

Inclusion Strategy – Holsworthy Community College

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded through our core school budget (including the notional SEND budget) and the Inclusive Mainstream Fund (IMF).

What this looks like at Holsworthy Community College

At Holsworthy Community College, our inclusive approach is delivered through a clearly structured model of high-quality teaching, targeted intervention and specialist support.

We place a strong emphasis on developing core literacy skills, recognising that reading is fundamental to accessing the wider curriculum. This is supported through a range of structured interventions, including:

- Lexia and Sparx Reader to develop reading comprehension and vocabulary
- Anchor Literacy to support reading, writing and handwriting
- Fresh Start (RWI) for students requiring phonics and early reading support

Alongside this, we prioritise numeracy development through targeted programmes such as:

- Numeracy Ninjas mentoring, focusing on confidence and core number skills
- Success@Arithmetic, designed to improve fluency and accuracy

Interventions are time-limited, carefully targeted and regularly reviewed, ensuring that pupils receive the right support at the right time and make measurable progress.

Support is coordinated and quality assured by the Intervention Coordinator, ensuring consistency, effective deployment of staff and a clear focus on impact. All provision operates within the Assess–Plan–Do–Review cycle, with clear entry and exit points.

For pupils with more complex needs, the school provides access to the Communication and Interaction Resource Base (CAIRB). This is a provision that offers targeted support while maintaining strong links to mainstream learning. Students who are not placed within the CAIRB are also able to access the expertise within this to develop our inclusivity. The aim is to enable pupils to successfully develop the skills needed for reintegration into full-time mainstream education wherever possible.

Across all levels of need, there is a strong emphasis on:

- High-quality adaptive teaching in the classroom
- Early identification and intervention
- Partnership working with families and external agencies
- Building independence and confidence in learners

This ensures that all pupils, including those with SEND, are supported to access learning, attend regularly and achieve their potential.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026 - 2027
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Tammy Brain

Statement of intent

Holsworthy Community College is committed to being a fully inclusive school where every child and young person feels safe, valued and able to succeed. We believe all pupils, including those with special educational needs and disabilities (SEND), should be able to access high-quality education within mainstream classrooms wherever possible. The Inclusive Mainstream Fund (IMF) supports this commitment by helping us strengthen our provision, remove barriers to learning and ensure that every pupil can achieve their potential.

We regularly review how well we are doing using a range of information, including attendance, behaviour and progress data, as well as national comparisons such as the Inspection Data Summary Report (IDSR). This helps us to clearly identify where improvements are needed. Our current priorities include improving attendance (particularly reducing persistent absence) and ensuring that all students have the foundational knowledge needed to be successful at GCSEs and higher.

To address these priorities, we are focusing on improving the quality of teaching for all pupils. Through a programme of instructional coaching, teachers are supported to develop evidence-informed strategies that make learning clear, structured and accessible. This includes adapting lessons to meet different needs, checking understanding carefully, and ensuring that all pupils are supported to succeed. High-quality teaching remains the most important way to improve outcomes for pupils with SEND.

We are also placing a strong emphasis on literacy, recognising that the ability to read, write and communicate effectively is essential for success across all subjects. We are

developing a whole-school approach to reading and vocabulary, alongside targeted interventions for those who need additional support. This helps pupils to better understand their learning and participate fully in lessons. We also recognise the importance of foundational numeracy skills, and students are also being supported through extraction interventions where there are gaps in this fundamental knowledge

. Supporting pupils' social, emotional and mental health (SEMH) is another key priority. This includes pupils who may find attending school difficult due to anxiety. We are developing staff confidence through training and clear systems so that needs are identified early and appropriate support is put in place. Early intervention is central to our approach, helping to prevent difficulties from escalating and reducing the risk of exclusion.

Improving attendance is a key focus of our work. We use structured approaches, including the RISE process, to identify barriers to attendance and work closely with families to provide support. Our aim is to ensure that all pupils feel confident, supported and able to attend school regularly.

We work closely with the County Inclusion Officer and the DMAT Inclusion Lead, who provide support, challenge and quality assurance. This ensures that our provision continues to improve and reflects best practice at both local and national levels.

In addition, we are developing our resource base so that it works flexibly between mainstream classrooms and our Centre for Alternative and Inclusive Resource Base (CAIRB). This allows pupils to receive the right level of support at the right time, while maintaining strong connections to mainstream learning wherever possible.

Through these actions, the IMF enables us to build a more inclusive school where every pupil is supported to thrive, attend regularly and achieve well.

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

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Attendance remains a significant barrier to learning, with persistent absence historically high over time. While there has been some improvement, a substantial number of pupils continue to miss significant amounts of school. This is increasingly linked to social, emotional and mental health needs, including pupils experiencing anxiety and difficulty attending school. This results in gaps in learning, reduced continuity and lower attainment over time. The complexity of need within this group is increasing, requiring earlier identification, more personalised support and stronger partnership with families and external agencies.
2	Many pupils experience gaps in core skills, particularly in reading, writing and mathematics. Although prior attainment is often broadly in line with national on entry, this does not consistently translate into strong outcomes by KS4. Weaknesses in literacy and numeracy limit pupils' ability to access the wider curriculum, leading to disengagement and reduced confidence. There is a clear link between low reading ability, difficulty accessing learning and increased behavioural challenges, with gaps widening over time if not addressed through targeted intervention
3	Variability in teaching practice can limit the extent to which all pupils, particularly those with SEND, are able to access learning successfully. Where teaching is not consistently adaptive and responsive, pupils with additional needs are more likely to struggle, become disengaged and fall behind. Internal review has identified the need to strengthen consistency, clarity and the use of evidence-informed strategies across classrooms to ensure that high-quality teaching meets the needs of all learners
4	The school is seeing an increasing range and complexity of need, particularly in relation to social, emotional and mental health and communication needs. Some pupils require more flexible and targeted support in order to remain successfully included in education. Without this, there is a risk of disengagement, behaviour escalation and exclusion. There is therefore a need for a more fluid model of provision, enabling pupils to move between mainstream and more targeted support, while maintaining strong links to mainstream learning and opportunities for reintegration

Activity in this academic year

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

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, particularly for improvements to your universal offer.

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>
Whole-school attendance strategy and pastoral support – through training (Barrier 1) Evidence shows that high absence significantly limits access to learning. A structured attendance strategy is in place, including early identification of barriers, strengthened communication with families, and targeted interventions for pupils who struggle to attend due to social, emotional or mental health needs. Teaching Assistants and Pupil Coaches support attendance, re-engagement and mentoring.	Universal with targeted elements	Included with Existing Staffing Structure
Training for staff on supporting pupils with anxiety related to attendance; guidance and consultation from Educational Psychologist to develop staff understanding and response	Universal with targeted elements	£1,000–£2,000
StepLab instructional coaching and staff CPD (Barrier 3)	Universal	£11,000

Evidence shows that high-quality teaching is the most effective way to improve outcomes. A structured coaching model supports teachers to develop consistent, evidence-informed practice, with a focus on adaptive teaching, clarity and checking understanding. Increased coaching frequency and staff training ensure a more consistent classroom experience for all learners.		
Targeted literacy and numeracy intervention (Barrier 2) Evidence shows that gaps in reading, writing and maths limit access to the curriculum and are linked to disengagement and behaviour. Additional Teaching Assistant capacity is used to deliver targeted intervention for pupils with identified gaps in foundational knowledge. Provision is carefully planned, delivered and reviewed to ensure impact.	Targeted	In 2025–26, over 40 students accessed literacy intervention and over 20 accessed numeracy support, informing our continued prioritisation of these areas Within current staffing and supported by Intervention Co-ordinator
Intervention Coordinator to oversee provision and quality assurance (Barriers 2, 3, 4) Evidence shows that coordinated and well-targeted provision improves outcomes. The Intervention Coordinator ensures that support is effectively planned, monitored and reviewed, and that staff are supported to meet pupil needs. This strengthens consistency, accountability and impact across all provision.	Universal (strategic oversight)	£25,000
Development of CAIRB and flexible provision pathways (Barrier 4) Evidence shows increasing complexity of	Targeted with universal impact	£1,000–£2,000

need, particularly SEMH and communication needs. CAIRB provides targeted, short-term support for pupils who require additional structure, while maintaining links to mainstream learning. Reintegration pathways ensure pupils successfully return to mainstream. Expertise from CAIRB is shared across the school to strengthen inclusive practice.		
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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
Improved attendance, including a greater proportion of pupils attending in line with national expectations	Overall attendance improves from 10.0% absence to closer to or below 9% . Persistent absence reduces from 29.4% to below 25% , with identified pupils showing measurable improvement following targeted support. Increased proportion of pupils attend in line with national expectations, supported through earlier intervention and consistent application of the RISE process.
Improved quality, consistency and impact of interventions	100% of interventions are mapped, monitored and reviewed termly through provision mapping. At least 70–80% of pupils accessing interventions demonstrate measurable progress (academic, attendance or engagement). Staff demonstrate improved confidence in delivering interventions, evidenced through monitoring and coaching.
Improved academic outcomes through stronger foundational knowledge in literacy and numeracy	Increase in pupils achieving grade 5+ in English from 39% to 45–48% and mathematics from 32% to 38–42% . Increase in pupils achieving grade 4+ in English from 59% to 65–68% and mathematics from 60% to 65–70% . Intervention data shows accelerated reading age progress (minimum 9–12

	months) for targeted pupils and improved numeracy assessments.
Stronger integration and outreach of CAIRB to support both targeted pupils and mainstream practice	Increased number of pupils accessing CAIRB short-term support with successful reintegration rates of at least 75–85% - or with clear case by case evidence where this is not the case. Evidence of consistent outreach from CAIRB into mainstream (staff guidance, modelling, joint planning). Reduction in behaviour incidents and need for external alternative provision placements.
Earlier and more effective identification and support through strengthened intervention coordination	Identified pupils access appropriate support within one half-term of need being identified. Intervention Coordinator ensures 100% of provision is quality assured and aligned to need. Increased use of data to evaluate impact, with clear entry and exit criteria. Practice aligns with national expectations for early identification and inclusive provision as outlined in current SEND and inclusion guidance.