

Madeley Academy



Inclusion Statement

Updated by:	Kate Barnes
Date:	September 2026
Review Date:	September 2028

Vision, Values and Inclusive Intent

Our Vision

At Madeley Academy, inclusion is central to our mission to be focused on success. We are committed to ensuring that every student, regardless of background, need or starting point, has **equitable access to high-quality education and meaningful opportunities to thrive**.

We recognise that students achieve their full potential only when **barriers to learning, participation and wellbeing are actively identified and removed**. Our role is not simply to provide access, but to ensure that every learner is enabled to succeed, participate fully and develop confidence, independence and aspiration.

Inclusion is embedded across all aspects of academy life, ensuring that:

- All learners can **access an ambitious, well-sequenced curriculum**
- All learners are supported to **engage, participate and achieve**
- All learners experience a strong sense of **belonging and success**

Understanding Inclusion

At Madeley Academy, inclusion means:

- Removing barriers to **learning, attendance, behaviour and wellbeing**
- Ensuring **full accessibility** to the curriculum and wider Academy life
- Providing **targeted support without limiting ambition**
- Ensure interventions are in place to keep up, not catch up, and work to ensure all students receive the same educational offer as their peers
- Creating the conditions for **all students to thrive, not just cope**

We pay particular attention to students who may face additional barriers, including:

- Disadvantaged students
- Students with SEND
- Students in Care and Previously Looked After Children
- Students with low prior attainment
- Students experiencing social, emotional or mental health challenges
- Students with English as an additional language
- Other vulnerable or underrepresented groups

We are committed to ensuring these learners achieve strong outcomes and fully participate in Academy life. This is underpinned by a **deep understanding** of our students, our context and the barriers they may face.

Core Values

Our inclusive ethos is underpinned by:

- **Ambition for all** – every student can succeed and be ‘focused on success’
- **Equity and accessibility** – provision is adapted to remove barriers
- **Belonging and participation** – all students feel safe and included
- **Respect and diversity** – difference is valued and celebrated
- **Opportunity to thrive** – all students are supported to achieve their full potential

We are clear that **true inclusion is demonstrated through outcomes, experiences and opportunities**, not just intent.

Policy Framework

This statement is supported by key academy policies, including:

- SEND Policy & Accessibility Plan
- Safeguarding Policy
- Behaviour and Anti-Bullying Policies
- Pupil Premium Statement
- Curriculum Statement
- Positive Mental Health & Wellbeing
- Attendance Policy
- Equality of Opportunity & Diversity Policy

Together, these ensure a **joined-up approach to removing barriers and promoting accessibility across all areas of provision.**

Inclusive Practice, Accessibility and Opportunity

Identifying and Removing Barriers

A central priority at Madeley Academy is the **systematic identification and removal of barriers to learning and participation.**

We:

- Regularly analyse attainment, attendance and behaviour data at cohort, group and individual level
- Identify emerging needs early and respond promptly
- Implement targeted, evidence-informed interventions
- Monitor outcomes for key groups to ensure equity
- Work in partnership with families and external agencies

Barriers may include gaps in literacy and numeracy, social and emotional needs, attendance challenges, language barriers or wider contextual factors.

Our approach ensures that barriers are **not simply recognised, but actively addressed**, enabling all students to keep up and access learning and wider opportunities.

Inclusive Curriculum and Accessibility

Inclusion at Madeley Academy is delivered primarily through high-quality, inclusive classroom teaching. All teachers are responsible for the progress of all learners.

Our curriculum is:

- **Ambitious for all** students
- **Carefully sequenced** to build knowledge and skills over time
- Designed to **build foundational knowledge**
- Includes examples of how to **adapt** for varying needs, based on underpinning research

We define and implement a clear model of ordinarily available provision, ensuring that all students benefit from inclusive classroom practice as a baseline entitlement which are detailed in our schemes of learning.

This is achieved through:

- Adaptive teaching that responds to learners' needs without lowering expectations
- Clear modelling, scaffolding and guided practice
- Effective use of assessment and feedback to inform teaching and learning

- Consistent classroom routines that support engagement and independence

Additional support to support with this curriculum is used, where necessary, and there are passports available for:

- Communication Passports on Provision Map for SEND students
- PP Focus Passports for those students falling behind academically
- EAL passports to support those students where English is an additional language
- Low Foundational Skills (Literacy and Numeracy) Passports

Adaptations for lessons are carefully monitored for impact and reviewed. Support for students with SEND follows a graduated approach (assess, plan, do, review) to ensure provision is responsive and effective.

Inline with the DfE's guidance on Inclusion Bases, we offer a range of intervention programmes for our vulnerable groups as per 'Inclusion Bases In Schools Guidance June 2026'

Inclusion bases are provisions within mainstream settings for children and young people with additional needs. Typically, they support children and young people with special educational needs and disabilities (SEND), or requiring support for behavioural or pastoral reasons, including those at risk of exclusion or low attendance

These intervention routes include:

1. Inclusion Base- for those students who need keep up work in foundational skills or support with core curriculum. This base is run by our Inclusion Manager who is trained in SEND support and foundational skill intervention programmes, with interventions also completed by our Inclusion Teaching Assistant. In line with the DfE guidance, our intention is for the base to enable students to spend most of their learning time in mainstream classes and, where possible, interventions are done in programmes and evaluated before students return to mainstream for all lessons. The Base is overseen by the Deputy Headteacher for Inclusion.
2. In School Learning Centre- for those students requiring support for behaviour and pastoral reasons. The centre is overseen by a qualified teacher and Deputy Headteacher for Behaviour.
3. Nurture- a self-regulation zone for those students needing support. Acts as a triage for further support such as mental health support. Nurture is overseen by Assistant Headteacher and DSL.

All these interventions are monitored and evaluated through thorough impact measures from student voice to reporting data. Students key figures such as attendance, ISLC placements, reporting data are tracked and monitored by an Inclusion Manager.

Opportunity to Thrive Beyond the Classroom

We believe inclusion extends beyond academic success. All students are entitled to access a rich and varied wider curriculum.

We ensure that students:

- Participate in enrichment, trips and extracurricular activities
- Develop confidence and independence by engaging in wider Academy life
- Experience success beyond the classroom

We actively remove barriers to participation by:

- Providing targeted support for disadvantaged students
- Ensuring access to trips, clubs and experiences
- Adapting provision to meet individual needs

This ensures that every student can **fully participate in and benefit from the wider curriculum.**

Behaviour, Attendance and Belonging

Our approach to behaviour and attendance is rooted in inclusion and high expectations.

We:

- Identify underlying barriers to behaviour
- Proactively support and reinforce behavioural expectations
- Implement strategies to improve attendance for vulnerable groups
- Promote positive relationships and a strong sense of belonging and safety

We recognise that **barriers to attendance and behaviour are often barriers to learning**, and we respond with **supportive, inclusive strategies such as:**

- Reactive personal development curriculum
- Dedicated full time attendance team to build relationships and break down barriers to learning
- Strong pastoral provision with Year Heads on the Senior Leadership Team and meeting daily
- Behaviour Managers who work with vulnerable students to help remove barriers.

Suspension and exclusion are used appropriately, as are off site directions. Our priority is to **understand need, maintain engagement and support students** to remain successfully in education.

Safeguarding and Wellbeing

Safeguarding is fundamental to our inclusive practice at Madeley Academy.

We ensure that:

- Vulnerable students are identified early
- Support is provided to remove barriers to safety and wellbeing
- We work closely with external agencies
- Students feel safe, supported and able to learn

A strong safeguarding culture ensures that all students are able to **engage fully and thrive within a safe environment**.

Leadership, Accountability and Impact

Leadership of Inclusion

Leaders at Madeley Academy ensure that inclusion is:

- Central to all decision-making
- Embedded across all policies and practices
- Focused on removing barriers and improving accessibility
- Driven by a commitment to enabling all students to thrive

We invest in ongoing professional development to ensure all staff have the knowledge and skills to deliver **inclusive practice effectively**. Leaders evaluate inclusion through a range of evidence, including:

- Performance data for different groups
- Impact trackers for each intervention programme
- Student voice
- Observations of practice
- Participation data and quality assurance outcomes

Inclusion is therefore both **strategic and measurable**.

INCLUSION STATEMENT

Accountability and Impact

Inclusion is evaluated through a range of evidence, including:

- Progress and attainment of different groups
- Attendance and behaviour data
- Participation in wider opportunities
- Student voice and lived experience

We ensure that:

- Gaps are identified and addressed
- Interventions are evaluated for impact
- All students are making progress and accessing opportunities

Leaders monitor gaps between groups and their peers, with a clear expectation that these diminish over time. All provision is evaluated for impact to ensure it leads to **sustained improvement**.

High Expectations and Equity

We maintain a clear commitment that:

- All students are entitled to a high-quality education
- Expectations remain ambitious for every learner
- Support is used to enable access, not reduce challenge

We focus on **removing barriers so that all students can meet ambitious expectations**.

Partnership with Families and Community

We work in partnership with parents, carers and external agencies to promote cohesion and develop a sense of belonging to:

- Support student progress and wellbeing
- Provide Family Help and intervention
- Ensure consistency between home and school

This collaborative approach strengthens our ability to ensure that all students can **access education and thrive**.

Conclusion

At Madeley Academy, inclusion is defined by the difference it makes. We are committed to:

- Identifying and addressing barriers to learning and participation
- Delivering high-quality, inclusive teaching for all students
- Ensuring equitable access to the curriculum and wider opportunities
- Securing strong outcomes and positive experiences for every learner

Our aim is to create an Academy where **every student is not only included, but empowered to thrive and be focused on success**.