Inclusion Strategy – Greenbank High School

This statement details our school's approach to delivering 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).

Strategy overview

Detail	Date
Academic years that our current Inclusion Strategy covers	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement approved by Local Governing Body	December 2026

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Greenbank High School Inclusion Statement

At Greenbank High School, inclusion is at the heart of everything we do. Guided by our values of **Inspire, Care and Achieve**, we are committed to ensuring that every pupil is known, valued, respected and able to **belong, participate, achieve and thrive**. We recognise inclusion as everyone's responsibility and seek to remove barriers while maintaining high expectations, ambition and opportunity for all. This reflects the Trust-wide ambition that inclusion begins with the culture, curriculum, teaching, relationships and environment experienced by every pupil.

1. Ambitious leadership and governance embed inclusion

Inclusion is **embedded within leadership, governance and daily practice** and is a responsibility shared by all staff. It informs school improvement, curriculum, staffing, professional development, safeguarding and resource decisions. Leaders and governors maintain clear oversight of inclusion and evaluate its impact on pupils, ensuring it is never viewed solely as the responsibility of the SENDCo.

2. Evidence-informed support and early intervention

We aim to **know every child and identify barriers early**. Assessment, attainment, attendance, behaviour, safeguarding information and pupil and parent voice are used together to understand individual strengths and needs. Support is evidence-informed, has clearly defined intended

outcomes and is regularly reviewed to ensure that it is making a difference. We work closely with external agencies to ensure that specialist input is used to support pupils and families.

3. High-quality adaptive teaching and curriculum designed for all

Excellent adaptive teaching is our **first intervention**. Every pupil is entitled to an ambitious, broad and balanced curriculum. Teachers use responsive assessment, modelling, scaffolding, checking for understanding and appropriate reasonable adjustments to enable pupils to participate successfully while developing confidence and independence. Support staff and assistive technology are deployed thoughtfully to enhance learning. Teaching assistants are deployed effectively and work with teachers to enable the pupil or class can access the work.

4. Enrichment, aspiration and opportunity for every pupil

Inclusion extends beyond the classroom. **We work to ensure equitable access to educational visits, extracurricular activities, sport, culture, careers and leadership opportunities.** We actively identify and remove barriers relating to cost, transport, equipment, confidence or accessibility so that every pupil can broaden their experiences, aspirations and cultural capital. Through pupil voice, clubs are introduced to allow for a real sense of belonging. Attendance to extra-curricular, visits and trips are all monitored rigorously to ensure equity for all pupils.

5. Belonging, attendance, behaviour and safeguarding

We create a safe, respectful and nurturing environment in which pupils feel **known, valued, heard and connected**. Strong relationships, consistent expectations, pastoral support and reasonable adjustments promote wellbeing, attendance and positive engagement. Early intervention, effective reintegration and relational and restorative approaches support pupils experiencing additional barriers.

6. Strong partnerships with families and services

Parents and carers are partners in inclusion. We prioritise early, accessible communication and shared decision-making, including through **Assess, Plan, Do and Review**. We listen to pupil and family voice and work collaboratively with health, social care, local authority, voluntary and specialist services to provide coordinated support. We provide an accessible Padlet for families with signposting to agencies, workshops, local offer and support groups. Termly parents receive a newsletter specifically targeted at pupils with SEN and their families and half termly, Tea, Talk and SEND Support has allowed parents and carers a safe space to share, collaborate and take away strategies from experts at hand that we invite in.

7. Inclusive environments and accessibility

We continually review our physical, sensory, social and digital environments to remove barriers to participation. Accessible resources, appropriate assistive technology, safe and calm spaces, **thoughtful reasonable adjustments** and consideration of accessibility within curriculum and estates planning ensure that every pupil can participate fully and confidently in school life.

Together, these seven principles ensure that Greenbank translates the Trust's common entitlement into its own context, so that **difference is understood, barriers are removed and ambition for every young person remains uncompromising**

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Increasing number of SEMH pupils and ensuring there is an accessible learning environment that supports them to belong and achieve good attendance.
2	Increasing profile of children with low prior attainment to ensure they achieve their full potential
3	Increasing number of pupils with Cognition and Learning area of need
4	Parental engagement with identified families to support the learning of pupils
5	Young Carers progressing in line with expectations
6	Academic achievement of highly mobile pupils

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 *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
ELSA and 'Drawing and Talking' trained staff members.	Targeted (1, 3)	Sefton Training Programme
Applied Psychologies work- Educational Psychologist expertise.	Specialist (1, 2, 3, 4, 5)	SLA
Development of Relational Practice and engagement in Inclusive School Programme to increase belonging	Universal (1,2,3 and 5)	Leadership time
Young Carers: identification and overcoming barriers – resources for support group and development of programme	Targeted (5)	Young Carer staff champion and resources
Tiered Mental Health support	Universal and Targeted (1)	MHST Contract and 2 counsellors- SLA
Implementation of Greenbank Classroom strategies consistently to support QFT	Universal (1,2,3,5 and 6)	
EBSA 'ACER' Centre to support targeted severely absent children to attend and engage in school	Targeted (1)	Percentage of salary of a member of staff related to work in the centre

Two members of staff trained and delivering the Trust Adaptive Teacher Programme through Ambition Institute. Use of Inclusive Teaching Framework.	Universal (1,2,3,5 & 6)	£1550 for two members of staff to be trained.
Improving attendance of SEND and disadvantaged students. Supporting the capacity to intervene through the use of Attend package.	Universal	Attend - £2026
Summer School and enhanced transition	Universal and targeted	Resources and leadership time to support trgeting
Measuring Wellbeing and engagement to support belonging and attendance through two census for all pupils and staff in November and April. An annual family census.	Universal	TEP £1715 for the year supported by Trust
Development of YST Youth Ambassadors to support the voice of all pupil groups in school PE and Sport – high representation of vulnerable groups .	Targeted	Training funded by YST. Travel to events £1000
Monitoring and intervening participation and access to enrichment provision beyond the classroom for targeted groups	Universal and targeted	Absolute education package - £1120
Academic and pastoral coaching of pupils who enter mid-year who have been highly mobile.	Targeted (6)	Staff time and reosurces
Specialist Teacher, OSSME and SALT input.	Specialist (1, 2, 3)	Key to Life contract Autism Initiatives contract

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
All pupils receiving high-quality adaptive teaching with all teachers undertaking the Adaptive Teaching CPD	QA and reviews showing evidence of consistency of approach and impact on learning. SEND outcomes improve and in line with their FFT targets.
Attendance for vulnerable groups is above national average	SEND attendance is above national average and pupils feel a strong sense of belonging and engagement evidenced through pupil voice and TEP.
Young Carers are achieving in line or exceeding their FFT target grade.	Young Carers are flourishing in school and are able to access enrichment and achieve in line with their FFT targets.
SEND pupils involved in at least 10 hours enrichment	Absolute Education data shows pupils highly involved in enrichment, increasing motivation and personal and academic achievement especially pupils with an EHCP.
Highly mobile pupils are settled in school	Pupils feel settled and the conditions are in place to respond to adaptive teaching and make good progress according to their starting point.

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