



NEWLANDS GIRLS' SCHOOL
COURAGE COMMITMENT COMPASSION

Newlands Girls' School

Inclusion Strategy

June 2026

‘Making Inclusion Matter’

Vision

At Newlands, we deliver a dynamic and ambitious single-sex education designed for today’s young women. Our curriculum and enrichment opportunities build character through strong relationships, high aspirations and mutual respect. Our students are driven, and active contributors to every aspect of school life. We nurture a mindset that there are no limits to what they can achieve. Their Newlands experience equips them with the confidence, resilience and skills to thrive beyond school.

This vision is underpinned by our **core values**: The 3Cs

Courage – Be bold, take risks and try new things to strive for greatness

Commitment – put 100% effort in, every day, to everything we do

Compassion – Be kind and treat others how we want to be treated

These values are woven into every aspect of school life and are embodied by our staff and students on a daily basis.

This strategy has been based on evidence-based research including the findings of the EEF - Special Educational Needs in Mainstream Schools: Evidence Review March 2020.

The WHY

Why do we need an Inclusion Strategy?

Inclusion has been defined by OFSTED as “the provision and support for all learners, particularly those who are disadvantaged, have SEND, or are known to children’s social care, ensuring they can access high-quality education and achieve strong outcomes”.

In addition, we believe as a school that Inclusion involves educating pupils with disabilities or those in need of additional support in mainstream classrooms, while ensuring their social and academic needs are met. More broadly, it recognises the needs of **all learners** and our aim is to create supportive school community where every pupil feels **valued, supported, and able to belong and succeed**.

Our ambition is for every student to achieve, belong and thrive at Newlands. Our Inclusion Strategy is designed to accurately and efficiently identify the barriers to these students' learning and intervene to improve their learning experience and achievement.

The groups of students that the inclusion strategy focuses on are:

- Special Educational Needs
- SEND – EHCP (E)
- SEND – Support (K)
- Socioeconomically disadvantaged students (Pupil Premium)
- Students known or previously known to social care
- Looked after children (LAC)
- Previously Looked after children (PLAC)
- Child Protection (CP)
- Children in need (CIN)
- Students who face other barriers to learning, for example:
- Young carers
- Low attendees
- Anxiety
- EAL students

The How

In developing the Inclusion Strategy, we have identified a number of core **HOWs**:

How 1: Inclusion First

Historically, the inclusion agenda was seen to be the sole responsibility of the SENDCo. However, the focus has shifted and both our leaders and our teaching staff must approach their individual responsibilities with a focus on mainstream schools becoming “inclusive by design”. This builds on our existing strategy of ‘a change for one for the good of all’.

Everyone is accountable and has a part to play in inclusion, using evidence-based practice and continuing professional development we put inclusion at the heart of the school and at the forefront of leadership decisions. For example, the SLT member responsible for Personal Development will analyse the enrichment data with a focus on disadvantaged students first, our Heads of Year will focus on disadvantaged students' parents attending Parents' Evenings first, and Heads of Department will plan their curriculums and lessons with disadvantaged students at the forefront. Teachers ensure that they know their students well, and in the classroom meet their needs through our **Ordinarily Available Provision**, through adaption but most importantly, consistent delivery of our **Newlands Teaching Essentials**.

How 2: Early Identification

Removing barriers to learning as early as possible is key to all students' achievement. Teachers' knowledge of their students' barriers and how to adapt their learning is fundamental. Nationally, students with SEND, those eligible for Pupil Premium or Free School Meals, and open (or previously open) to social care, as well as other groups such as young carers are disproportionately affected.



To enable swift action, we have created a dynamic system of identifying the barriers to students' progress. Often, students have multiple barriers that can affect their learning, so we have categorised them as barrier 1, 2, or 3+. This is mapped across the variety of student needs so that we can quickly identify those who might be most at risk. This identification is the responsibility of the Deputy Headteacher and Data Manager. Some pupils with barriers may be thriving and their needs are met through the implementation of our Ordinary Available Provision (OAP) but the **identification is key**, to assess if additional provision is required.

How: Academic performance is identified using SATS, CATS, NGRT Reading Tests and the Maths baseline assessment test. Identification of need is tracked via progress reports after each data drop, SISRA and teacher feedback. Other barriers to success are identified through attendance data, transition work, external agency feedback and staff referral. Following identification, students will be discussed at regular Provision Review Panel meetings and planned for accordingly. We also ensure that the work begins early during transition, led by our very experienced Link to Year (who is also DSL) and the SENDCo; we dress barriers before they arise.

An individual ILP (Individual Learning Profile) is created for all relevant students and this is shared with their teachers, enabling them to plan adaptations, interventions and targeted support quickly and appropriately. For many students, the needs will be met through consistent implementation of the Newlands Teaching Essentials/Department Teaching Essentials and High-Quality Teaching.

'...a focus on effective teaching should be the starting point of lesson planning for pupils with SEND, not individual needs or labels – since effective teaching strategies and approaches appear to work universally to support children's learning.' (EEF Report 2020)

How 3: Individual Learning Profiles

Once the ILP's are created, they are not static documents. The profiles are updated throughout the year. The "Assess, Plan, Do, Review" process takes place within the Provision Review Panel to analyse the impact against achievement and progress benchmarks, and review the plan accordingly to adjust.

These are then shared and communicated with all key stakeholders. An example of this would be literacy intervention, a significant barrier nationally for many disadvantaged students.

If reading was identified as a barrier to learning through the New Group Reading Test (NGRT) and a student's reading age was significantly below their chronological age, a Fresh Start intervention would be introduced. Reading levels would then be reviewed and reassessed and intervention updated accordingly and reshared twice a year. If a student was struggling with attendance or with a particular subject, then a referral to our Raising Achievement Mentor might be made and reviewed at the next panel.

How 4: Provision Review Panel

To review the progress of all students, especially students who are disadvantaged, strategic Provision Review Panel meetings are scheduled in the School Calendar fortnightly. They are attended by a key group of leaders, which may include SENDCo, Pupil Premium lead, Designated Safeguarding Lead (if relevant) and Attendance Lead. HOYs always attend the data drop follow up meeting as they have a holistic perspective.

Using the school data systems, (SISRA, FFT, NGRT, etc.) these meetings assess progress, review attendance, examine barriers and support strategies, and judge the impact of implementation practices. These meetings may be structured by year group, by need, by key group or whole school. Once the actions are decided in the meeting, the window for completing these is short meaning an ILP can be implemented quickly.

How 5: Teaching and learning



Newlands Girls' School has a non-negotiable set of essentials (Newlands Teaching Essentials) which is intended to be accessible for every student. In addition, our Ordinarily Available Provision is a guide to inclusive practice.

Planning for inclusion is key for all our students to be successful; therefore, we have dedicated regular Tuesday CDP (which is compulsory for all teaching staff) to develop all aspects of improving teaching across the school. As part of this CPD offer, there are structured collaborative sessions for teachers to work on pedagogy. This is enhanced by anticipating the needs of students prior to the lessons through and incorporating opportunities to assess their understanding and respond accordingly in the classroom. ILPs support this process.

These principles, which represent a shift from individualism to inclusion, offer a coherent, classroom-based suite of strategies to improve educational experiences and outcomes for all students, especially those with SEND.

We are also building on our coaching programme with the introduction of StepLab to quality assure, coach, train and develop effective practice for all teachers in 2026 and beyond.

How 6: Attendance

We are aware that disadvantaged groups are disproportionately affected nationally by poor attendance. The Newlands Girls' School Attendance Strategy follows the inclusive first process of ensuring the most vulnerable students in our school are at the forefront of our focus, support and communication.

Please see the NGS Attendance Strategy for more information. As well as attendance in school being a primary focus, our Inclusion Strategy also focuses on daily attendance at school, school events, Parents' Evenings, and any other parental engagement opportunities.

How 7: Enrichment



All students achieving excellent academic outcomes is very important, but the curriculum and extended curriculum at Newlands has been designed to develop all the skills, knowledge and experiences to enrich students and equip them for the next stage of their education. We run extensive enrichment programme that offer a broad range of activities, trips, visits and an enrichment week in the summer term. Our House system is an integral part of our students experiencing a sense of belonging, and House events take place in the day so all can take part.



Using Arbor to capture, record and analyse students' engagement in extracurricular activities, we have a sharp focus specifically on disadvantaged students. Through regular student surveys and student voice activities, we capture “what students want”, and look at removing specific barriers for vulnerable groups, with the aim to offer bespoke or targeted activities to increase opportunities and engagement for all.

How 8: Destinations



Nationally, students from disadvantaged backgrounds are at a higher risk of becoming children who are Not in Education, Employment or Training (NEET) post 16. All students at Newlands follow a rigorous careers, advice and guidance curriculum that meets all the Gatsby Benchmarks, including employer encounters, work experience and personal guidance. For our vulnerable students, we offer an inclusive enhanced careers provision, and tracking that follows the “inclusive first” policy. For example, all students in Year 11 receive a 1-2-1 careers interview, for disadvantaged students, this

takes place in Year 10, giving students more time, information and support to find an appropriate and ambitious destination for their future. In addition, students with SEND needs or who are at risk of being NEET are taken on college visits and applications are made for them in school, to ensure that their future aspirations are met.

The What



In relation to this strategy our **What's** are:

What 1: All staff to have the highest ambitions for **ALL** students' achievement

What 2: All to develop the culture and environment where **ALL** students belong and feel valued

What 3: All staff to create opportunities for **ALL** students to thrive, in and beyond the curriculum

Making Inclusion Matter