable. By fostering pride and respect, we empower all pupils to overcome challenges and achieve their potential.

School Name:	White's Wood Academy
Academic Year(s):	2026/27 to 2028/29 (Three-Year Strategy Cycle)
Date Published:	Sept 2026
Review Date:	Sept 2027
Inclusion Budget Allocation:	£10,915
Lead Staff Member / SENCo:	Amy Willis

Part A: Cohort Overview & Needs Analysis

1. School Inclusion Profile

Total number of pupils on roll:	197
Percentage of SEND pupils (incl. EHCP):	21%
Percentage of disadvantaged pupils:	67%
Percentage of EAL pupils:	11%

2. Key Identified Barriers to Inclusion & Learning

- **Barrier 1 (Intervention tracking):** Fragmented or inconsistent baseline tracking systems, making it difficult to analyze the real-time progress, cost-effectiveness, and longitudinal impact of targeted pupil interventions.
- **Barrier 2 (Access to bespoke support):** High-need pupils and individuals with specific learning requirements struggle to independently access core curriculum learning objectives (specifically English and Maths) without scaffolded adult intervention.
- **Barrier 3 (Consistency of pupil behaviour):** Challenging pupil behaviour has increased in recent years due to rise in complexity of needs. If unchecked, this may lead to disruptive learning environments which can impact the sense of belonging in our school.

Part B: Planned Provision (Tiered Approach)

Tier 1: Universal Offer

Focus Component	Embedding the INSIGHT assessment platform into everyday classroom practice and whole-school data systems.
Implementation Strategy	Procure and fully deploy the INSIGHT system across all primary phase year groups. Conduct dedicated whole-staff training to ensure all classroom teachers confidently use the software to track, monitor, and analyze pupil achievement gaps dynamically.
Evidence-Based Rationale	Robust formative and summative data tracking allows educators to adapt universal teaching methods responsively, catching learning discrepancies immediately and preventing pupils with specific needs from falling behind.
Lead Staff	Lead Staff: Head of School
Resource Allocation	Estimated Cost: £3000

Tier 2: Targeted Academic Support

Focus Component	Direct, deployment-focused curriculum access via a dedicated Inclusion Teaching Assistant (TA).
Implementation Strategy	Appoint and strategically deploy a dedicated Inclusion TA to deliver targeted interventions. The TA will work closely with specific pupils to scaffold learning and facilitate complete access to core subjects.
Evidence-Based Rationale	Tightly mapped group or 1:1 interventions, delivered by trained staff ensure pupils remain aligned with age-related expectations.
Lead Staff	Lead Staff: SENDCo

Resource Allocation	Estimated Cost: £6800

Tier 3: Wider Strategies (Well-being, behaviour and belonging)

Focus Component	Implementing a consistent, fair approach to behaviour across the school to provide clarity & consistency for all pupils
Implementation Strategy	Provide key training for our behaviour policy (with a trusted, external specialist) Re-establish shared consistencies & language in our behaviour policy. Work with all staff to ensure full alignment with behaviour management strategies. Monitor regularly the impact of our shared consistencies (through pupil voice).
Evidence-Based Rationale	Inconsistencies have crept into our behaviour management over time (gradual staff turnover, re-training is less effective than initial training etc). Evidenced by increase in incidents reaching our tired behaviour management system (FTOs, FTEs). Ensuring full alignment & consistency will provide all learners and staff with a stable base from which relationships and, consequently, learning can flourish.
Lead Staff	Lead Staff: Behaviour Lead & Head of School
Resource Allocation	Estimated Cost: £1440

Part C: INSIGHT Tracking Cycle

To ensure data doesn't sit isolated, the school follows a termly tracking cycle:

Phase 1: Start of term – Baseline & Targeting

- **Identify learning gaps:** Using previously uploaded termly assessments (or baseline test for new starters) on INSIGHT, teachers analyse cohorts to identify vulnerable pupils working below expectations.
- **Plan specific interventions:** Pupils are mapped directly to corresponding intervention groups within INSIGHT (e.g., Y3 phonics catch-up, Y5 maths booster) with clearly documented baseline metrics.

Phase 2: Mid-Term – Monitoring & Inclusion TA Alignment

- **Dashboard check:** The SENDco & Inclusion TA utilise INSIGHT login to view progress pathways and log ongoing intervention notes directly.
- **Formative pulse checks:** Brief checks are conducted every 3 weeks. If a pupil shows stagnation, the intervention is adapted immediately instead of waiting for termly reviews.

Phase 3: End of Term – Impact Analysis & Governance Reporting

- **Evaluate progress:** Exit data is processed to generate progress reports. Leaders use tracking metrics for each intervention to confirm the return of investment.
- **Governance reporting:** Clean visual metrics are exported for Leaders and the Academy Committee to objectively prove efficacy of inclusion funding.

Part D: Inclusion TA Key Performance Indicators

1. Data Tracking & INSIGHT Integration

- **Baseline & exit compliance:** All assigned pupils have accurate baseline data at the start of an intervention and exit data recorded within a week of provision completion.
- **Formative updates:** Review formative data or qualitative learning logs on INSIGHT every 3 weeks to ensure early diagnostic visibility.
- **Review alignment:** Actively participate in termly pupil progress reviews with the SENCo and Teachers to cross-reference TA observational logs with INSIGHT progress graphs.

2. Core Curriculum Access & Scaffolding

- **Whole-class pre-teaching of key vocabulary:** Deliver explicit pre-teaching sessions (focusing on vital vocabulary and structural concepts), so that that all pupils can participate in whole-class input.
- **Proactive resource adaptation:** Independently organise, create or select physical scaffolds prior to lessons beginning.
- **Independence promotion:** Execute a systematic, faded scaffolding model (e.g. flexible groupings) where adult support is progressively removed, enabling target pupils to achieve independent learning objectives.

3. Pupil Attainment & Progress Outcomes

- **Accelerated progress threshold:** A minimum of 80% of target pupils receiving structured inclusion support successfully achieve or surpass their termly progress milestones.
- **Closing attainment gaps:** Supported cohorts display a clear, statistically verifiable closing of the gap between baseline performance indicators and age-related expectations by the end of the year.
- **Holistic engagement:** Targeted individuals achieve a measurable increase in positive learning behaviors and active lesson engagement, cross-referenced where appropriate, via school CPOMS records.

Part E: Behaviour Management System Alignment

1. Policy Cohesion:

- Achieve 100% alignment with the school's positive behavior policy, deploying identical visual scripts, rewards and corrective bounds to eliminate multi-adult confusion.

2. Impact is Evident in Records:

- CPOMS incident reporting: Behaviour records are consistent across the school & show improvement in behaviour. Fewer FTOs & FTEs are required and pupils report positive behaviour management is more prevalent than corrective strategies.

Part F: Strategy Monitoring & Quality Assurance

Strategic action	Review	Success criteria & quality indicators

INSIGHT Platform Integration	Termly	All teaching staff actively update and interpret intervention tracking profiles. SLT reports identify high-impact strategies.
Inclusion TA Deployment	Termly	Target pupils show an accelerated upward trajectory in core subjects and display increased self-reliance during unassisted class activities.
Behaviour management consistency	Half-termly	Target pupils show an accelerated upward trajectory in core subjects and display increased self-reliance during unassisted class activities.