Primary School Inclusion Strategy November 2026

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	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Nicola Loten

Statement of intent

This Inclusion strategy should be read alongside Humber Education Trust Strategy which outlines all the universal and targeted support we have in place.

At *Kingswood Parks Primary School*, we believe that every child should feel welcome, valued and supported to do their very best. We are proud of our diverse school community, and many of our pupils receive support for special educational needs and disabilities (SEND). We are committed to helping every child succeed.

Our aim is for all children to feel that they belong, are understood and can participate fully in every aspect of school life. We want every pupil to leave our school as a confident learner who is ready for the next stage of their education. Through high expectations and the right support, we have successfully closed the disadvantage gap at Key Stage 2 over the last three years. We now want to build on this success by continuing to promote excellent attendance, identifying and addressing barriers to learning at an early stage, improving reading outcomes across the school, and strengthening support for our youngest children, particularly those with significant communication and learning needs.

Our inclusion strategy helps us achieve these goals by identifying children's needs as early as possible and putting support in place quickly. We work closely with families, staff and external professionals to identify and support children with SEND, helping them make the best possible progress from their individual starting points.

Our strategy is based on the seven principles of inclusion. This means that every child is welcomed, respected and encouraged to participate fully in school life. We have high

expectations for all pupils and provide the support they need to achieve them. Learning is adapted to meet individual needs while ensuring children remain part of their class and wider school community. We celebrate different cultures, languages, experiences and strengths. We work closely with families and professionals to understand children's needs and provide the right support. We focus on removing barriers to learning and helping children find ways to succeed. We also regularly review our practice to ensure our inclusive approach continues to meet the needs of all pupils.

Families and the wider school community have helped shape this strategy. Through meetings, consultations, workshops, pupil voice activities, and discussions with governors and other partners, we have listened carefully to what is important to our community. Parents regularly tell us that clear communication, a sense of belonging, and early support are priorities, and these principles are at the heart of our approach.

By working together, we will continue to create a school where every child feels safe, happy, included and successful, with the support they need to grow, learn and achieve their full potential.

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	**Speech, Language and Communication Needs** Speech, language and communication difficulties represent a growing barrier to learning for an increasing number of pupils across the school. Currently, 34 pupils (5%) have identified speech, language and communication needs, while 11 pupils (1.6%) are diagnosed with Autistic Spectrum Disorders. These needs can affect pupils' understanding and use of language, participation in classroom learning, social interaction, confidence and overall readiness to learn. Timely identification and appropriate intervention are critical in removing barriers, enabling pupils to access the curriculum successfully and achieve positive educational outcomes.
2	**Cognition and Learning Needs** An increasing number of pupils require support to address cognition and learning needs, including specific difficulties related to memory, information processing, attention and concentration. Over the past two years, 17 pupils (2.5%) have been identified with these needs.

	These difficulties can present significant barriers to learning, affecting pupils' ability to acquire, retain and apply knowledge and skills across the curriculum, particularly in literacy and numeracy. They may also impact pupils' confidence, independence, resilience and engagement in learning. The school is also seeing a rise in the number of pupils presenting with more complex and overlapping needs. This highlights the importance of robust early identification, high-quality inclusive teaching, appropriate adaptations and timely evidence-informed interventions to ensure all pupils can access the curriculum and achieve positive outcomes.
3	**SEMH** The number of pupils presenting with social, emotional and mental health (SEMH) needs has increased across Key Stage 2 over the past two years. The school currently supports eight pupils with Education, Health and Care Plans (EHCPs) linked to SEMH needs, alongside a further approximately 30 pupils across school requiring varying levels of SEMH support. This figure remains fluid as pupils' needs emerge and change over time. As a consequence, the school has experienced an increase in behaviour-related incidents, alongside a growing number of pupils experiencing emotional barriers that affect attendance, including difficulties attending school consistently, heightened anxiety at the start of the school day and challenges sustaining engagement in learning. SEMH needs can present substantial barriers to learning, impacting pupils' ability to self-regulate, manage emotions, maintain positive relationships and participate successfully in classroom activities. These difficulties can affect academic progress, attendance, behaviour, wellbeing and overall inclusion. Research consistently demonstrates that pupils with strong emotional wellbeing, effective self-regulation and resilience are better equipped to engage in learning, form positive relationships and achieve positive educational outcomes. Consequently, strengthening provision for SEMH is a key priority for the school and is fundamental to improving inclusion, attendance, behaviour, engagement and achievement for all pupils.
4	**Attendance** Analysis of attendance data from 2025/26, indicates that pupils with SEND experience significantly higher rates of persistent absence than their peers. Currently, 76.2% of pupils with SEND are persistently absent, compared with 22.9% of non-SEND pupils. This represents a substantial barrier to learning, as reduced attendance limits pupils' access to high-quality teaching, curriculum content, intervention programmes and wider enrichment opportunities.

	Lower attendance can lead to gaps in knowledge, difficulties retaining and building upon prior learning, and reduced opportunities to develop essential social, communication and self-regulation skills. For pupils with SEND, who may already face additional barriers to learning, inconsistent attendance can further widen attainment gaps, limit progress from starting points and affect their confidence, sense of belonging and engagement with school. Improving attendance for pupils with SEND is therefore a key priority. Ensuring pupils attend school regularly is fundamental to securing equitable access to the curriculum, enabling continuity of learning, strengthening relationships with peers and staff and improving academic, social and emotional outcomes.
5	**Participation in enrichment activities** Analysis of participation in lunchtime and after-school clubs indicates that pupils eligible for Pupil Premium are significantly underrepresented in enrichment activities, with participation rates of 34% compared with 55% across the wider school population. This disparity represents a potential barrier to both learning and inclusion. Participation in enrichment activities plays an important role in supporting pupils' personal development, social and emotional wellbeing, confidence, resilience and sense of belonging within the school community. Lower levels of participation may limit pupils' access to these benefits and can contribute to reduced confidence, fewer opportunities to build positive peer relationships and a weaker sense of connection to school. Increasing participation in enrichment opportunities for disadvantaged pupils is therefore a key aspect of promoting inclusion, removing barriers to success, and ensuring all pupils can access the wider experiences that support academic achievement and positive life outcomes.

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 *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for*

			spend from IMF and core budget allocations)
1	**Strengthen early identification and intervention for speech, language and communication needs.** • Deliver staff training to ensure consistent and effective use of the WellComm speech and language screening toolkit. • Implement universal screening for all pupils in EYFS and Year 1 to identify needs at the earliest possible stage. • Use assessment information to plan and deliver targeted, evidence-informed speech, language and communication interventions for identified pupils. • Embed language development strategies within everyday classroom practice to ensure support is regular, purposeful and accessible. • Provide language-rich learning environments, structured opportunities for talk, vocabulary development, play-based learning experiences and communication-focused classroom routines. • Monitor the impact of interventions through regular assessment and pupil progress reviews to ensure support remains responsive to need. • A school based hub for children who unable to access the curriculum based on the Engagement Model Wherever possible, support will be integrated into daily teaching rather than delivered solely through withdrawal interventions. This will enable pupils to develop communication skills within meaningful contexts and maximise opportunities for practice and application across the curriculum.	Universal and targeted	£ 5,175 -contribution to outreach services £6,552– contribution to speech linc. £ 4,000 enhanced staff costs £130,000 Staff in hub

2	**Cognition and Learning Difficulties** • Provide ongoing professional development for all staff through the Trust's adaptive teaching programme, cognition and learning materials, and evidence-informed strategies to support memory, processing, attention and concentration. • Develop staff understanding of cognitive load, working memory limitations, scaffolding, retrieval practice and explicit instruction to enable pupils to access and retain learning more effectively. • Utilise specialist advice, assessment information and resources from the Cognition and Learning Service to inform classroom practice and individual support plans. • Identify pupils requiring additional support at the earliest opportunity through robust assessment, progress monitoring and teacher observations. • Deliver targeted interventions that address specific barriers to learning and support pupils to develop the knowledge, skills and strategies needed to achieve success across the curriculum. • Implement and embed Widgit software within classrooms to provide visual support, reduce cognitive demand, enhance understanding of key vocabulary, and improve pupils' ability to follow routines, instructions and learning sequences. • Ensure that visual supports and adaptive resources are used consistently for individual pupils in line with identified needs. Wherever possible, support will be delivered through high-quality classroom practice so that pupils can access learning alongside their peers. Adaptations will be carefully matched to need and designed to promote independence,	Universal with targeted support	As above contribution to outreach services £ 4,000 staff costs

	confidence and successful engagement in learning.		
3	**SEMH** • Provide training and coaching for staff through specialist outreach services to develop their understanding of SEMH needs and the underlying factors that may affect pupils' behaviour, emotional wellbeing, attendance and engagement in learning. • Strengthen staff knowledge of trauma-informed and relational approaches to ensure that pupils experience consistent, supportive and inclusive learning environments. • Support teachers to adapt their classroom practice effectively using appropriate regulation strategies, structured routines, adaptive teaching approaches and targeted interventions. • Implement a soft-start provision for pupils who experience difficulties attending school or settling into learning at the start of the day, helping to reduce anxiety and promote a positive transition into the classroom. • Provide ELSA (Emotional Literacy Support Assistant) interventions for pupils requiring additional support to develop emotional literacy, self-esteem, resilience, social skills and emotional regulation. • Establish clear systems for identifying emerging SEMH needs and monitoring the impact of support to ensure interventions remain responsive and effective. • Work closely with families and external agencies where appropriate to provide a coordinated approach to addressing barriers to attendance, wellbeing and learning. Wherever possible, support will be delivered through universal classroom practice and whole-school approaches, enabling pupils to develop the self-regulation, coping and social	Universal and targeted	Contribution to outreach services £5,000 £22,000

	skills required to participate successfully in school life and learning.		
4	**Attendance** • Invest in targeted family support services to address the underlying barriers that may prevent pupils from attending school regularly, including anxiety, emotional wellbeing needs, difficulties establishing routines, parental engagement challenges and access to external support services. • Work in close partnership with families to identify attendance concerns at the earliest possible stage, enabling timely intervention before patterns of absence become entrenched. • Develop personalised attendance support plans for pupils whose attendance is a cause for concern, ensuring that strategies are tailored to individual circumstances and monitored closely for impact. • Strengthen collaboration between school staff, families and external agencies to provide a coordinated and holistic response to attendance barriers. • Implement supportive transition and reintegration strategies for pupils experiencing emotionally based school avoidance or difficulties attending consistently. • Ensure attendance data is analysed regularly to identify trends, monitor vulnerable groups and evaluate the effectiveness of interventions. To further strengthen attendance culture, the school will continue to use meaningful, inclusive recognition systems that celebrate progress, effort and improved engagement, rather than focusing solely on high attendance percentages (including but not limited to: Attendance streaks initiative and seasonal attendance campaigns).	Universal, targeted	£6,000 family welfare support

6	**Participation in enrichment activities** • Redesign a lunchtime club and an after-school club in response to feedback gathered from pupils eligible for Pupil Premium, to ensure that activities are accessible, engaging and responsive to their interests, needs and preferences. • Actively seek pupil voice to evaluate the effectiveness of current provision and inform ongoing development of enrichment opportunities. • Monitor participation rates through Arbor and other school tracking systems to identify patterns of engagement, measure impact and ensure disadvantaged pupils are represented proportionately across extracurricular activities. • Identify groups of pupils who are not participating and implement targeted actions, including pupil consultation, personalised invitations, parental engagement and alternative provision where appropriate. • Using attendance and participation data to evaluate barriers to engagement and inform future planning and resource allocation. • Provide enhanced staffing and adult support where needed to enable vulnerable pupils to access and sustain participation in enrichment activities successfully. • Ensure staff actively promote participation among disadvantaged pupils and support them to overcome social, emotional or practical barriers that may prevent engagement.	Targeted	£2,000 staff costs
Inclusion funding received £22,745			**Total spending** **£54,727** **(£130,000) hub funding**

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. Speech, language, and communication needs are identified early, allowing pupils to receive timely support and develop the communication skills needed to succeed academically and socially.	100% pupils receiving speech and language interventions demonstrate sustained and measurable progress from baseline assessments, with the majority achieving their individual communication targets. An increased proportion of pupils achieve age-related expectations in communication and language by the end of EYFS and Year 1 compared with the previous academic year. Parent surveys indicate a significant increase in confidence and understanding of strategies to support communication and language development at home.
2. Pupils with cognition and learning difficulties will make good progress from their individual starting points through high-quality adaptive teaching and targeted interventions.	Adaptive teaching strategies are consistently evident in all lessons observed and are routinely identified through learning walks, planning scrutiny and pupil work reviews. At least 90% of pupils participating in intervention programmes demonstrate measurable progress between entry and exit assessments, with the majority successfully achieving their identified targets and no longer requiring additional intervention. Termly assessment data demonstrates a sustained reduction in attainment and progress gaps for pupils with SEND, with an increasing proportion achieving age-related expectations and making expected or better progress from their starting points.

3. Staff consistently use evidence-informed approaches to identify and address barriers to learning, creating inclusive classrooms that support pupils' emotional wellbeing, resilience and engagement in learning.	Monitoring activities demonstrate that 100% of staff consistently establish and maintain effective conditions for learning, resulting in improved pupil engagement and emotional regulation, evidenced through learning walks, behaviour records and pupil and staff surveys. Established routines are evident in all classrooms, contributing to a year-on-year reduction in low-level behaviour incidents and minimising disruption to learning, as evidenced through behaviour logs and monitoring activities. At least 90% of parents, pupils and staff respond positively to surveys regarding behaviour, wellbeing, relationships and the learning environment.
4. Pupils and families receive timely support to overcome barriers to attendance, resulting in improved attendance, wellbeing, engagement, and a stronger sense of belonging.	Attendance for identified pupils improves moving them closer to or above 95% by the end of the academic year. The percentage of pupils who are persistently absent reduces to rates lower than the National Average and is lower than the previous academic year. At least 90% of targeted families engage with offered support, evidenced through attendance at meetings, completion of support plans and participation in agreed interventions. Attendance barriers are identified and support plans implemented within 10 school days of concerns being raised, resulting in improved attendance for most identified pupils.
5. Pupils accessing pupil premium can access and participate fully in enrichment opportunities, resulting in greater confidence, improved social interaction and a stronger sense of belonging within the school community.	Participation rates for pupils with pupil premium in enrichment activities increases year on year, with the participation gap between pupil premium pupils and their peers reducing. The vast majority (at least 90%) of pupil premium access and participate fully in enrichment opportunities and feel included within the wider

	school community, as evidenced through pupil voice activities and gathered data. Pupils with pupil premium are participating in enrichment activities demonstrate improved confidence and social interaction skills, evidenced through staff observations and pupil/parent/staff voice. Most participating pupils with pupil premium report a stronger sense of belonging and increased connectedness to school life through pupil surveys and structured conversations.

Review of the previous academic year (*Complete July 2027)*

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*