



Inclusion Strategy

Swakeleys School for Girls

Date Approved: Autumn Term 2026

Date of Next Review: Autumn Term 2027

Inclusion strategy

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 year/years that our current inclusion strategy covers	2026-2027
Date this statement was published	02/10/26
Date on which it will be reviewed	Autumn term 2027
Statement authorised by	Kelda Stevenson, Headteacher Bandhana Jakhu, Chair of trustees

Statement of intent

- Our objectives for whole school inclusion are that everyone feels welcomed and well supported at Swakeleys, regardless of their background, ability and any barriers to learning and participation that they have. Our aim is to create equity for all of our students – supporting them to overcome barriers that they may face both in and out of school so that they can thrive at school and experience success. We recognise and celebrate at Swakeleys that success comes in many different forms.
- Our inclusion strategy addresses how we work to identify barriers to learning and how we overcome these barriers to support our students and their families where relevant.

Below we identify how the seven principles of inclusion are embedded at Swakeleys:

- **Ambitious leadership and governance that embeds inclusion:** Leaders at all levels share the vision and values of the school and work tirelessly to support students to achieve regardless of their starting point and barriers to learning
- **Evidence-based support prioritising early intervention:** As a school we use research evidence to support our work both in and outside of the classrooms e.g. teachmeets are always based on the best available research evidence. We also know what works and refer to research by the EEF.
- **High-quality adaptive teaching with curriculum designed for all learners:** Teachers and leaders carefully gather evidence about who has learned what during a lesson and then will respond so that students are keeping up with the learning and it is transferred to long term memory. Our curriculum is ambitious to all and we make reasonable adjustments to support all students to make exceptional progress.
- **Enriching provision beyond the classroom that all children can access:** We have a range of extra-curricular activities including over 100 trips and visits per academic year. All students are involved

in these trips and we ensure that we provide adequate staffing and risk assessments so that no student is left out. We regularly review participation to ensure groups of students are fully engaged.

- **A safe and respectful culture fostering belonging, attendance, and participation in learning:** This describes Swakeleys. We are absolutely committed to our vision and values and live by them every day at Swakeleys. Students tell us that they belong to our community. Our attendance is in the top 25% of schools according to FFT and we are constantly self-assessing to see what more we can do to improve the school for our students.
- **Strong partnerships with families and wider services:** We work in partnership with our families and ensure that we signpost them to services that they may benefit from whether that be our free breakfast club or food bank or support with housing or family help.
- **Inclusive environments with continuous improvements to accessibility:** We have an accessibility plan which is regularly reviewed and we are constantly self-evaluating to see what more we can do so that everyone is included.
- **How you have worked with families and the wider school community to develop your inclusion strategy:** We have worked closely with our families for many years and this inclusion strategy represents our school. We have strong relationships with our families and will continue to seek their feedback

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

- Classroom observation and engagement with teachers
- Internal assessments
- Engagement with families and pupils
- Discussions with external professionals
- Data on SEND in your school, including attendance, behaviour and attainment
- Local and national trends

	DETAIL OF BARRIER TO LEARNING
1	Students follow an ambitious curriculum. This needs to be adapted for students to access it effectively. Teachers need to be effectively checking for understanding to be responsive in their lessons to meet the needs of all students and ensure that they make excellent progress.
2	Staff need to know what barriers to learning students face and then use this information to support students effectively in lessons and around the school
3	Some students struggle with a full timetable of lessons and find the experience to be overwhelming. Some students need intensive work to support development of speech and language or because of a disability ie blindness. As part of reasonable adjustments we make use of room 116 for SEND students. Room 116 is used for a number of different functions including for ASD students to regulate, for small group teaching, for OT appointments etc.

4	Some students have emotionally based school avoidance and so as part of a package to support and reintegrate students to Swakeleys this year we have opened the Bridge where students can be based whilst they are supported successfully back into school.
5	Some students require extra time for their assessments to enable them to be successful. This needs to be considered by teaching staff and managed effectively so as not to disadvantage SEND students.
6	Staff need to be kept up to date in terms of understanding how to support students with their needs and in the classroom. Outreach from Meadow High School will support staff to better understand the SEND needs in their classroom.
7	One of our highest areas of SEND needs is ASD and this year we are utilising support from the centre for autism for ASD students on a 1:1 basis. This should support these students to manage and regulate in school and therefore participate fully in school life and experience success both in and outside of their lessons.
8	Engagement with families is ongoing and we have a number of ways that we work with families including during our transition processes from Year 6 to 7 and then with the we listen day in the Autumn term. We have a home school liaison colleague who works with students who struggle to access school for whatever reason and this colleague supports families and students on an individual basis. We offer coffee mornings, parental engagement evenings, various opportunities to come into school to celebrate children's success such as Year 10 graduation. We have an annual survey to all parents and we continue to explore ways of working closely with our SEND families to support them.
9	Engagement with students is ongoing and we are very responsive to student views. Students can feed in their views through being a senator or on a school council subcommittee. They can feed in their views through student voice sessions that happen regularly throughout the school year. There is a whole school student survey that takes place annually.
10	We work closely with external professionals to support all students at Swakeleys and particularly those who face barriers to learning. We utilise an educational psychologist, occupational therapist, blind specialists etc. At times we can struggle to be heard by Hillingdon SEND department and this can be a barrier.
11	Attendance for students with EHCPs at Swakeleys is well above the attendance of students nationally. Attendance for SEND K students is broadly in line. The IDSR is very positive in terms of behaviour statistics involving all students and SEND students. We closely track SEND students' attainment and meet students on a 1:1 basis via progress meetings/TAPs meetings so we can understand the student's views and support them as leaders to overcome any barriers that exist through intervention work.
12	Locally Hillingdon is doing its' best to overcome a huge deficit. To this end Hillingdon have dramatically reduced the amount of high needs funding going into schools. This has had a significant impact on Swakeleys and we supplement the shortfall from our own school budget. Contextually we understand that girls with ASD take longer to be diagnosed and the wait time following being accepted for a diagnosis is two years. We support students who families feel have ASD using ordinarily available provision and targeted provision.

Activity in this academic year

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

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER	TOTAL BUDGETED COST
Teachmeets will be research-evidence based and will focus on adaptive teaching. Outreach from Meadow High School will support staff to better understand and meet the needs of students in the classroom.	Ensuring lessons are accessible for all students	Both universal and targeted	Existing staffing cost
Pen portraits have been created for key students in the school – SEND students, students with other vulnerabilities, EAL students etc	Ensuring all staff know barriers that students face	Both universal and targeted	Existing staffing cost
Ensuring that inclusion bases 116 and the Bridge are utilised effectively to support students to remain in/return to schools successfully	Ensuring appropriate spaces are available for students to regulate/reintegrate	Both universal and targeted	£15K
Teaching staff to use extra time for internal assessments so students know how to make use of this	Students don't always know how to make use of extra time	Targeted	£3K
1:1 sessions from CAAS will support our ASD students to regulate in school	ASD students need to have strategies to manage in a mainstream setting	Targeted	Cost covered by Hillingdon LA
YLCs to target harder to reach families for parents evenings	SEND parents may need additional information to support them to attend PEV	Targeted	Existing staffing cost
Student voice sessions to always involve SEND students so we capture their voice	Students are selected randomly for student voice. We can adapt this	Targeted	Existing staffing cost
Relationships should be strengthened between Swakeleys and Hillingdon LA	This is essential to improve	Targeted	£6K

SEND team. The headteacher will work on this as part of her role as chair of Hillingdon Secondary Forum 2026-28	communication and thus provision for our families		
Students awaiting diagnosis require support as if they have a diagnosis	Use of all of our colleagues, systems and processes to support students	Targeted	£10K

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

INTENDED OUTCOME	MEASURABLE SUCCESS CRITERIA	TARGET DATE
SEND students have a positive progress score once progress 8 can be measured again in Summer 2027	Using validated exam data	Autumn 2027
SEND/Vulnerable students attendance is above SEND student attendance nationally	Using FFT/other validated attendance data	July 2027
There is an increase in the % of SEND parents attending parents evenings	% of SEND parents attending parents evenings to be tracked and evaluated	July 2027
We have a clearer understanding of the views of our SEND students about their experience of school	This can come through qualitative student voice sessions and quantitative student edurio surveys	July 2027
We have a clearer understanding of the roles and responsibilities of colleagues at Hillingdon LA in terms of how they support SEND.	We can work more closely with Hillingdon SEND department leading to positive outcomes for our SEND students. The right students will choose Swakeleys – we will have an increase of SEND students at Swakeleys moving closer to national averages	July 2027

Review of the previous academic year

This will be completed in Autumn term 2027

Further information

If you have any comments on this inclusion strategy please send them to office@swakeleys.org.uk and we are happy to consider them.

Sources

- This template is based on the DfE's [inclusion strategy template](#).