Inclusion Strategy – Southway Primary School

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	2026-2027
Date this statement was published	7 December 2026
Date on which it will be reviewed	6 December 2027
Statement authorised by	Catherine Monk - Principal

Statement of intent

At Southway Primary School, inclusion is everyone's responsibility. We want every child, including children with SEND, children known to social care, young carers, pupils with English as an additional language and those with emerging needs, to belong, participate, feel safe and achieve alongside their peers. We will maintain high expectations and protect every child's academic entitlement by removing barriers to learning, wellbeing, attendance and participation.

Our strategy is based on the seven principles of inclusion:

1. **Ambitious leadership and governance:** leaders, governors and our experienced SENCo will monitor inclusion, provision and outcomes through termly reviews, pupil progress meetings, instructional coaching cycles and clear accountability.
2. **Evidence-based early intervention:** we will use assessment, WellComm, STEER, RWI phonics screening, EYFS profiles, Reading and Math termly assessments, teacher observation and the Assess–Plan–Do–Review cycle to identify needs early and adjust support.
3. **High-quality adaptive teaching:** a strengthened programme of instructional coaching and continuing professional development will improve consistency in classroom practice. This will include explicit instruction, flexible grouping, scaffolding, small-step teaching, live modelling, visualisers, partner talk, choral responses, vocabulary support, checking understanding, retrieval, overlearning and flexible recording. Staff will use pupil passports and specialist advice to adapt teaching for all learners.
4. **Enrichment beyond the classroom:** Forest School, inclusive sport, lunchtime provision, educational visits and wider enrichment will be accessible and purposeful for all children.

5. **Safety, belonging and attendance:** STEER assessments, ELSA, SEMH support, calm spaces, welfare check-ins, Conscious Discipline, anxiety and EBSA support will promote regulation, relationships, attendance and readiness to learn.
6. **Partnerships:** we will work openly with families, pupils, governors, the local authority, health professionals, specialist schools, alternative provision and wider services. Families will help identify outcomes, review support and plan adaptations.
7. **Accessible environments:** we will improve physical, sensory, communication and curriculum accessibility through assistive technology, visuals, PECS, quiet spaces, flexible seating, adapted routines, medical care plans and accessible activities.

Our inclusion objectives are closely linked to achievement. We aim for Reception phonics outcomes of 95%, Year 1 phonics screening outcomes of 90%, Year 2 expected standard in reading, writing and mathematics of 90–95%, 100% in Year 2 phonics screening retakes, and at least 75% combined attainment in Year 6. In every other year group, combined attainment at the expected standard will move towards 90% over the next five years. We will monitor progress for pupils with additional needs and SEND alongside participation, attendance, belonging, independence and wellbeing.

Families have contributed through consultations, parent meetings, APDR and annual reviews, informal communication and shared planning. Pupil voice will be strengthened further in reviews and provision planning. The experience of families, including the successful joint planning will continue to shape our practice.

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
1	**Early language, communication and vocabulary development:** Low language starting points affect understanding, vocabulary, oral instructions, discussion, reading comprehension, writing and independence. This is particularly significant in EYFS and KS1, for pupils with communication and interaction needs and for the 109 pupils recorded as EAL. WellComm indicates that only around 36–37% of children enter Reception with age-related communication and language skills, although targeted support has raised outcomes substantially, including to 84% by the end of the summer term in the cohort measured.
2	**Foundational literacy, reading engagement and mathematical attainment:** Some pupils enter school with gaps in phonological awareness, phonics, reading fluency, comprehension, spelling, handwriting, sentence construction, number sense and wider mathematical understanding. These gaps may persist through KS2 and be compounded by SEND, language needs, low confidence, limited independence or interrupted attendance. Transcription difficulties may prevent pupils from recording what they know.
3	**Emotional regulation, anxiety, SEMH and readiness to learn:** Some pupils experience anxiety, dysregulation, difficulties with relationships and transitions, or reduced resilience and participation. Seventy-eight pupils require additional emotional support. Increasing complexity means that some pupils require coordinated pastoral, therapeutic, attendance and specialist support to remain safely included.

4	**Attendance, persistent absence and consistent access to learning:** Attendance for some groups is below that of their peers, with persistent absence rates significantly higher. Anxiety, emotional regulation needs, SEND, safeguarding concerns, family circumstances and wider vulnerabilities can interrupt access to learning and impact progress. The school will continue to strengthen attendance systems and targeted support, aiming to maintain whole-school attendance at 95% or above while reducing persistent absence amongst vulnerable groups.
5	**Increasingly complex and diverse SEND-related access needs:** 18.5% of pupils are on the SEND register, including pupils requiring support for cognition and learning, communication and interaction, SEMH, sensory, physical, medical and independence needs. Consistent adaptations, specialist advice, assistive technology, accessible environments and well-managed transitions are needed to secure curriculum access and participation.

Activity in this academic year

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

Description of activity, including evidence and barrier numbers addressed	Activity type	Total budgeted cost, accounting for spend from IMF and core budget allocations
1. Instructional coaching and professional development for high-quality adaptive teaching, addressing barriers **1, 2, 3 and 5**. A structured whole-school coaching programme will use StepLab and other evidence-informed CPD to strengthen explicit instruction, modelling, questioning, checking understanding, retrieval, vocabulary instruction, flexible grouping, scaffolding, processing time, regulation-supportive routines and effective teaching-assistant deployment. Coaching will include focused observation, feedback, rehearsal and follow-up rather than one-off training. Leaders will use learning walks, work scrutiny and pupil voice to evaluate how professional learning improves classroom practice and curriculum access.	Universal	Indicative **£6,000**
2. Whole-school language, communication and vocabulary offer, addressing barriers **1, 2 and 5**. From Nursery to Year 6, staff will use explicit vocabulary teaching, visuals, pre-teaching, sentence stems, structured talk, modelling, chunked instructions, repetition, communication boards and PECS. WellComm, speech and language checklists, pupil passports and professional advice will inform adaptations. Impact will be checked through learning walks, pupil voice, work scrutiny and communication	Universal	Indicative **£2,800**

outcomes.		
3. Precision transcription, handwriting and fundamental writing support, addressing barriers **1, 2, 4 and 5.** RWI and Fresh Start will support the secure phonics knowledge needed for spelling and written transcription, while targeted provision will focus on letter formation, handwriting fluency, pencil control, spelling, sentence construction, punctuation, transcription accuracy and the development of fundamental writing skills. Reading fluency and comprehension, number sense, Lexia, overlearning and assistive technology will be used only where they directly support assessed literacy needs, access to writing or wider curriculum participation. Support will be matched to assessed need, link explicitly to classroom teaching, and include clear entry and exit criteria, regular review, planned retrieval for pupils returning after absence and a gradual increase in independent written recording.	Targeted	Indicative **£3,600**
4. Regulation, belonging and readiness-to-learn provision, addressing barriers **3, 4 and 5**. ELSA, SEMH groups, STEER-informed planning, calm corners, safe spaces, welfare check-ins, Courtyard lunchtime provision, Forest School, anxiety and EBSA support will be coordinated with families and relevant services. Pupils will learn emotional literacy, regulation, relationship and problem-solving skills through predictable routines, co-regulation and emotion coaching.	Targeted	Indicative **£3,200**
5. Attendance, family partnership and re-engagement plan, addressing barriers **3 and 4**. Weekly attendance and safeguarding reviews will be strengthened through individual attendance plans, pupil and family conversations, welfare checks, home visits, early help, adapted arrivals, graduated reintegration and translated or bilingual support. Each plan will identify practical, emotional, health, family and learning barriers and link attendance to readiness to learn, relationships, intervention and participation.	Targeted	Indicative **£2,600**
6. Accessible environments, communication technology and participation adjustments, addressing barriers **1, 3, 4 and 5**. The school will ensure that learning environments, resources and activities are accessible to all pupils. Through regular audits of classrooms, social spaces, PE, enrichment opportunities and educational visits, barriers to participation will be identified and reduced. Staff will consistently implement agreed communication and accessibility approaches, including visual supports, assistive technology, adapted materials and sensory strategies, enabling pupils to access learning, communicate effectively and participate fully in school life. The school will provide	Universal	Indicative **£2,600**

communication aids, flexible seating, noise reduction, accessible technology and adapted materials.		
7. Inclusion leadership, provision evaluation and specialist partnership development, addressing barriers **1–5**. Leaders will use a single termly inclusion review covering WellComm, phonics, reading, writing, mathematics, attendance, behaviour, SEMH, participation, intervention fidelity and outcomes for SEND, EAL and vulnerable pupils. Provision maps will record barriers, outcomes, responsibility, frequency, evidence and review decisions. The school will quality-assure APDR, pupil passports and reasonable adjustments, strengthen pupil and parent voice, and work with SALT, EP, MHST, OT, specialist schools and local networks.	Universal	Indicative **£1,371**

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
1. Consistent adaptive teaching and curriculum access: By the end of the academic year, pupils will experience more consistent adaptive teaching and improved access to the curriculum through instructional coaching, language-supportive practice and accessible classroom environments delivered through Activities 1, 2 and 6.	• At least **90%** of observed lessons will demonstrate at least two agreed adaptive teaching strategies. • At least **90%** of teachers will complete their planned instructional coaching cycle. • At least **90%** of pupils will report that teaching helps them understand what they are learning. • At least **90%** of sampled lessons will show agreed adaptations identified in relevant pupil passports or support plans.
2. Communication and language: By the end of the academic year, pupils will understand and use increasingly precise language and participate more confidently through the whole-school language and communication offer delivered through Activities 2 and 7.	• At least **90%** of Reception pupils will demonstrate age-related communication and language skills in the summer WellComm assessment. • At least **80%** of pupils receiving targeted communication support

	will meet their agreed communication outcome. • At least **90%** of sampled lessons will include an agreed language-support strategy.
3. Transcription, handwriting and fundamental writing: By the end of the academic year, pupils with identified barriers to written recording will improve their handwriting fluency, transcription accuracy and ability to produce increasingly independent sentences through precise teaching, overlearning and appropriate assistive technology.	• At least **90%** of pupils receiving targeted transcription or handwriting support will meet their planned exit assessment criterion. • At least **90%** of sampled books for pupils receiving targeted support will show improved legibility and transcription accuracy from the baseline review. • At least **90%** of pupils receiving targeted writing support will complete an agreed independent writing task using their planned recording method.
4. Wellbeing, regulation and participation: By the end of the academic year, pupils experiencing anxiety, emotional regulation or readiness-to-learn difficulties will show improved wellbeing, participation and engagement through regulation support and family partnership.	• At least **75%** of pupils with an identified SEMH support plan will improve by at least one point on the agreed regulation scale. • Recorded incidents involving emotional dysregulation will reduce by **20%** from the autumn-term baseline. • At least **80%** of pupils receiving targeted SEMH support will attend their planned provision sessions.
5. Attendance and re-engagement: By the end of the academic year, Southway Primary School will continue to strengthen attendance and work towards maintaining 95% overall attendance through individualised planning, family partnership and adapted reintegration.	• Overall school attendance will reach **96%**. • The proportion of pupils persistently absent will reduce by **5 percentage points** from the autumn baseline. • At least **80%** of pupils with an individual attendance plan will improve attendance from the baseline recorded when the plan began.

6. Curriculum achievement and outcomes for all pupils: By the end of the academic year, pupils, including those with SEND and other vulnerable groups, will achieve strong academic outcomes through high-quality adaptive teaching, targeted intervention and effective inclusion.	• Reception phonics outcomes will reach **95%**. • Year 1 Phonics Screening Check outcomes will reach **90%**. • Year 2 combined Reading, Writing and Mathematics (EXS) will reach **90-95%**, with Phonics Screening Check retakes achieving **100%**. • Year 6 combined Reading, Writing and Mathematics outcomes will achieve at least **75%**. • Attainment at Age-Related Expectations in Reading, Writing and Mathematics across all other year groups will continue to move towards **90% combined ARE** over the next five years. • At least **90%** of pupils with SEND will meet or partially meet their agreed APDR outcomes and demonstrate progress from their starting points.

Further information (optional)

The IMF will support sustainable, whole-school improvement rather than short-term solutions. **Thirty per cent** of funding will be used to build capacity at group and regional level and deliver group-wide strategic priorities. **Seventy per cent** will be allocated to schools to deliver local inclusion strategies.

Southway Primary School will prioritise this local funding to:

- strengthen high-quality adaptive teaching through instructional coaching, professional development and consistent classroom practice;
- provide early, targeted support before needs escalate;
- build staff expertise in SEND, communication, SEMH, attendance and inclusion;
- support pupils with additional needs to develop independence, attainment and wellbeing;
- strengthen leadership capacity, inclusive teaching, attendance and behaviour, family partnership and accessible environments; and
- improve everyday practice in every classroom, reducing reliance on additional provision by making the universal offer more inclusive.

Inclusion will be monitored through the central inclusion register, pupil passports, provision maps, APDR reviews, assessment data, attendance information, STEER outcomes, pupil and parent voice, governor oversight and engagement with external professionals.