



PAGET HIGH SCHOOL

RESILIENCE, INTEGRITY, COMMUNITY

This statement details our school's approach to delivering inclusive practice for all pupils, including those with SEND and disadvantaged backgrounds, funded by the Inclusive Mainstream Fund (IMF) (£31,000).

1. Strategy Overview

Detail	Data / Information
Academic year covered	2026 to 2027
Date published	12 December 2026
Date of review	July 2027
Statement authorised by	Lewis Fenn Griffin (Headteacher) and Patricia Ackroyd (Governor Lead)
Inclusion & PP Lead	Claire Sutton (Deputy Headteacher)

2. Statement of Intent

At Paget High School, guided by our core values of **community**, **integrity**, and **resilience**, our central ambition is to raise the ambition, self-esteem, and resourcefulness of all our pupils—especially those who are disadvantaged or have additional needs—so they achieve excellent outcomes, build strong relationships, and make successful transitions to the next stage of their lives. Inclusion is not an isolated initiative; it is embedded in how our entire school operates, starting with high-quality adaptive classroom teaching and extending through our pastoral care and enrichment offer.

- **Community:** Our commitment to community drives our focus on ensuring that every single pupil group feels a genuine sense of belonging, safety, and connectedness within school life.
- **Integrity:** Through integrity, we hold consistently high expectations for all learners while maintaining transparent, collaborative partnerships with families and governors to hold ourselves accountable for every child's progress.



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- **Resilience:** By fostering resilience, we empower pupils to overcome barriers to learning, build self-efficacy, and navigate key academic and personal transitions with confidence.

This year, fostering a deep sense of belonging for every vulnerable pupil group is an explicit, whole-school priority. Evidence highlights that a pupil who feels known, valued, and safe is far more likely to engage positively in learning and maintain strong attendance.

To ensure our strategy delivers genuine impact:

- We are implementing a termly, whole-school pupil voice and belonging survey, disaggregated by student groups (SEND, Pupil Premium/Disadvantaged, EAL, SEMH).
- We will hold weekly Inclusion Panel meetings, which are attended by SLT, Heads of Year, SEND, Safeguarding and Attendance teams.
- Belonging survey data and the Inclusion Panel meetings act as early warning systems, allowing us to intervene before disengagement or absence becomes entrenched.
- The inclusion panel group will meet termly to analyse survey findings, behaviour data and provision map data which will directly inform governor oversight, pastoral caseloads, pupil briefings and CPD focus areas for all staff.

Leadership of this strategy sits with the Deputy Headteacher (Inclusion & PP) and is scrutinised termly by our Governing Board.

3. Barriers to Learning and Participation

No.	Detail of Barrier to Learning and Participation
1	Belonging & Engagement Gaps: Termly pupil voice indicates that vulnerable groups (including SEND, Disadvantaged, and EAL pupils) report a lower sense of belonging than their peers, which acts as a leading indicator for attendance dips.
2	Attendance & SEMH/EBSA: Persistent absence remains higher among pupils with SEND and social, emotional, and mental health (SEMH) needs, often driven by emotionally based school avoidance (EBSA).



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3	Literacy & Numeracy on Entry: A significant proportion of pupils enter Key Stage 3 with literacy and numeracy levels below chronological age, limiting their ability to access the full curriculum and impacting self-efficacy.
4	Cultural Capital & Financial Barriers: Financial constraints restrict access to essential equipment, uniform, trips, and broader cultural capital experiences, leading to reduced motivation and lower self-esteem compared to peers.
5	Late Identification & Neurodivergence: Identification of SEMH needs and neurodivergence often occurs after behaviour incidents have taken place, contributing to avoidable suspensions and disengagement.

4. Activity in This Academic Year

Intervention	Category	Description of Activity & Barriers Addressed
Student Voice & Belonging Framework	Universal approach – whole school	Implementation of termly disaggregated belonging surveys and a pupil Inclusion Panel to evaluate pupil experience and shape ongoing provision. (<i>Addresses Barrier 1</i>)
Quality First Teaching & Adaptive CPD	Universal approach – whole school	Whole-staff professional development using WalkThrus strategies focused on high-quality adaptive teaching, feedback, and scaffolding for vulnerable learners. (<i>Addresses Barriers 1 & 3</i>)
Inclusive Enrichment & Cultural Capital	Universal approach	Lunchtime clubs, subsidized educational visits, and career encounters (Gatsby Benchmarks 5 & 7) to ensure 100%



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	– whole school	access without financial barriers. <i>(Addresses Barrier 4)</i>
Think for the Future	Targeted Support	Structured, evidence-based small group interventions delivered by specialist practitioners to build resilience, self-efficacy, and active engagement in learning. <i>(Addresses Barriers 1 & 3)</i>
Youth for Christ Mentoring	Targeted Support	Holistic 1-to-1 mentoring equipping young people to reach their full potential, develop self-esteem, and contribute positively to their school and local community. <i>(Addresses Barriers 1 & 4)</i>
School Counsellor	Targeted / Specialist	Dedicated 1 day/week therapeutic counselling provision to support pupils with acute SEMH needs, anxiety, and emotionally based school avoidance (EBSA). <i>(Addresses Barrier 2)</i>
Autism Inclusion Team	Universal & Targeted	Additional specialist hours to upskill staff in adaptive strategies, perform environmental sensory reviews, and provide tailored support for neurodivergent pupils. <i>(Addresses Barriers 3 & 5)</i>
Extra Careers Interviews	Targeted Support	Expanded 1-to-1 impartial careers guidance and encounter sessions (Gatsby Benchmarks 5 & 7) prioritizing vulnerable and disadvantaged pupils to raise ambition. <i>(Addresses Barrier 4)</i>

Intended Outcomes & Success Criteria

Intended Outcome	Success Criteria
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1. Improved Engagement in Learning & Self-Efficacy <i>(Think for the Future)</i>	<ul style="list-style-type: none">* Participating pupils demonstrate measurable improvements in learning behaviours, evidenced by a increase in positive Paget Points and a 20% reduction in disruptive behaviour logs/suspensions compared to 2025–26.* Baseline and end-of-programme evaluations show increased self-efficacy and active participation in mainstream lessons.
2. Strengthened Sense of Belonging & Community Leadership <i>(Youth for Christ Mentoring)</i>	<ul style="list-style-type: none">* Mapped 1-to-1 mentoring leads to a narrowed belonging gap on termly disaggregated pupil voice surveys for participating vulnerable pupils.* Mentored pupils demonstrate positive community contribution through active involvement in extracurricular activities, student leadership, or peer buddy schemes.
3. Reduced Emotionally Based School Avoidance & SEMH Barriers <i>(School Counsellor Provision)</i>	<ul style="list-style-type: none">* 100% of pupils accessing counselling have individual therapeutic support plans integrated with pastoral reintegration strategies.* Persistent absence among pupils with identified SEMH needs reduces towards the whole-school average, with measurable improvements in emotional regulation.
4. Early Neurodivergence Identification & Adaptive Classroom Practice <i>(Autism Inclusion Team Hours)</i>	<ul style="list-style-type: none">* Earlier screening and support pathways established, reducing late-stage SEMH identification after behavioural incidents occur.* Classroom sensory reviews and staff training lead to improved engagement and decreased sensory overload incidents for autistic and neurodivergent pupils.



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**5. Raised Post-16
Ambition &
Successful Pathways**

*(Expanded Careers
Guidance)*

* 100% of targeted Key Stage 4 Pupil Premium and SEND pupils complete high-quality 1-to-1 careers interviews.

* Disadvantaged progression to Level 3 courses, apprenticeships, or Higher Education matches non-disadvantaged peers, maintaining a 0% NEET rate.