Inclusion Strategy

Inclusion Strategy – Kingswood Primary School statement

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	EW

Statement of intent

At Kingswood Primary School, part of the Aspire Federation, our ultimate objective is for every child to feel safe, valued, included and able to succeed. We believe that inclusion is not an additional layer of provision, but the foundation of excellent education. We are committed to ensuring that all pupils, including those with SEND, disadvantaged pupils, children known to social care, and those facing any barrier to learning, can access a broad, ambitious and well-sequenced curriculum, thrive in school life and achieve their full potential. Our inclusion strategy is built around early identification, responsive support and high expectations. We use regular discussions about pupils, robust assessment information, and close collaboration between staff, leaders, families and outside agencies to identify needs quickly and accurately. Once needs are identified, we put the right support in place - whether that is high-quality adaptive teaching, targeted intervention, small-group support, specialist provision, or personalised planning. We continually review provision so that support remains purposeful, proportionate and effective.

Our approach reflects the 7 principles of inclusion by ensuring that:

• every child belongs and is fully valued as part of the school community

• barriers to learning are identified and reduced as early as possible

• reasonable adjustments are made so pupils can access learning and school life successfully

• high expectations are maintained for all pupils, regardless of starting points or need

• pupil voice is listened to and used to shape provision

• families are respected as partners in identifying needs and planning support

• staff work together to provide consistent, well-informed support across the school

We know that children make the best progress when school and home work closely together. We therefore place great importance on working with families and the wider school community. We communicate openly with parents and carers, involve them in discussions about their child's needs, and share strategies that can be used both in school and at home. We also work in partnership with specialist services, local schools and external agencies to strengthen our practice and make sure pupils receive the right support at the right time. Our vision is for every pupil to leave the Aspire Federation with the confidence, knowledge and independence to move successfully to the next stage of education and life. Inclusion at the AspireFederation means every child is known, supported and challenged to succeed.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	*Attendance* - SEN pupils - 2025-26 - 93.6% and disadvantaged - Pupil premium -88.7%
2.	Low starting points in reception- Baseline- September 2026 Analysis of Reception baseline assessments identifies low starting points across all areas of learning, with particular areas of need in early literacy and mathematics.
3.	Lower resilience and independence - managing emotions can be a barrier
4.	Affluent neglectful parenting - screen/ device reliance - gaps in oracy and language development

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity	Activity type	Total budgeted cost	Intended outcomes
Implement CPD on adaptive teaching so that staff can better meet the needs of pupils with SEND and other barriers to learning. - including CPD on colourful semantics	Universal	£3000	Staff apply adaptive strategies consistently, helping more pupils access learning successfully and reducing barriers within lessons.
Implement Drawing Club across EY/year 1 - to encourage storing foundations in writing	Universal and targeted	**£300**	Pupils who need additional emotional and behavioural support are identified earlier and supported more effectively. Behaviour, engagement and attendance improve.
Provide a trained nurture practitioner who will supported targeted children Those children who have scored well below average on areas of the boxall profile are supported so they can access learning	Targeted	£2000	Pupils are supported emotionally through a nurture provision so they are able to access learning within the classroom
Use twilights for whole-school SEND training and utilise the STLS training offer.	Universal	**No extra cost / small amount for some training**	Staff develop a secure understanding of the graduated approach and how to implement it in practice.

		courses	

Description of activity	Activity type	Total budgeted cost	Intended outcomes
Audit staff training needs and review provision, including colour semantica and language link for pupils with oracy/ speech and language needs	Universal and targeted	**No cost**	Training is matched to need, and staff are better equipped to track and support progress accurately for those pupils with identified speech and language needs
Create SEND case studies with pupils and make them available to all staff, so key information and strategies travel with the child.	Targeted	**No cost**	Staff understand individual needs more clearly, support is more consistent, and pupils experience smoother transitions between adults and settings.
Share children's targets with all staff who work with them and strengthen communication about needs across year groups and partner teachers.	Universal and targeted	**No cost**	Adults respond more consistently and pupils receive better-targeted support in every class.
Use times throughout the day to deliver interventions, including hub or small-group support for speech and language, reading, mathematics and other identified needs.	Targeted	**Covered within staffing budget**	Gaps begin to lessen and pupils make stronger progress from their starting points.
To use a new literacy strategy - literacy tree - to improve independence in writing Support those children whose independence needs development, via encouraging and teaching independent writing	Targeted	**£400 t**	Independence improves through the teaching of independent writing - writing progress is at least expected
Improve attendance support through weekly check-ins for persistently absent pupils, parent-facing attendance drop-ins, and clearer communication about attendance expectations and support.	Targeted	**No cost**	Attendance for vulnerable pupils improves and families are better supported to attend regularly.

Develop accessible communication with parents about attendance, behaviour and support, including parent workshops and information sessions.	Universal	**No cost**	Families understand expectations more clearly and are better able to support inclusion at home.
Develop formal assessment within years 2-6 three times a year December, Easter and July This will improve children's resilience to testing and ability to apply knowledge to a more formal situation	Targeted	**Small cost - copying**	Children become more familiar with the formal testing and develop resilience with more formal situations

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Staff have a secure understanding of SEND, inclusion and the graduated approach.	Staff confidence improves in feedback and audit responses. Whole-school practice is more consistent.
Pupils with SEND are identified early and supported effectively through a graduated response.	Provision plans,case studies and interventions are used consistently and reviewed regularly.
Pupils with additional needs make better progress in learning and well-being.	Data, book looks, pupil progress meetings and intervention reviews show improved outcomes.
Attendance of pupils with SEND and other vulnerable groups improves.	Attendance rises over the year and persistent absence reduces, particularly for pupils at risk of EBSA.
Behaviour and engagement improve for pupils with additional needs.	Behaviour books, pupil voice and staff voice show improved consistency, fewer escalations and better engagement in lessons.
Develop resilience and independence of pupils	Independence and resilience develops through a variety of approaches - meaning that children can learn well and progress in their classrooms
Develop oracy and speech and language	Pupils develop oracy skills from entry at year R and across the school through targeted intervention and use of drawing club for oracy

Pupils and families feel heard and supported.	Pupil voice, parent voice and attendance at meetings and workshops show stronger partnership working and greater confidence in school support.

Review of the previous academic year

As this strategy covers the 2026-2027 academic year, the first full review will be completed in July 2027. In preparing for this year's strategy, the school has identified several areas for development from the School Improvement Plan which directly inform our inclusion priorities:

• strengthening staff understanding of the graduated approach

• improving consistency of SEND support across classes and year groups

• developing staff confidence through whole-school and targeted training

• improving the use of SEND case studies and sharing pupil targets

• using interventions more flexibly throughout the day

• improving attendance, particularly for pupils with SEND and those affected by EBSA

• ensuring pupils' well-being and engagement are tracked more effectively

The most recent available school information shows that attendance for pupils with SEND is below that of similar schools, and a small number of pupils are experiencing EBSA and severe absence. These trends have informed the strategy's focus on early support, close family communication, attendance intervention and a stronger pastoral offer

Further information (optional)

Our inclusion strategy is aligned with the School Improvement Plan and will be reviewed alongside it throughout the year. We will evaluate impact using:

- attendance data
- behaviour records
- pupil voice

- parent feedback
- staff feedback
- pupil progress meetings
- book looks
- intervention tracking
- review of SEND case studies and provision plans

We will continue to use a graduated approach so that support is responsive, proportionate and based on need. Inclusion remains central to our ambition for every child at Aspire