Inclusion Strategy September 2026

'Putting inclusion at the heart of mainstream'

This document sets out how we will ensure that Walthamstow Academy provides an Inclusive Education for all. We will review the commonly occurring and predictable needs of our students, and embed inclusive practice, thus ensuring inclusion by design. Key to this are high quality, adaptive teaching, consistency of experience, and a safe, calm and accessible learning environment.

The seven strands of the Walthamstow Academy Inclusion Strategy are:

1. **ambitious leadership that embeds inclusion in planning** – this includes a continuous consideration of learning and development needs, alongside data collection, to deliver high standards for all students. The data needs to tell us when the needs emerge and what the needs are. Expectations of students with SEN need to be as high as those without.
2. evidence-based support prioritising **early intervention**, so students with SEND can access effective targeted provision at the right time. This support will be put in place as soon as the needs emerge. It could be small group or 121 support, daily or weekly, during or outside the school day. Use of LSAs here is key.
3. **high-quality teaching with curriculum designed for all learners**, with teaching and support staff trained, supported and effectively deployed to address a diverse range of needs. Teachers will be supported and developed according to the needs of the students and the needs of the teachers (individuals or groups) themselves. The curriculum needs to meet the needs of all the students, including taking account of prior attainment and barriers to learning
4. **accessible and enriching provision beyond the classroom** which provides all children with opportunities to support their personal development, build their independence and prepare for adulthood. Activities to develop social skills, life-skills and independence are important, as well as those which enable students to develop talents and creativity. Subjects should plan for activities beyond their classrooms which inspire and engage students
5. **a safe and respectful culture fostering belonging and attendance** – including activities supporting attendance and behaviour, and upskilling staff. Staff need to follow the behaviour policy consistently so that the students experience a whole-school approach, and additional training will be given on addressing challenging behaviour, alongside how to form positive relationships. Systems and practices which address well-being will be in place through the pastoral programme (tutors, mentors, LSAs, safeguarding team, PSHE curriculum). Structured activities and quiet spaces at break and lunch will help students who need a safe space.
6. **strong partnerships with families and wider services** to support students, particularly through transitions (eg Y6/7 and mid-term entries) – including looking to other schools for good practice. We need more opportunities for parents of students with SEN to engage positively with the school. This can be informal sessions, open evenings, online sessions, sessions delivered by external agencies. Strengthen our guidance for parents eg how to support their child with homework, reading, online etc
7. **inclusive environments** with continued improvements to accessibility, creating more supportive learning experiences – look at how classrooms can better support learning, minimise distraction, and meet a range of sensory and regulatory needs. We need to research unique and new ways of engaging students eg through technology, display, lighting, removal of clutter.

Universal offer (quality first teaching)

This means high quality, adaptive teaching and whole-school practices. The idea is that needs can be met before targeted support is needed. Identification of barriers to learning is key, so that the class teacher can seek to address these in the first instance.
https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support

Everyone gets (universal offer):

1. Explicit instruction
2. Guided practice
3. Independent practice
4. Clear examples
5. Modelling and worked examples
6. Live marking and feedback – teacher circulation
7. Assessment for learning
8. Scaffolding
9. Positive relationships
10. Calm classroom environments
11. Praise and rewards
12. Dual coding
13. Clear expectations of work and behaviour
14. Established routines
15. Clear success criteria
16. Suitable challenge
17. Meaningful and accessible homework

In-class adaptations for some:

1. Additional explanations or modelling
2. Cues and prompts
3. Thinking time
4. Chunks of time
5. Seating plan / groupings
6. Support from LSA
7. Dictionary / ipad / text-book
8. Time out pass
9. Movement break
10. Be given a job to do
11. Larger font
12. Different colour paper
13. Rule reminders ahead of warning

Targeted support

Targeted support will be brought in when the universal offer is 'not enough'. This happens outside the classroom and for a fixed period.
The stronger the universal offer is, a greater number of students will benefit, then fewer targeted interventions are needed – meaning that this resource can be spread amongst fewer students.
Targeted support should be aligned with the curriculum so that learning is cohesive.