

Inclusion Strategy – The Gem Federation

Strategy overview

Detail	Information
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	September 2027
Statement authorised by	Executive Headteacher, Headteachers and Governing Body
Schools covered	Bessemer, Goodrich and Keyworth Primary Schools

Statement of intent

At the Gem Federation Schools, we believe that every child has the right to participate, belong and succeed. Inclusion is a shared responsibility across our federation and is embedded in our teaching, curriculum, behaviour, attendance and wider school life.

Our ambition is that children with additional needs and SEND receive high-quality, inclusive education in their everyday classrooms, with appropriate adaptations and specialist support where required. We aim to remove barriers to learning and participation while maintaining high expectations, developing independence and ensuring that every child is able to make meaningful progress from their individual starting point.

Our strategy is based on the principle that excellent High-Quality Teaching is the foundation of inclusion. We use targeted and specialist provision to supplement, rather than replace, strong classroom practice. Where pupils have more complex needs, we provide additional specialist pathways, including our Specialist Inclusion Hubs at Bessemer and Keyworth. Pupils at Goodrich who require this level of specialist provision can also access the Bessemer Hub where appropriate.

We follow a graduated approach of **Assess, Plan, Do, Review**, informed by Southwark's Ordinarily Available Provision guidance. Our approach reflects the seven principles of inclusion by ensuring that children are welcomed and valued; barriers are identified and removed; pupils have equitable access to learning and wider school life; reasonable adjustments are made where necessary; pupil voice is valued; high expectations are maintained and provision is regularly reviewed for impact.

We recognise that the SEND profile across our schools has become increasingly complex, particularly in relation to Autism, ADHD, Speech, Language and Communication Needs, sensory needs and emotional regulation. Communication and Interaction is now the largest primary area of need. In

response, we have increased our specialist Speech and Language Therapy provision, including increased therapist time through private providers, strengthening our capacity to identify and respond to communication needs and reducing reliance on NHS waiting times.

Families and pupils are essential partners in this work. We will continue to listen to children and parents/carers, involve them in planning and reviewing provision, and work closely with specialist services and the wider school community.

Our commitment is simple: Every child. Every classroom. Every day.

Barriers to learning and participation

The following barriers have been identified through assessment, SEND data, staff observations, pupil and family feedback, attendance information and consultation with external professionals.

No.	Detail of barrier to learning
1	Increasing complexity of SEND , particularly Autism, ADHD, Speech, Language and Communication Needs (SLCN), sensory needs and emotional regulation difficulties. A growing number of pupils require highly personalised and specialist approaches in addition to strong universal classroom provision.
2	Communication and Interaction is now the largest primary area of SEND across our schools. Increasing numbers of pupils require support with speech, language, communication and social interaction, requiring consistently strong communication-supportive classroom practice and access to specialist expertise.
3	Increasing numbers of pupils requiring EHCP provision and specialist support , particularly at Keyworth, where EHCP numbers have increased from 11 in 2022 to 21 in 2026. In response to increasing complexity, Specialist Inclusion Hubs have been established at Keyworth and Bessemer. Pupils from Goodrich who require this level of provision can access the Bessemer Hub where appropriate.
4	Attendance remains a significant barrier for vulnerable pupils in all three schools , particularly pupils receiving SEN Support. Anxiety, communication difficulties, emotional regulation and other additional needs can contribute to difficulties with consistent attendance and engagement.
5	Increasing demand for specialist support alongside limited external service capacity and lengthy assessment waiting times . This has increased the need to strengthen the federation's own specialist capacity, including increased Speech and Language Therapy provision, alongside continued partnership with other specialist services.
6	Ensuring that SEND Passports translate into consistent classroom practice . As pupil needs become more complex, staff require clear and practical guidance about reasonable adjustments, communication strategies, regulation approaches and personalised learning pathways.

Activity in this academic year

The following activities represent our key areas of planned investment in the inclusive core offer. They have been developed directly in response to the seven barriers to learning and participation identified across the federation. Funding will be drawn from the core school budget, notional SEN budget and, where applicable, the Inclusive Mainstream Fund (IMF).

Barrier	Description of activity	Activity type	Total budgeted cost
1. Increasing complexity of SEND	Develop and embed the Specialist Inclusion Hubs at Bessemer and Keyworth for pupils with the most complex levels of need. The Hubs provide highly personalised, structured and specialist provision, including adapted curriculum pathways, communication support, sensory and emotional regulation strategies, individualised learning and specialist staffing. Where appropriate, pupils from Goodrich can access specialist provision through the Bessemer Hub. The Hubs will work closely with mainstream classes and the Inclusion Team to ensure that pupils remain connected to the wider school community and experience inclusion wherever appropriate.	Targeted/Specialist	Bessemer: £108,575.90 Goodrich: N/A Keyworth: £233,081.79

2. Communication and Interaction as the largest area of need	Increase and strengthen Speech, Language and Communication provision across the federation. We have increased therapist time and moved from reliance on NHS Speech and Language Therapy provision to a strengthened partnership with private providers, increasing access to specialist assessment, advice, intervention and staff coaching. This will continue to be complemented by classroom approaches including Pre-Teaching, Colourful Semantics, visual supports, Communicate in Print and appropriate assistive technology.	Universal/Targeted/Specialist	Bessemer: £36,750.00 Goodrich: £10,300.00 Keyworth: £27,562.00
3. Increasing numbers requiring EHCP and specialist provision	Strengthen personalised provision, assessment and progress monitoring for pupils with EHCPs and pupils accessing the Specialist Inclusion Hubs. Progression Grids will be embedded to measure small-step progress from individual starting points. EHCP outcomes, provision and SEND Passports will be reviewed regularly to ensure that support is purposeful, responsive and focused on progress, independence and	Targeted/Specialist	

	participation. Staffing and resources will be deployed equitably according to need across the federation.		Bessemer: £2,229.00 Goodrich: £1,819.00 Keyworth: £4,179.00
4. Attendance as a barrier for vulnerable pupils	Improve attendance and engagement for pupils with SEND , particularly pupils receiving SEN Support. This will include early identification of barriers, personalised attendance plans, support around anxiety and emotional regulation, regular communication with families, pastoral support and partnership working with external agencies. Attendance will be monitored closely to ensure that additional needs do not become a barrier to accessing education.	Targeted	Bessemer: £0.00 Goodrich: £0.00 Keyworth: £0.00
5. Increasing demand for specialist support and limited external capacity	Increase internal specialist capacity and strengthen external partnerships so that pupils receive timely, evidence-informed support. This includes increased Speech and Language Therapy provision, alongside continued access to Educational Psychology, Occupational Therapy, Autism Outreach, CENMAC, Cherry Garden, Groundworks and other specialist services. The development of the Specialist Inclusion Hubs	Universal/Targeted/Specialist	

	provides an enhanced internal response for pupils with the most complex needs.		Bessemer: See above (2.) Goodrich: See above (2.) Keyworth: See above (2.)
6. Ensuring individual provision translates into classroom practice	Review and embed SEND Passports and individual provision plans so that pupil strengths, needs, reasonable adjustments and successful strategies are clear, practical and consistently reflected in everyday teaching. The Inclusion Team will use planning meetings, coaching, classroom observations, pupil voice and family feedback to monitor the consistency and impact of provision.	Universal/Targeted	Bessemer: N/A Goodrich: N/A Keyworth: N/A
7. Maintaining staff confidence and expertise	Continue a sustained programme of professional development, coaching and supervision informed by the changing SEND profile. Priorities will include adaptive teaching, Autism, ADHD, SLCN, neurodiversity, emotional regulation, trauma-informed practice, behaviour as communication, sensory needs, and supporting independence. Staff will benefit from direct coaching and modelling from Speech and Language Therapy,	Universal/Targeted	

	Educational Psychology (EP), Occupational Therapy, Autism Outreach and other specialist professionals, alongside Video Interactive Guidance Intervention with the EP where appropriate.		Bessemer: N/A Goodrich: N/A Keyworth: N/A
--	---	--	--

Total planned Inclusion/SEND-Income/Expenditure:

	Bessemer	Goodrich	Keyworth
Core school budget / notional SEN budget:	£109,510.00	£40,859.00	£203,833.00
Inclusive Mainstream Fund (IMF):	£19,695.00	£22,049.00	£15,273.00
Inclusive Early Years Fund (IEYF):	£4,286.22	£2,248.89	£2,794.79
EHCP Top Up Funding:	£0.00	£0.00	£14,000.00
	£133,491.22	£65,156.89	£235,900.79
Specialist Inclusion Hub provision:	£108,575.90	N/A	£233,081.79
SEND staff and additional adult support:	£0.00	£73,766.22	£0.00
SEND resources and equipment:	£2,229.00	£1,819.00	£4,179.00
Speech and Language Therapy provision:	£36,750.00	£10,300.00	£27,562.00
Staff training and professional development:	£500.00	£500.00	£500.00
Total planned Inclusion Strategy expenditure:	£148,054.90	£86,385.22	£265,322.79

Intended outcomes

No.	Intended outcome	Success criteria
1	Strengthen provision for pupils with increasingly complex SEND, including through the Specialist Inclusion Hubs at Bessemer and Keyworth and access to specialist provision for pupils from Goodrich where appropriate.	Pupils with complex needs receive provision that is appropriately matched to their individual needs. Hub provision is effectively implemented, regularly reviewed and supports progress, independence, communication, regulation and participation. Pupils are able to access the wider life of the school wherever appropriate.
2	Strengthen communication and interaction provision across the federation, recognising that Communication and Interaction is now the largest area of SEND.	Earlier identification of SLCN is evident through assessment, screening and observation. Increased Speech and Language Therapy provision through our private providers supports timely assessment, intervention and staff coaching. Staff consistently use communication-supportive strategies, including visual supports, widgets, Colourful Semantics, and other appropriate approaches.
3	Improve personalised provision and progress for pupils with EHCPs and pupils requiring specialist support.	The majority of pupils with SEND make expected or better progress from their individual starting points. Progression Grids are consistently used within the Hubs to identify and assess small-step progress and inform teaching and EHCP outcomes. Individual provision is regularly reviewed and adapted where necessary.
4	Improve attendance and engagement for pupils with SEND at Keyworth, particularly pupils receiving SEN Support.	SEND attendance improves from the 2025–26 baseline, with a reduction in persistent absence. Attendance barriers are identified early and personalised support plans, family engagement and external partnerships demonstrate a positive impact on attendance and engagement.
5	Strengthen the federation's capacity to respond to increasing demand for specialist support.	Staff have timely access to specialist advice, consultation and coaching. Partnerships with Speech and Language Therapy, Educational Psychology, Occupational Therapy, Autism Outreach, CENMAC, Cherry Garden and other relevant services are used effectively. Increased internal expertise and specialist provision reduce delays in implementing appropriate support.

6	Ensure SEND Passports are consistently translated into effective classroom practice.	SEND Passports are reviewed regularly with pupils, families and staff. Classroom monitoring demonstrates that agreed strategies, reasonable adjustments and communication and regulation approaches are consistently implemented. Pupils experience greater consistency in the support they receive across adults and settings.
7	Strengthen staff confidence, expertise and consistency in inclusive practice.	Staff demonstrate increased confidence in supporting pupils with Autism, ADHD, SLCN, sensory needs, emotional regulation difficulties and other complex needs. Professional development, coaching, supervision and Video Interactive Guidance contribute to improvements in adaptive teaching and inclusive classroom practice.

Review of the previous academic year

The 2025–26 review demonstrates that the federation has continued to improve outcomes for pupils with SEND despite increasing complexity of need.

Across all three schools the SEND profile has changed significantly. Communication and Interaction is now the largest primary area of need, replacing Cognition and Learning as the predominant category. There has also been an increase in pupils presenting with Autism, ADHD, Speech, Language and Communication Needs and emotional regulation difficulties. At Keyworth, the number of pupils with EHCPs increased from 11 in 2022 to 21 in 2026, reflecting increasing complexity of need.

SEND progress remains a significant strength.

At Keyworth, the percentage of pupils making expected or better progress in 2025–26 was 84% in Reading, 85% in Writing and 87% in Mathematics.

At Bessemer, progress has improved considerably since 2022, increasing from 61% to 84% in Reading, 63% to 78% in Writing and 59% to 80% in Mathematics.

At Goodrich the percentage of pupils making expected or better progress in 2025-26 was 77.6% in Reading, 72.9% in Writing and 75.7% in Mathematics.

These outcomes indicate that the development of Quality First Teaching, targeted support, specialist advice and improved assessment approaches is having a positive impact. At Keyworth, the use of highly personalised learning pathways means that progress is appropriately measured against individual starting points and EHCP outcomes rather than solely against age-related expectations.

The federation has also strengthened staff expertise considerably. Professional development has included Autism, Speech and Language, neurodiversity, trauma-informed practice, Precision Teaching, Zones of Regulation, TEACCH, Colourful Semantics, AAC and assistive technology, dyslexia, sensory regulation and behaviour as communication. Increasingly, training has focused on practical implementation within classrooms.

Behaviour outcomes have remained positive. There have been no SEND suspensions across Bessemer and Keyworth and one suspension in Goodrich during the reporting period. Staff increasingly understand behaviour as communication and are making appropriate reasonable adjustments while maintaining high expectations.

Attendance remains an area for further development. Bessemer's SEND attendance has remained above borough averages. At Keyworth, attendance for pupils with SEND remains a strategic priority. In 2025–26, attendance was 88% for pupils with EHCPs and 87% for pupils receiving SEN Support, compared with 90% for all pupils. At Goodrich attendance for whole school SEND is 94%, compared to 95% non SEND. Statutory SEND attendance is 93.7% compared The federation will therefore prioritise early intervention, personalised attendance support and stronger partnership with families during 2026–27.

The previous strategy has shown that investment in staff expertise, High Quality Teaching, specialist partnerships and inclusive assessment has had a positive impact. The next stage is therefore not to create a substantially different model, but to embed, refine and evaluate existing effective practice.

Priorities for 2026–27

The federation's key priorities for the year are to:

- Embed Progression Grids for pupils in the Hubs.
- Strengthen High First Teaching and adaptive classroom practice.
- Ensure SEND Passports accurately reflect and inform everyday classroom practice.
- Improve early identification and support for Speech, Language and Communication Needs.
- Further develop Autism and ADHD provision.
- Improve attendance for vulnerable pupils at Keyworth.
- Continue high-quality professional development using internal expertise and external professionals.
- Strengthen partnerships with parents and carers.
- Develop staff confidence through supervision, coaching and Video Interactive Guidance.

- Continue to use assessment and pupil voice to evaluate the impact of inclusive provision.

Further information

Inclusion at The Gem Federation is underpinned by a graduated approach. We begin with strong universal provision and make purposeful adaptations to teaching, resources, routines and the environment. Where additional support is required, targeted and specialist provision is introduced and reviewed through the **Assess, Plan, Do, Review** cycle.

We work closely with families and external professionals, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Autism Outreach, CENMAC, Cherry Garden, Groundworks and the Local Authority SEND Team.

Children with SEND are supported to participate fully in the curriculum and wider life of the school, including educational visits, performances, sports, assemblies, leadership opportunities and transition activities. Reasonable adjustments are made where necessary to ensure accessibility and participation.

Our approach recognises that inclusion is not the responsibility of one individual or team. It is a whole-school commitment in which teachers, support staff, leaders, pupils, families, governors and external professionals work together.

Every child. Every classroom. Every day.