

# INCLUSION STRATEGY

## 2026–2029

*Prepared in response to the Schools White Paper ‘Every Child Achieving and Thriving’ (DfE, February 2026)*

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Carshalton Boys Sports College · June 2026 · Draft for consultation

Detail	Information
Status	Draft for consultation — Trustees, staff, families and students
Statutory basis	Schools White Paper ‘Every Child Achieving and Thriving’ (DfE, February 2026); publication required by 31 December 2026
Strategy leads	Simon Barber & Jenny Gaylor (Co-Principals); Emma Morris (Deputy Principal, Inclusion Lead); Paul Farr (Assistant Principal, SENCo)
Approval	Board of Trustees — Autumn Term 2026
Review cycle	Annual, alongside the Pupil Premium Strategy; full refresh 2029 on enactment of SEND legislation

## 1. Purpose and Statutory Context

### Starting position

- CBSC does not begin this work from a standing start. Much of what the White Paper asks of schools — a graduated approach, co-developed student plans, evidence-based universal provision, multi-agency coordination and a strategic SENCo — describes practice this school has been building for years, in one of the most challenging inclusion contexts in outer London.
- This strategy is therefore not a change programme. It is a statement of trajectory: consolidating what works, naming honestly what does not yet, and directing new resource where the evidence says it will have most effect.

### Why This Strategy Is Required

- This is CBSC’s first published Inclusion Strategy, prepared in response to the Schools White Paper ‘Every Child Achieving and Thriving’ (February 2026), which requires every school to publish an Inclusion Strategy by 31 December 2026.
- Like the Pupil Premium Strategy, it will sit on the school website, will be scrutinised by Ofsted, and is the public statement of what inclusion means at this school and how we intend to strengthen it.

### The Reform Landscape

- New National Inclusion Standards (expected 2027).
- Individual Support Plans (ISPs) for all students identified with SEND.
- A new five-area model of development need (SLCN, social & emotional, motor & physical, sensory, executive function).
- Explicit national layers of support: Targeted, Targeted Plus and Specialist.
- Statutory SEND CPD requirement for all staff.
- Inclusive Mainstream Fund (IMF) now in school budgets.
- ‘Experts at Hand’ service and inclusion bases in every secondary school.
- Stronger outward-facing role for schools in local area decision-making.
- Most structural change is legislated for from 2029. Strategic preparation begins now.

## 2. Our Vision for Inclusion

*Inclusion at CBSC means that every student — regardless of starting point, need, background or circumstance — belongs here, is taught well here, and leaves here with genuine choices about their future. It is not a department, a corridor or a register; it is the everyday business of every classroom.*

### Five Principles

- High expectations are non-negotiable — disadvantage and SEND explain context; they never lower ambition. Our sustained sig+ Progress 8 for low prior attainers is the proof point.
- Universal provision comes first — the strongest intervention available to any student is consistently excellent, adaptive teaching in every lesson. Additional support layers build on this foundation; they never substitute for it.
- Relationships drive inclusion — students in this community succeed when they are known well, by staff who understand their lives and by systems that share that knowledge intelligently.
- Families are partners, not recipients — plans are co-developed, voice is sought early, and trust is built before it is needed.
- Honesty about gaps — we evaluate ourselves candidly, publish what we find, and act on it. Where our data shows disproportionality, we name it and we fix it.

## 3. School Context

*CBSC is a large, non-selective 11–18 comprehensive of approximately 1,521 students in the London Borough of Sutton, serving St Helier ward and surrounding communities. Understanding this context is essential to reading everything that follows.*

### Deprivation

- 480 students in Years 7–11 (33% of the cohort) live in IDACI Decile 1–3 LSOAs — the most deprived 30% of areas nationally — spanning Sutton, Merton and Croydon.
- FSM6 stands at 31.4%, against a selective borough backdrop that concentrates need in non-selective schools.

### SEND Profile

- 229 students (15.0% of roll) carry a SEN designation: 197 at SEN Support and 32 with EHC plans, all reviewed 100% on time.
- SEMH is the dominant primary need (81 students), followed by MLD (76) and ASD (35).
- SEND concentration is highest in Years 7 and 8: students arrive with elevated need.

### Intersection of Need

- 103 of 229 SEN students also attract pupil premium — among the highest SEN–disadvantage overlaps in outer London.

### Safeguarding Complexity

- Active caseload of 57 students, including 13 on Child Protection plans, 15 LAC/adopted/SGO students across four local authorities, and 50 Children in Need — substantially above expectation for a school of this type.

### System Pressure

- Documented CAMHS waiting times and constrained local specialist capacity mean mainstream provision at CBSC routinely holds need that, elsewhere, would be met in specialist settings.
- This is precisely the context the White Paper’s reforms are designed for.

## 4. Where We Are Now — Current Practice

### Established Strengths

- Fully embedded graduated approach (assess–plan–do–review), evidenced through a bank of 50+ structured student case studies prepared by the Deputy Principal, with external Educational Psychologist validation confirming recommendations implemented with fidelity.
- Sustained, significantly positive Progress 8 for low prior attainers across three years (+0.16, +0.27, +0.33) — the single most powerful piece of inclusion evidence.
- Co-developed student profiles already operating as the forerunner of the Individual Support Plan, built with families and refreshed through review cycles.
- Multi-agency coordination through Cognus EP and SaLT services, CAMHS pathways, the Virtual School Head and MASH — with universal and targeted SaLT strategies embedded across teaching staff.
- Data infrastructure (Bromcom, FFT Aspire, ClassCharts, Sparx) that allows need, progress, attendance and behaviour to be triangulated at student, group and cohort level.
- Four-year embedded, monitored enrichment curriculum; published, EEF-aligned Pupil Premium Strategy 2025–28 and SEND Strategy 2025–28.

### Honest Areas for Development

- SEN suspension disproportionality — named as SDP Priority 1. Reduction is underway but the gap is not yet closed.
- SEN attendance gap has widened marginally (6.74pp → 6.91pp) — driven by non-SEN students improving faster. SEMH need and CAMHS waiting times are the primary explanatory factors. The 81 SEMH students are the group where impact evidence is most acutely needed.
- Middle prior attainers (sig-, -0.26): inclusion practice is strong for the most complex cases but not yet translating equally for the middle-attaining group.
- Earlier application of the graduated approach is needed for complex, multi-domain, persistent need profiles — the central lesson of the school’s most difficult recent cases.
- Enrichment access inequality by student group — flagged and audited; not yet resolved.
- SENCo capacity remains weighted towards casework and statutory administration rather than strategic leadership of inclusive teaching.

## 5. The Reform Landscape — What Changes, and What It Brings

Current practice at CBSC	How we expect this to change	Implications and opportunities
SEN Information Report; SEND Strategy 2025–28	Published Inclusion Strategy (this document), refreshed annually; National Inclusion Standards from 2027	Inclusion placed formally at the heart of school improvement; a public vehicle for articulating provision our SIR could never carry
Co-developed student profiles; 50+ structured case studies	Statutory Individual Support Plans for all 229 students on the register; digitised and standardised in time	Our profiles are the genesis of the ISP. Priority is paring back: four or five most impactful strategies per student, classroom-useful, never EHCP-like
Four broad areas of need (C&L, C&I, SEMH, sensory/physical)	Five areas of development: SLCN, social & emotional, motor & physical, sensory, executive function	A strengths-based reframe. Risk that mental health is seen as separate — our SEMH-dominant profile demands we hold co-occurrence and intersectional disadvantage together
Graduated approach (assess–plan–do–review)	Explicit national layers: Targeted, Targeted Plus, Specialist — drawn on flexibly from day one	Re-assessing the graduated approach as a whole-school driver of inclusion, with earlier escalation for complex multi-domain profiles
Presumption to mainstream; CBSC routinely holds high-complexity need	Presumption strengthened; LA placement lists; new Specialist-tier EHCP thresholds from 2029–30	Impact on admissions and intake profile; ISP provision and Experts at Hand access become essential continuity mechanisms for students below new thresholds
SENCo carrying heavy operational and statutory caseload	SENCo as strategic leader, building teacher capacity across universal and	Redistributing operational tasks (review scheduling, transition paperwork) to

CARSHALTON BOYS SPORTS COLLEGE		Inclusion Strategy 2026–2029
	targeted layers, brokering Experts at Hand	admin and pastoral staff; SEND knowledge distributed across all leaders
No discrete inclusion base; need met through pastoral and SEND infrastructure	Commitment to inclusion bases in every secondary school	IMF is insufficient to build a base from scratch — our investment sequence (Section 7) builds universal capacity first, with base design following national guidance

## 6. Strategic Priorities 2026–2029

*Six priorities structure this strategy. They are deliberately sequenced: the first carries the greatest weight, because the evidence — national and our own — is unambiguous that inclusion is won or lost in universal provision.*

### Priority 1 Strengthen Universal Provision — Every Teacher, Every Lesson

- Make adaptive, inclusive quality-first teaching the explicit core of the CPD offer, meeting the new statutory SEND training requirement through embedded practice development (Steplab-supported coaching), not bolt-on courses.
- Build whole-staff fluency in the five areas of development — with early emphasis on SLCN, social & emotional need and executive function, the profiles most prevalent in our intake.
- Target the middle prior attainer gap (–0.26 sig–) as the test of whether universal provision is genuinely improving — inclusion that works only for the most complex cases is not yet whole-school inclusion.
- Use co-working, not just training: specialist professionals working alongside class teachers in departments (see Section 7 — IMF investment plan).

### Priority 2 Transition Student Profiles into Classroom-Useful Individual Support Plans

- Audit all 229 current profiles in Autumn 2026 against a single anchor question: what are the four or five most impactful strategies for this student, at this time?
- Pare back ruthlessly. If repetition is genuinely the most significant strategy for a student with working memory difficulty, it is named on the plan — even where it already sits in ordinarily available provision.
- Co-develop every plan with the student and their family; pilot the revised format with Years 7 and 8 (highest SEND concentration) in Spring 2027.
- Prepare for digitisation: align the revised format to Bromcom now so national standardisation is a migration, not a rebuild.

### Priority 3 Close the SEMH Gap — Attendance, Suspension and Support

- Treat the 81 SEMH students as the named focus cohort for attendance, suspension reduction and enrichment access — reported termly to Trustees.
- Eliminate SEN suspension disproportionality (SDP Priority 1) through earlier graduated escalation, avoidance-driven behaviour CPD school-wide, and relational alternatives to exclusion.
- Use Targeted and Targeted Plus layers, as they come online, to formalise the support CBSC already improvises around CAMHS waiting lists — with Experts at Hand brokered specifically for SEMH and executive function.
- Hold mental health and SEND together in one inclusion model — resisting the structural risk in the new five-area framework that they drift apart.

Priority

**4** Liberate the SENCo to Lead Strategically

- Complete the redistribution already underway: termly review scheduling, transition paperwork and routine parent meeting administration move to admin and pastoral colleagues.
- Protect SENCo time for SEN progress review conversations with students and families — the knowledge that improves planning for every student with SEND.
- Distribute SEND leadership: every department and year team carries a named inclusion lead responsibility by September 2027.

Priority

**5** Deepen Family and Student Voice, and Strengthen Governance

- Build co-development into the ISP cycle from the outset, so that when ISP complaints processes sit with the Board of Trustees, trust has been banked long before it is tested.
- Communicate this strategy and its reasoning plainly to all families — not only those who already navigate the system confidently — building on the recognition that communication adequacy for less-advantaged families is a system-wide weakness.
- Review Trustee Inclusion Committee composition and consider additional SEND expertise on the Board ahead of the new complaints role.
- Embed student voice: the February 2026 Student Voice Survey (belonging, safety, pastoral support) becomes an annual instrument with SEND and PP sub-group reporting.

Priority

**6** Shape the Local Area — Don’t Just Receive It

- Continue the constructive-but-firm engagement with the London Borough of Sutton established through our OAP and Section F position papers — the area support plan is supposed to be co-created, and the window to shape it is now.
- Identify cluster partners early for pooled inclusion funding and shared governance, protecting CBSC’s interests as a non-selective school holding disproportionate need in a selective borough.
- Contribute our case study methodology and graduated approach evidence to the local community of practice — and learn from it in return.

**7. Inclusive Mainstream Fund — Investment Plan 2026/27**

*The IMF allocation for a secondary school of our size (c. £45,000–£55,000) is now in budget. It will not build an inclusion base from scratch, and we will not pretend otherwise. Consistent with Priority 1, it will be invested where the evidence says it compounds: universal provision and staff capacity, through co-working rather than conventional training.*

Investment	Rationale	Indicative allocation
SaLT co-working programme — therapist working alongside Year 7 teachers on developmental language disorder in the classroom and the curriculum response	SLCN is a new national development area; our intake arrives with elevated need; universal SaLT strategies already embedded provide a platform to deepen	<b>c. £14,000</b>
OT/EP co-working on curriculum development with departments — executive function and sensory-aware curriculum design, freeing teacher time to co-plan	Capacity-building that prepares staff to make effective use of Experts at Hand as the service comes online	<b>c. £12,000</b>

CARSHALTON BOYS SPORTS COLLEGE		Inclusion Strategy 2026–2029
ISP transition capacity — administrative and pastoral resource to support profile audit, co-development meetings with 229 families, and Bromcom alignment	Statutory duty for producing and maintaining ISPs; co-development is the trust-building investment that protects relationships when governance changes land	c. £10,000
SEMH targeted provision — strengthening regulation support and relational alternatives to suspension for the 81-student SEMH cohort		c. £10,000
Governance and voice development — SEND governance expertise, family communication materials, student voice instrumentation	Prepares the Board for the ISP complaints role; invests in the families least well served by current system communication	c. £4,000–£9,000

Allocations are indicative pending final IMF methodology confirmation and will be reconciled in the published annual review. Spend is deliberately weighted away from further up the chain of need and towards universal capacity, per DfE best-practice guidance.

## 8. Success Measures

Progress against this strategy will be RAG-rated and reported to the Trustee Inclusion Committee termly, and published in the annual strategy review.

Measure	Baseline (2025/26)	Target (by 2029)	RAG
LPA Progress 8 remains sig+	+0.33 (3-year improving trend)	Sustained sig+	GREEN
MPA Progress 8 gap closed	-0.26 (sig-)	Not sig-; ≥ 0.00	RED
SEN suspension disproportionality eliminated	SDP Priority 1; gap reducing	No significant gap	AMBER
SEN attendance gap narrowed	6.91pp	≤4.5pp	AMBER
ISPs in place, co-developed, classroom-useful	229 student profiles (pre-ISP format)	100% by statutory deadline	AMBER
EHC plan annual reviews on time	100%	100% maintained	GREEN
Statutory SEND CPD requirement met	CPD embedded; not yet mapped to new framework	100% mapped and evidenced	AMBER
Enrichment participation parity (SEND/PP vs all)	Inequality identified in audit	No participation gap	AMBER
Family confidence in SEND provision (annual survey)	Baseline survey Autumn 2026	≥85% positive	AMBER
SENCo time audit: strategic vs operational	Casework-weighted	Majority strategic	AMBER

## 9. Implementation, Governance and Review

### 9.1 Timeline

Phase	Key actions
Summer–Autumn 2026	Consultation with staff, families, students and Trustees; profile audit begins; IMF commitments made; strategy approved and published by 31 December 2026
2027	ISP pilot (Years 7–8) and roll-out; National Inclusion Standards published — strategy mapped and gapped against them; distributed inclusion leads in place; first annual review published
2028	Full ISP coverage; Targeted/Targeted Plus layers formalised as national guidance lands; Experts at Hand integrated; inclusion base planning against national specification
2029 onwards	Legislative enactment; new Specialist-tier EHCP thresholds at transition points — continuity provision assured for affected students; full strategy refresh

## 9.2 Governance

- The Trustee Inclusion Committee holds termly oversight of the success measures in Section 8, with challenge recorded in minutes.
- Accountability: Co-Principals accountable for the strategy; Deputy Principal (Inclusion Lead) leads implementation; SENCo leads the ISP transition and CPD programme; DSL assures the safeguarding interface.
- Ahead of the proposed Board of Trustees role in ISP complaints, the Board will review its SEND expertise and adopt an independent-minded scrutiny protocol — recognising the risk inherent in schools arbitrating decisions about their own provision, and the corresponding premium on co-development and early voice.

## 9.3 Review and Publication

- This strategy is published on the school website and reviewed annually alongside the Pupil Premium Strategy.
- Full refresh on enactment of SEND legislation (expected 2029).
- Each annual review will report IMF spend and impact, progress against every success measure, and what has changed as a result of family and student voice.

### Data sources and references

- Schools White Paper ‘Every Child Achieving and Thriving’ (DfE, February 2026)
- DfE Inclusive Mainstream Fund methodology and best-practice guidance (June 2026)
- CBSC Inclusion Context Report (March 2026)
- CBSC Inclusion Summary Analysis (April 2026)
- DfE IDSR (February 2026)
- CBSC internal safeguarding tracker; Pupil Premium Strategy 2025–28; SEND Strategy 2025–28 and SEN Information Report
- EP and SaLT assessment reports (Cognus, 2025–26)
- Ofsted State-Funded School Inspection Toolkit (November 2025, v1.1)
- ASCL commentary on Inclusion Strategy preparation (June 2026)

### Our Commitment

- Inclusion at CBSC is not a compliance exercise — it is the everyday business of every classroom, and the measure of whether we are doing our job.
- This strategy will be consulted on, published, reviewed annually and updated in response to what the evidence and our community tell us. Where it is wrong, we will say so and change it.
- Every student, regardless of starting point, need, background or circumstance, belongs here.

Simon Barber & Jenny Gaylor, Co-Principals · June 2026