2026-27 Inclusion Strategy

Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **26 November 2026**.

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).

This strategy has been informed by pupil voice activities, parental feedback, SEND annual reviews, governor discussions, attendance analysis, attainment data and consultation with relevant school leaders. Our approach is informed by the Education Endowment Foundation's guidance on inclusive teaching, combining high-quality universal provision with carefully targeted support where required.

Strategy overview

Academic year that this Inclusion Strategy covers	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr M J Evans (Headteacher)

Our inclusion priorities for 2026-27 are:

- Improve academic and social outcomes for pupils with communication and SEMH needs.
- Strengthen literacy and executive functioning support.
- Reduce SEND attendance gaps.
- Increase participation in enrichment.
- Improve access to assistive technology.
- Raise aspirations and preparation for adulthood.

Statement of intent

Our strategy is underpinned by the DfE's seven principles of inclusion. Through ambitious leadership, evidence-informed intervention, adaptive teaching, enrichment opportunities, strong relationships with families, inclusive environments and a culture of belonging, we seek to remove barriers to learning and participation for all pupils.

At Ermysted's Grammar School, we want every pupil to have the opportunity to thrive, both academically and personally. As a selective school, we are proud of our tradition of high achievement and scholarship, but we also recognise that our pupils arrive with different experiences, strengths and challenges. Inclusion is about ensuring that every young person feels known, valued and able to take a full part in school life. It is not something separate from our core purpose; it is central to who we are as a school community.

We have high expectations for all our pupils and are committed to helping every individual fulfil their potential. While many pupils quickly flourish in a grammar school environment, some may need additional support at different points in their school journey. This may be to help them access learning more effectively, develop confidence and independence, overcome personal challenges or engage more fully in the wider opportunities that school offers. Our responsibility is to understand those needs and respond thoughtfully and proactively to ensure pupils receive the support they need without losing sight of the aspirations we have for them.

Our aim is to create a school where all pupils feel that they belong and where barriers to success are reduced wherever possible. We want every pupil, including those with special educational needs and disabilities, those who are disadvantaged and those facing other challenges, to leave Ermysted's with strong qualifications, confidence in their own abilities and a clear sense of the opportunities available to them. We are equally committed to ensuring that pupils benefit from the rich experiences that lie beyond the classroom, whether through sport, music, leadership, service, educational visits or the many extracurricular activities that contribute so much to life at Ermysted's.

Our approach to inclusion begins with high-quality teaching and strong pastoral care. We believe that the best support is usually found in excellent classroom practice, where teachers know their pupils well, maintain ambitious expectations and adapt their teaching to help all learners succeed. Where additional support is needed, we use a graduated approach to identify barriers, implement appropriate provision and regularly review its impact. We work closely with families and, where necessary, external professionals, to ensure that support is tailored to the individual and helps pupils develop the confidence and skills needed to become increasingly independent.

We know that successful inclusion depends on strong relationships. Parents and carers know their children best, and their views play an important role in shaping the support we provide. We value open communication and work in partnership with pupils, families, governors and staff to ensure that our provision continues to reflect the needs of our community.

Above all, we want Ermysted's to be a school where every pupil feels that they are part of something, where their strengths are recognised, where they are encouraged to aim high, and where they are given the support to become the very best version of themselves.

Barriers to learning and participation

The following statements detail the key barriers to learning and participation that we have identified amongst our pupils. These barriers have been identified through analysis of our SEND profiles, attendance information, attainment data, reading assessments, pupil voice, parental feedback and referrals to external agencies.

1. Social communication, interaction and emotional regulation difficulties

A significant proportion of pupils with SEN at Ermysted's have Autism; Speech, Language and Communication Needs (SLCN); and/or Social, Emotional and Mental Health (SEMH) needs. These pupils may experience difficulties with social interaction, understanding verbal instructions, interpreting social cues, emotional regulation, managing anxiety, building relationships and participating confidently in classroom learning and wider school life. Historically, this has been the primary area of need for our pupils with SEN.

2. Literacy, language and cognition difficulties

Some of our pupils experience barriers relating to dyslexia, dyscalculia, dyspraxia, moderate learning difficulties and other specific learning difficulties. These can affect reading fluency, comprehension, vocabulary acquisition, written expression, mathematical reasoning, processing speed, working memory and the ability to access an academically demanding curriculum. Disadvantaged pupils may also enter school with lower levels of literacy and language development.

3. Executive functioning and organisational difficulties

A number of our pupils experience difficulties with planning, organisation, time management, independent study, task initiation, homework completion and self-regulation. These barriers are particularly evident among pupils with autism, ADHD, dyspraxia and specific learning difficulties, and may be compounded by disadvantage.

4. Sensory, physical and accessibility needs

A small number of our pupils have physical disabilities, hearing impairment, visual impairment, multi-sensory impairment or medical conditions that can affect their access to learning, movement around the school site, participation in practical activities and engagement with the wider curriculum. The school's unique estate also presents some accessibility challenges that require reasonable adjustments and targeted support.

5. Social, emotional and mental health needs

A significant number of pupils experience SEMH needs, including anxiety, low confidence, low self-esteem and difficulties with resilience. These factors can impact attendance, engagement, behaviour for learning, willingness to take academic risks and overall wellbeing. Disadvantaged pupils may be particularly vulnerable to these barriers. This is the fastest growing group of pupils with SEN at the school, and we are seeing an increase in pupils with multiple SEN including SEMH.

6. Socio-economic disadvantage and reduced cultural capital

Some pupils face financial barriers that can affect access to equipment, uniform, learning resources, educational visits, extracurricular activities and wider enrichment opportunities. These factors can limit the development of cultural capital, broadened experiences and engagement beyond the classroom. The number of disadvantaged pupils at the school as measured by FSM is still relatively low, but numbers are increasing year on year. Analysis of broader measures suggest the majority of our pupils (54%) live in the bottom 30% of households by income.

7. Attendance and punctuality

Attendance at Ermysted's is very good, with all groups currently above or well above local and national comparisons. However, the attendance of SEND and disadvantaged pupils is currently below that of the wider school cohort. Attendance is a complex issue with many inter-related factors, but some SEND and disadvantaged pupils may require additional support to achieve and maintain high attendance.

8. The demands of a highly academic curriculum

As a selective grammar school, pupils are expected to engage with a challenging and academically rigorous curriculum. SEND and disadvantaged pupils may require additional support to access high-level vocabulary, extended writing, independent study, revision strategies, examination preparation and high expectations for attainment and progress.

High prior attainment can sometimes mask underlying special educational needs, making effective monitoring, assessment and early identification particularly important in a selective school environment.

9. Digital inequality and access to learning beyond the classroom

Some disadvantaged pupils have limited access to ICT devices, reliable technology or appropriate study environments outside school. This can create barriers to homework completion, independent study, revision, remote learning and access to online resources that support learning and examination preparation; especially as Ermysted's moves towards ever increasing use of educational technology. Pupils with SEND may also require specialist assistive technology to access learning effectively.

10. Aspirations, future planning and preparedness for adulthood

Some disadvantaged and vulnerable pupils may have less access to information, networks and experiences that support ambitious educational and career aspirations. They may require additional guidance to understand progression routes, higher education opportunities, apprenticeships, employment pathways and the skills needed for successful transition into adult life.

Funding available in this academic year

For 2026-27, our **SEND funding** is as follows:

- Inclusive Mainstream Fund (IMF) £ 15,710
- Top up funding £ 8,342
- Notional SEND Funding £ 209,503

For 2026-27, our **Pupil Premium** funding is as follows:

- Economic disadvantage funding allocation this academic year £ 72,120
- Pupil premium funding carried forward from previous years £ 5,377

Inclusion activities in this academic year

The barriers to learning and participation identified above and summarised below will be tackled by universal approaches and targeted support as detailed in the table further below.

	Barrier to Learning and Participation Key
1	Social communication, interaction and emotional regulation
2	Literacy, language and cognition
3	Executive functioning and organisation
4	Sensory, physical and accessibility needs
5	Social, emotional and mental health needs
6	Disadvantage and cultural capital
7	Attendance and punctuality
8	The demands of a highly academic curriculum
9	Digital inequality and access to learning beyond the classroom
10	Aspirations, future planning and preparedness for adulthood

The table identifies the principal inclusion activities delivered through a combination of funding streams. It does not represent all expenditure associated with SEND, Pupil Premium or wider pastoral support. Many activities support both pupils with SEND and those facing disadvantage. Budget allocations therefore represent the school's total planned investment in inclusive practice from a combination of notional SEND funding, the Inclusive Mainstream Fund, Pupil Premium funding and wider school resources.

Strategic activity	Barrier(s) addressed	Universal / Targeted	Inclusion activity and budgeted cost	Total
Adaptive Teaching, Inclusion Leadership and Professional Development	1, 2, 3, 4, 5, 6, 8, 9, 10	Universal	• DHT SEND Leadership Allowance (£23,000) • HT SEND Leadership Allowance (£6,000) • SENDCo strategic leadership allocation (£17,000) • NCT for SEND planning (£8,400) • Staff SEND Training and NPQ SENDCo (£15,000) • Adaptive teaching CPD, metacognition Development and National College provision (£5,000; PP)	**£ 74,400**
Literacy and Reading Support Programme	2, 6, 8, 9	Universal & Targeted	• Literacy intervention programme (£8,034; IMF) • Reading assessments and screening (£1,350; IMF) • Library intervention and wider reading programme (£4,000; PP) • Literacy resources and curriculum materials (£6,616)	**£ 20,000**
Executive Function and Study Skills Support	3, 6, 8, 10	Universal & Targeted	• Study skills support (£4,000; PP) • Mentoring and coaching (£5,000) • Organisation and homework support (£4,000; PP) • Independent learning and executive function resources (£4,000; PP)	**£ 17,000**
Communication and Cognition Support	1, 2, 3, 4, 8	Targeted	• Teaching Assistant deployment for communication and learning needs (£25,000) • External Specialist SEND Services (£3,000) • SENDCo targeted casework allocation (£4,600)	**£ 32,600**

Strategic activity	Barrier(s) addressed	Universal / Targeted	Inclusion activity and budgeted cost	Total
Assistive Technology and Digital Accessibility	2, 4, 8, 9	Universal & Targeted	• Additional SEND IT support (£10,000) • SEND laptops and devices (£3,965; IMF) • Accessibility software and technology licences (£2,035) • Home-learning access and digital inclusion provision (£2,000; PP)	**£ 18,000**
Pastoral, Mentoring and SEMH Support	1, 5, 7, 10	Universal & Targeted	• Additional SEND counselling support (£3,600) • Additional SEND pastoral support (£5,000) • SEND Hub and mentoring provision (£6,900) • Resilience and wellbeing programmes (£5,000; PP)	**£ 20,500**
Attendance and Inclusion Monitoring	5, 7	Universal & Targeted	• Attendance support and home visits (£2,500) • Attendance officer intervention and family liaison (£2,500; PP) • Tracking, review and early intervention meetings (£2,500)	**£ 7,500**
Enrichment, Trips and Wider Participation Programme	5, 6, 7, 10	Universal & Targeted	• Educational visit subsidies (£3,000; PP) • Transport support (£2,000; PP) • Duke of Edinburgh participation support (£2,000; PP) • Music and extracurricular participation support (£3,000; PP)	**£ 10,000**
Family Engagement and Multi-Agency Working	1, 2, 3, 5, 7	Universal & Targeted	• SEND Administration Support (£5,000) • Educational Psychology liaison and professional meetings (£2,000) • Parent engagement, review meetings and external agency coordination (£4,000; PP)	**£ 11,000**
Preparation for Adulthood and Aspirations Programme	6, 8, 10	Universal & Targeted	• Additional SEND careers support (£1,300) • Transition programme (£4,000) • Unifrog licence and careers resources (£2,700; PP) • University visits and aspiration events (£2,000; PP)	**£ 10,000**
Safe and Accessible Learning Environment	1, 4, 5, 6	Universal	• SEND resources and materials (£15,000) • Safe Space provision and sensory resources (£2,361; IMF) • Accessibility improvements (£5,000) • Uniform, equipment and curriculum-resource support (£4,639; PP)	**£ 27,000**
			Total Inclusion Investment	**£ 248,000**

Key:

- (IMF) indicates activity funded through the **Inclusive Mainstream Fund**.
- (PP) indicates activity funded through the Pupil Premium Strategy.
- Unlabelled expenditure is funded through the school's notional SEND allocation and wider core-budget investment in inclusive practice.

Current position (2025-26)

The following data are from the validated official figures.

• Attendance % (ALL, FSM6, SEND)	94.2	89.4	86.4
• Persistent absence % (ALL, FSM6, SEND – two term)	9.0	29.2	15.9
• A8 (ALL, FSM6)	64.3	50.5	

The following data are collected internally.

• Extracurricular participation rate % (ALL, FSM6, SEND)	72	78	76

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 (evidence source)
1: Social communication, interaction and emotional regulation	• Improved classroom participation (QATL) (Staff voice) • Improved peer relationships. (Pupil voice) • Reduced anxiety. (Pupil voice) • Increased independence. (QATL) (Staff voice) • 80% of pupils receiving communication or social interaction support report improved confidence in classroom participation through intervention impact and annual pupil voice surveys. • 80% of pupils identified for targeted support achieve their individual SEND provision targets at annual review.
2: Literacy, language and cognition	• Improved reading age. (Reading scores) • Improved written communication. (QATL) (Staff voice) • Better curriculum access. (Pupil voice) • Improved attainment across subjects.(Progress data) • 80% of pupils identified for literacy intervention demonstrate improved literacy assessment outcomes.
3: Executive functioning and organisation	• Improved homework completion. (Staff voice) • Better preparation for learning. (QATL) • Stronger independent study skills. (QATL) • Improved attainment and CtL grades. (Progress data) • Homework completion improves for identified pupils by at least 15% and fewer negatives for incomplete homework. • 80% of pupils receiving executive-function support show improved CtL grades and fewer negatives for issues such as missing equipment and missed deadlines.
4: Sensory, physical and accessibility needs	• Improved access to learning. (Pupil voice) • Greater participation. (Extracurricular data) • Reduced disadvantage from disability. (Pupil voice) • 100% of pupils requiring accessibility adjustments have these reviewed at least annually. • Participation rates in educational visits and extracurricular activities for pupils with physical or sensory needs are broadly in line with whole-school participation.
5: Social, emotional and mental health needs	• Improved wellbeing. (Pupil voice) • Greater resilience. (Pupil voice) • Improved attendance. (Attendance data) • Reduced barriers caused by anxiety. (Pupil voice) • 80% of pupils accessing counselling or targeted wellbeing support report improved wellbeing at review.
6: Disadvantage and cultural capital	• Equal access to opportunities. (Pupil voice) • Increased cultural capital. (QATL) • Enhanced aspiration. (Destinations data) • Maintain extracurricular participation at or above current levels for SEND and FSM6 pupils (Extracurricular data). • 100% of eligible pupils are offered support for educational visits, equipment and enrichment activities.
7: Attendance and Punctuality	• Increase SEND attendance from 86.4% to at least 88.0%. • Increase FSM6 attendance from 89.4% to at least 91.0%. • Reduce SEND persistent absence from 15.9% to below 14.0%. • Reduce FSM6 persistent absence from 29.2% to below 25.0%. • Greater engagement with learning. (Pupil voice) (Staff voice)
8: The demands of a highly academic curriculum	• Improved attainment. (Progress data) • Evidence demonstrating impact of interventions. (HoF, SEND) • Higher examination outcomes. (Exams data) • SEND pupils maintain progress broadly in line with their starting points. • Intervention impact reviews are completed for 100% of pupils receiving targeted academic support.
9: Digital inequality and access to learning beyond the classroom	• Improved independent learning. (QATL) • Higher homework completion. (QATL) • Better examination preparation. (QATL)

Intended outcome	Success criteria (evidence source)
	• 100% of pupils identified as requiring assistive technology or loan devices have access to appropriate equipment. • Homework completion rates improve for pupils receiving digital support.
10: Aspirations, future planning and preparedness for adulthood	• Higher aspirations. (Destinations data) • Increased progression to HE, apprenticeships and skilled employment. (Destinations data) • Better-informed post-16 and post-18 choices. (Pupil voice) • 100% of SEND and DA pupils in Key Stage 4 receive two careers guidance interviews. • 100% of Year 11 SEND pupils have a confirmed post-16 destination. • No SEND pupil becomes NEET following Year 11.

Further information

Related school policies (all available on the school website):

- Attendance Policy
- Careers Policy
- Equality Scheme
- PP Statement
- SEND Information Report and SEND Policy