Inclusion Strategy – Parkside Studio College

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Stewart Duguid, Chair of Academy Board

Statement of Intent

At Parkside Studio College, inclusion is at the heart of our commitment to ensuring that every student feels valued, respected and able to succeed. We celebrate the diversity of our college community and recognise that students bring different strengths, interests and learning needs. Through a personalised curriculum combining academic and vocational learning with practical work experience, we provide opportunities for students to develop their talents, build confidence and work towards meaningful goals. Our high expectations are supported by a safe and welcoming environment in which every student has a voice and a sense of belonging.

We encourage students to respect different backgrounds, cultures and beliefs, develop positive relationships and take an active role in college life. By promoting independence, personal responsibility and an understanding of others, we aim to prepare every young person for further education, employment and to be positive contribution to their community.

Our latest Ofsted report recognises inclusion as a strength of the college:

“Pupils are very happy in this small school. Pupils arrive in the school at a variety of different starting points and from a wide range of other settings, including from overseas. Leaders and teachers work hard to meet these pupils’ very different needs. They make sure that pupils feel welcome, cared for and are safe.

Teachers know their pupils very well, including the needs of pupils with special educational needs and/or disabilities (SEND). Pupils at the early stages of learning to speak English as an additional language receive tailored support to boost their spoken and written English.”

We have developed this strategy in partnership with families, staff, governors, and the wider college community. Through regular parent contact, student voice, and multi-agency working, we ensure that our approach reflects the needs and aspirations of the Parkside Studio College Community.

The seven principles of inclusion underpin our approach:

1. Ambitious leadership and governance that embeds inclusion - inclusion is a strategic priority, reflected in our College Development Plan, governance structures, and daily practice.

2. Evidence-based support prioritising early intervention, we identify needs early and provide timely, targeted support using approaches grounded in evidence. This is through qualitative and quantative data.

3. High-quality teaching with a curriculum designed for all learners, adaptive teaching and a carefully sequenced curriculum ensure all students can access ambitious learning.
4. Accessible and enriching provision beyond the classroom, all students can participate in wider College experiences, trips, and enrichment activities and opportunities.

5. A safe and respectful culture fostering belonging and attendance, structured approaches and high expectations create an environment where students feel they belong.

6. Strong partnerships with families and wider services - we work collaboratively with parents, carers and guardians, agencies, and the community to support every child.

7. Inclusive environments with continuous improvements to accessibility – we continually adapt our environment to meet diverse needs.

Barriers to learning and participation

	Barrier to Learning
1	**Literacy and reading skills** – Some students' access to, and achievement across, the curriculum is affected by low literacy levels. Some students arrive at the College having not been in a formal education setting for the duration of their primary age learning and/or secondary age learning. This also impacts those students with SEND who have not received a prior formal diagnosis and/or assessment.
2	**Attendance** – Some students arrive to the College as mid year admissions having moved from a school where they did not attend at all, or who were severely absent. There is a high percentage of students in the College who were classed as EBSNA (emotionally based school non attendance), including students who have never attended school before.
3	**SEND and vulnerable pupil progress** – Students with SEND and disadvantaged students' progress requires sustained monitoring and targeted intervention to close attainment gaps. Students with SEND who arrive with no prior education setting require additional support while their assessments are being progressed. For some students arriving in Years 10 and 11, this can mean EHCP applications and formal diagnoses take longer to process than the student is on roll for.

	Barrier to Learning
4	**Vulnerable pupils, including those with anxiety and wellbeing concerns** – We recognise the increasing prevalence of mental health challenges among young people, including anxiety, depression, and social-emotional difficulties. Our students can face contextual challenges such as socio-economic disadvantage, housing insecurity, exposure to trauma, and social pressures. These factors significantly impact students' ability to engage with learning and need to be addressed through a trauma-informed, relational approach.

Activity in this academic year

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Literacy and reading programme – Literacy and reading programme – Maintain ten minutes of directed, supported reading twice weekly in tutor time. Embed a Word of the Week across all subjects, supported by word banks and sentence starters. Increase use of the existing Reading for Pleasure suite through scheduled tutor-group visits, regular borrowing and student-led book recommendations, with students helping to choose current titles. Deliver weekly subject spelling assessments, providing word banks in advance, and recognise effort, improvement and achievement through the College's weekly rewards and recognition system. Use reading assessments to identify students, including new arrivals, for a six-week paired-reading group. Evidence will include baseline and follow-up reading assessments, weekly spelling results, work samples, borrowing records and student feedback. **Addresses barriers 1 and 3.**	Universal and Targeted	Proposed within existing core staffing and resources. Cost allocation to be confirmed.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
High-quality adaptive teaching CPD – Deliver focused professional development through Lesson Design Clinics, Book Marking Clinics and Adaptive Teaching and Inclusion sessions. These develop approaches to lesson planning, checking understanding, providing effective feedback and adapting teaching to meet individual learning needs. Teachers apply agreed strategies in their classrooms and review how these support students' access to learning and progress. Evidence includes lesson planning, work samples, learning walks, student feedback and CPD evaluations recorded on NCPD. Findings inform further support and improvements to classroom practice. Addresses barriers 1, 3 and 4.	Universal	Proposed within existing core staffing and resources. Cost allocation to be confirmed.
SEND provision enhancement – Continue to Update one-page student profiles to identify strengths, barriers and practical classroom strategies, informed by student and parent views. Provide support according to identified needs. Use learning from Adaptive Teaching and Inclusion CPD to review and refine classroom adaptations. Set clear intervention targets and regularly review progress to ensure support remains appropriate. Evidence includes updated student profiles, progress against intervention targets, work samples and student and parent feedback. Findings inform adjustments to teaching and targeted support. Addresses barriers 1, 3 and 4.	Targeted	Proposed within existing core staffing and resources. Cost allocation to be confirmed.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Attendance strategy – Review absence and lateness weekly to identify concerns early. Allocate a named adult to students needing support and agree a short attendance plan with the student and family. Offer a predictable morning welcome and check-in for anxious students. Recognise individual improvements through positive calls home and tutor feedback. Review individual attendance, punctuality and agreed actions every fortnight. Addresses barriers 2 and 4.	Universal and targeted	Proposed within existing core staffing and resources. Cost allocation to be confirmed.
Inclusive environment improvements – Complete an accessibility walk with students and act on easy changes to signage, seating and access to a supervised quiet space. Use Parkside's Educational Visit Training to review barriers to trip participation. Reinforce support for medical needs through the allocated asthma, anaphylaxis and allergy training with the School Nurse Team. SENCO and pastoral team: review participation, student feedback and agreed adjustments each half term; confirm staff training records and follow-up actions. Addresses barriers 2, 3 and 4.	Targeted	Proposed within existing core staffing and resources. Cost allocation to be confirmed.
Family and community partnerships – Give families of students receiving targeted support a named contact and arrange a brief early phone call to agree priorities. Offer flexible phone or meeting times and accessible information, including translation where needed. Share one practical home-learning suggestion at a time and signpost relevant community support. Addresses barriers 1, 2, 3 and 4.	Universal and targeted	Proposed within existing core staffing and resources. Cost allocation to be confirmed.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Wellbeing, mental health and anxiety support – Wellbeing, mental health and anxiety support – Provide weekly check-ins with a trusted adult for identified students and a simple plan for seeking help. Use learning from Behaviour, Safeguarding and Culture CPD, including Safeguarding Drills, to reinforce consistent responses and clear reporting routes. Continue referrals to HMHST, Rowensbrook and mentoring according to need and service availability. Evidence includes student feedback, engagement, attendance and reviews of individual support plans. Record CPD evaluations and agreed follow-up actions on NCPD. Findings inform adjustments to pastoral support and further referrals where appropriate. Addresses barriers 2 and 4.	Universal and targeted	Proposed within existing core staffing and resources. Cost allocation to be confirmed.

Intended outcomes

Intended outcome	Success criteria
Literacy and reading improve	Reading data shows measurable progress across all year groups. Students demonstrate improved vocabulary, oracy, and writing skills across the curriculum. Gap between current reading levels and expected standards narrows significantly.
Attendance improves to 94% or above	Overall attendance reaches at least 93%, above local and national averages. Persistent absence reduces to below 22%. Attendance of SEND and vulnerable students shows sustained improvement.
SEND and vulnerable pupil progress closes gaps	SEND students' progress data shows sustained improvement. Staff have precise information on students' needs and adapt learning effectively. Context sheet and lesson plans demonstrate impact. Gaps between SEND/disadvantaged students and peers narrow.
All students access enrichment and wider opportunities	Participation data shows all student groups accessing trips, clubs, and wider activities. Student voice indicates high levels of belonging and engagement. SEND, disadvantaged, and overseas students are proportionally represented in leadership and enrichment activities.
Wellbeing and mental health is managed and interventions have impact	Students report improved wellbeing and reduced anxiety in student voice surveys. Referrals to pastoral support, MHST and Rowensbrook show appropriate identification of need. Students know how to access support and feel confident doing so. Staff are confident in supporting pupils with mental health needs. Attendance and engagement of students with wellbeing concerns improves. Reduction in emotional based school non attenders.