



Kingsway Primary School

Inclusion Strategy 2026–2029

KINGSWAY

PRIMARY SCHOOL

Belong First. Thrive Together.



1. Our Vision

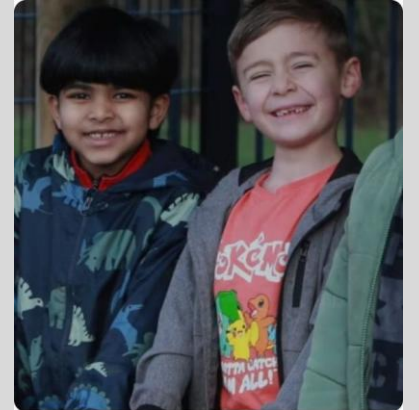
Our Vision

At Kingsway Primary School, we believe every child deserves to belong, to be understood and to flourish.

Our vision is to create a school where every child experiences a genuine sense of belonging, feels valued as an individual and is empowered to thrive academically, socially and emotionally.

Through strong relationships, inclusive practice and ambitious learning, we nurture confident, curious and compassionate young people who are equipped to thrive in an ever-changing world.

 **"Inclusion is not a department. Inclusion is the way we ensure every child can access, participate in and benefit from every aspect of school life."**



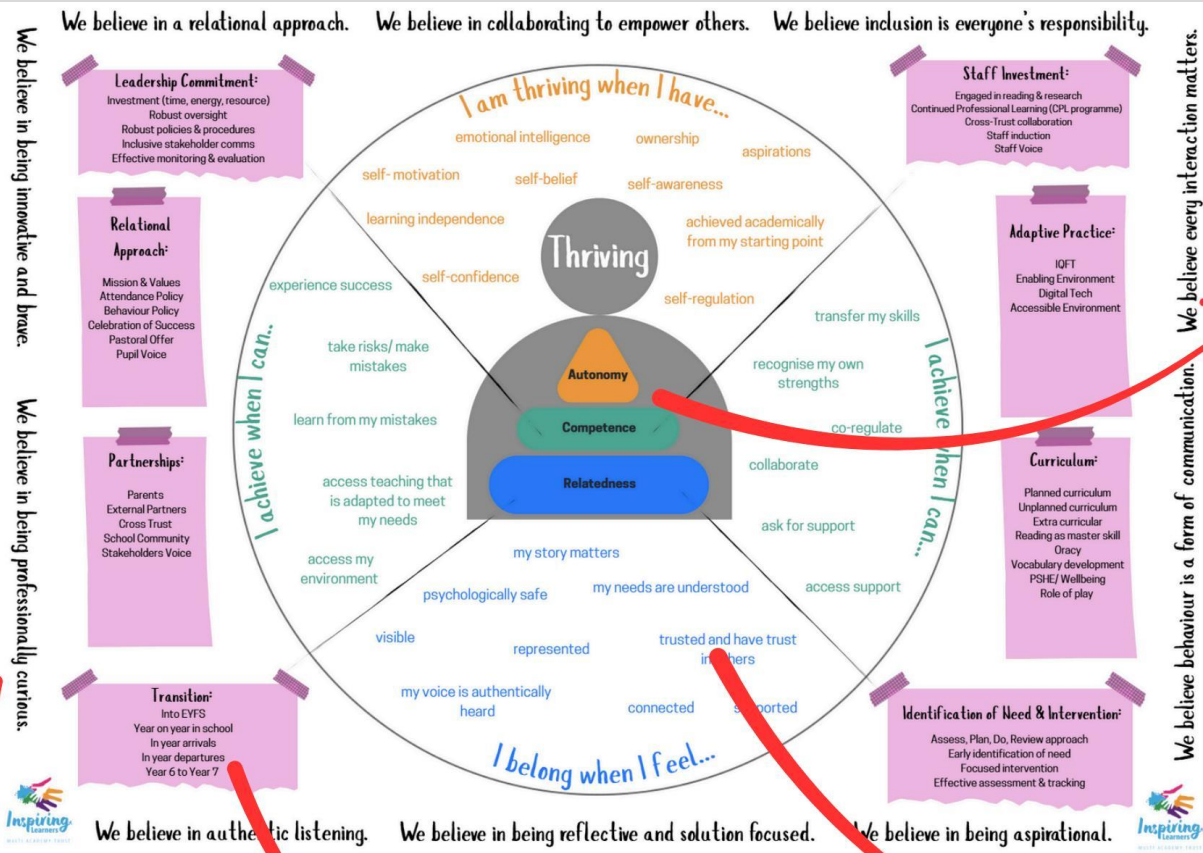
Inspiring Learners: Trust Collaboration

Kingsway Primary School is a highly inclusive school where inclusion for our children sits at the heart of all that we do. As a beacon of inclusive practice, Kingsway leaders have been active members of the Trust Inclusion Team since June 2025, working collaboratively with colleagues across the Trust to read, research and deepen our understanding of current thinking and best practice in inclusion.

It has been exciting to be part of such a forward-thinking and passionate group of professionals, united by a shared commitment to ensuring every child can belong, achieve and thrive.

This collaborative work has led to the development of the **Trust Inclusion Model**, which now provides a clear framework for improvement across all schools.

At Kingsway, this model is helping to shape our strategic priorities and actions for Inclusion as we implement it in ways that meet the specific needs of our school community. By carefully prioritising time, resources and professional development, we are focusing our efforts where they will have the greatest impact for our children, families and staff.





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The Kingsway Inclusion
Commitment

The Kingsway Inclusion Commitment

We want Kingsway to be a place where:

- Every child feels they belong.
- Every child is known, valued and understood.
- Every child's voice matters.
- Difference is celebrated.
- Children feel safe to be themselves.
- Children develop confidence, resilience and independence.
- Children access ambitious opportunities and achieve their potential.
- Children who need additional support receive it.
- Children who have experienced challenge find hope.
- Children who have struggled elsewhere thrive.
- Families feel welcomed, respected and listened to.
- Everyone experiences the power of belonging.

"At Kingsway, belonging is not something children earn. Belonging is where we begin."



The Kingsway Inclusion Backpack

Every child comes to Kingsway carrying an invisible backpack.

At Kingsway, we know that every child arrives carrying an invisible backpack. Inside that backpack may be:

- Language
- Culture
- Family
- Abilities
- Traditions
- Experiences
- Feelings
- Dreams

Some children arrive carrying opportunities and confidence. Some arrive carrying challenges, adversity or uncertainty. Many carry both.

□ Our role is not to judge what is inside a child's backpack. Our role is to understand it, value it and help carry it when needed.



The Inclusion Backpack
(continued)

The Six Principles of the Inclusion Backpack

Equality

Every child has a backpack.

Diversity

Every backpack is different.

Equity

Every child needs different things and that is okay.

Acceptance

We respect what others carry in their backpack.

Belonging

We feel safe sharing our backpack and know we will be heard.

Justice

We help carry each other's backpack when the load feels too heavy.



Relationships, Attachment and Belonging

Relationships, Attachment and Belonging

At Kingsway, we recognise that relationships are the foundation of learning. Our approach is informed by attachment-aware and trauma-informed practice. We understand that children's experiences shape the way they engage with school, relationships and learning.

Rather than asking...

"What's wrong with this child?"

We seek to understand...

"What has this child experienced?" and "What does this child need right now?"

Our relational approach is built upon:



Safety



Trust



Consistency



Emotional Regulation



Co-Regulation



Belonging



Connection

Through trusted relationships, children develop the confidence, resilience and emotional security to flourish.



Before we can teach the child, we seek to understand the backpack they carry.



Inclusion Beyond the
Classroom

Inclusion Beyond the Classroom

Recognition of Our Commitment

Kingsway's commitment to inclusion is reflected through recognised external accreditation and quality assurance.

Trafford Belong School Accreditation

Recognition of our commitment to belonging, wellbeing, inclusion and positive relationships.

Values-Based Education Accredited School

Recognition of our values-led culture and commitment to developing character, belonging and community.

One Education Silver Reading Award

Recognition of our commitment to developing an inclusive reading culture and ensuring reading is accessible for every child.

"These accreditations do not define our inclusion journey. They provide external validation of the culture we strive to create every day."



Our Values

Our Values

Our inclusion strategy is rooted in our core values. Each value directly drives our approach to inclusion.

We Care About Togetherness

Strong relationships are the foundation of everything we do. Togetherness drives belonging — and belonging drives everything.

We Thrive On Difference

We celebrate diversity and recognise that every child brings unique strengths, experiences and perspectives. Difference is not a barrier — it is our greatest strength.

We Are Passionate About Learning

We maintain high aspirations for every child and are committed to ensuring all learners access ambitious and engaging learning. Passionate learning means no child is left behind.

We Are Inspired To Grow

We believe growth applies equally to pupils, families, staff and leaders. Growth is how we get better for every child, every year.



What Inclusion Means

What Inclusion Means at Kingsway

Inclusion means creating the conditions in which every child can:

BELONG

Every child feels safe, valued and connected to our community.

PARTICIPATE

Every child accesses and engages with every aspect of school life.

ACHIEVE

Every child makes strong progress from their individual starting point.

THRIVE

Every child develops confidence, resilience and emotional wellbeing.

Belonging → Participation → Achievement → Thriving



The Trust Inclusion Model

The Trust Inclusion Model

Our approach is grounded in Self-Determination Theory. Children thrive when they experience three essential conditions:

Relatedness

"I feel safe, valued and connected." — We intentionally begin here. Belonging is the foundation of everything.

Competence

"I am successful and capable." — Children who belong are ready to learn and achieve.

Autonomy

"I have a voice and can influence my future." — Children who thrive have agency over their own lives.



Kingsway intentionally begins with belonging and relatedness — because without belonging, nothing else is possible.



Kingsway Context

Kingsway Context

Kingsway Primary School serves a diverse and vibrant community in Trafford with above-average levels of disadvantage and complexity of need. Inclusion is not an additional priority at Kingsway — it is the mechanism through which we achieve our mission as a school.

193

Pupils on Roll

36%

FSM

National 24.9%

21.8%

SEND

National 19.5%

7.8%

EHCPs

National 4.1%

23.8%

EAL

36.8%

Minority Ethnic

12+ backgrounds



Inclusion must drive every aspect of school improvement — from curriculum to attendance, from behaviour to safeguarding, from family engagement to staff development.



Understanding Need

Understanding Need

Speech, Language and Communication Needs and Social, Emotional and Mental Health represent our largest areas of identified need. Understanding these needs shapes our curriculum, our communication and our approach to belonging.

Speech, Language and Communication Needs

23 pupils — 11.9% of roll. SLCN is our largest SEND category. Early identification, communication-rich environments and SALT involvement are central to our response.

Social, Emotional and Mental Health

20 pupils — 10.4% of roll. SEMH needs are closely linked to attendance, behaviour and belonging. Our relational approach is our primary response.

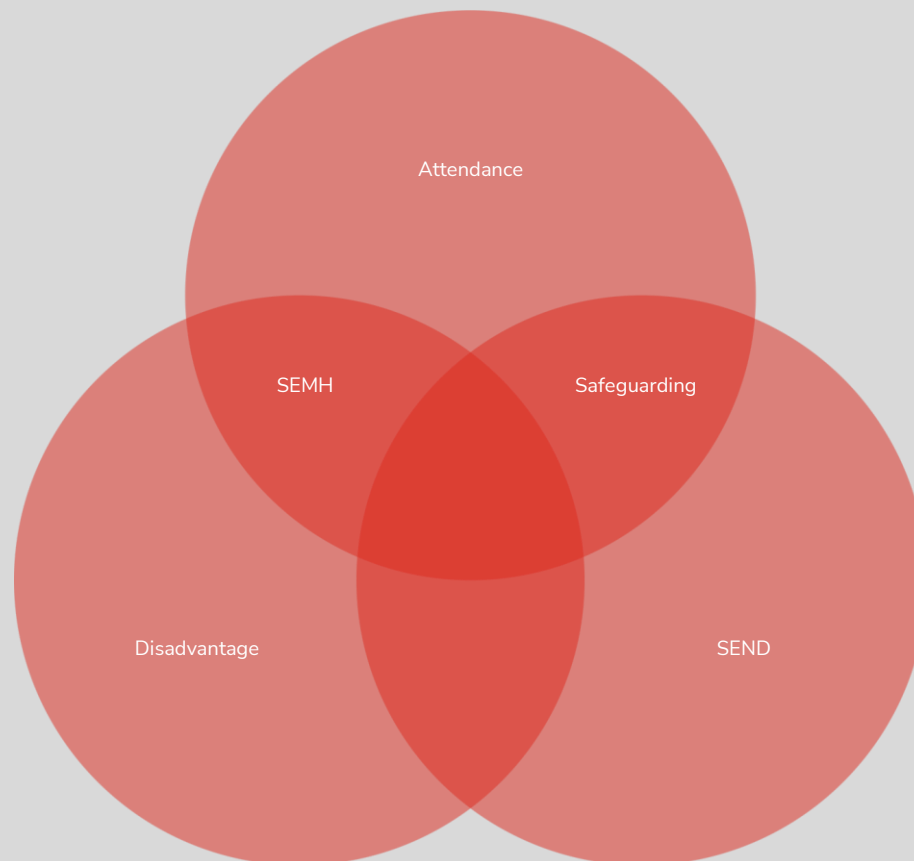
Belonging → Communication → Confidence → Achievement



Disadvantage and Inclusion

Disadvantage and Inclusion

At Kingsway, disadvantage is not a separate strategy from inclusion. 36% of pupils are eligible for Pupil Premium (national 24.9%). Disadvantage frequently overlaps with SEND, attendance, SEMH, safeguarding and family vulnerability.



Our inclusion strategy serves as our primary strategy for improving outcomes for disadvantaged pupils.

Our primary response: excellent universal provision, adaptive teaching, strong attendance systems, pastoral support, family partnership and early intervention.



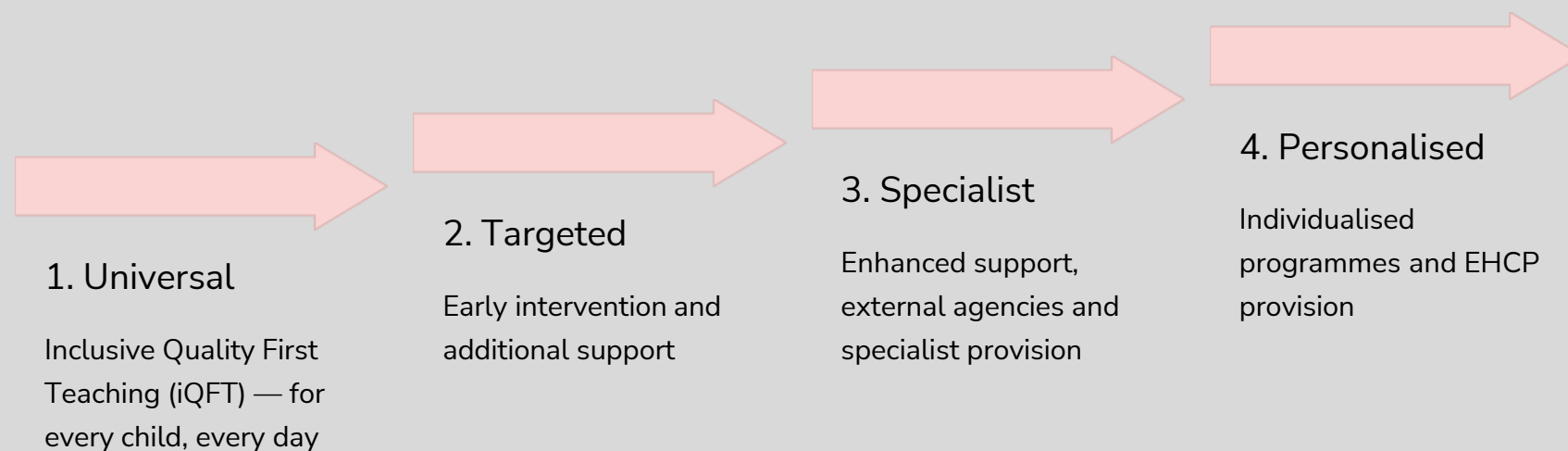
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The Kingsway Inclusion Model

The Kingsway Inclusion Model

Our graduated response — every child receives the right support at the right time.



Getting it right for everybody is our strongest inclusion strategy.



Our Universal Offer

Universal provision is our primary inclusion response — every child, every day, before any additional intervention.

- Inclusive Quality First Teaching — Adaptive teaching for every learner
- Reasonable Adjustments — Removing barriers as standard practice
- Flexible Seating — Environments designed for all learners
- Sensory Supports — Calm, accessible learning spaces
- Focus Tools — Supporting attention and regulation
- Practical Learning — Hands-on, engaging opportunities for all



Our Universal Offer (continued)

Our Universal Offer (continued)

Vocabulary Development

Explicit vocabulary instruction across the curriculum

Outdoor Learning & OPAL

Enriching play and learning beyond the classroom

Pastoral Support

Trusted relationships at the heart of school life

Relational Behaviour Support

Understanding behaviour as communication

Attendance Support

Belonging-first approach to every child's attendance

Family Support

Partnerships that rebuild trust and confidence

Universal provision is our primary response. We do not believe children should have to leave the classroom to experience success.



Adaptive Teaching

Adaptive Teaching at Kingsway

Adaptive teaching is our primary strategy for meeting the needs of every learner — SEND, disadvantaged, EAL, attendance barriers and vulnerable learners.

Scaffolding

Structured support that builds independence

Modelling

High-quality demonstration of learning

Practical Learning

Concrete, hands-on experiences

Vocabulary Support

Explicit teaching of language and meaning

Flexible Approaches

Responsive to individual needs in the moment

Removing Barriers

Proactive adjustments so every child can access learning





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Speech, Language &
Communication

Speech, Language and Communication

SLCN is our largest SEND category, affecting 23 pupils (11.9% of roll). Strong communication is the foundation of learning, belonging and life chances.

WellComm

Early screening and
targeted support

ELKLAN

Staff trained in
language and
communication

Communication- Rich Environments

Language
embedded across all
learning

Vocabulary Development

Systematic, explicit
vocabulary teaching

Early Identification

Identifying need early to prevent barriers

SALT Involvement

Speech and Language Therapy partnerships

Strong communication skills are the gateway to academic success, social connection and lifelong opportunity.



Behaviour as
Communication

Behaviour as Communication

At Kingsway, we believe behaviour is communication. Our approach is relational, restorative and inclusive. High expectations and high support go hand in hand.

Relational Approach

Trusted relationships are the foundation of positive behaviour.

Restorative Approach

Repairing relationships and rebuilding trust after difficulty.

Understanding Need

Behaviour communicates unmet need. We seek to understand before we intervene.

High Expectations & High Support

We hold high expectations for all children whilst providing the support they need to meet them.

We seek to understand before we intervene.



SEMH & Emotional Regulation

SEMH and Emotional Regulation

Current Priority: Improving SEMH and behaviour during social times. 20 pupils (10.4%) have identified SEMH needs.

OPAL

Outdoor Play and Learning — structured, enriching social time

Pastoral Support

Trusted adults providing consistent relational support

ELSA

Emotional Literacy Support Assistants

Thrive Training

Trauma-informed, attachment-aware approaches

Relational Approach and Regulation Support

Teaching children to understand and manage their emotions

Goal: Children develop emotional toolkits and independence — equipped to thrive in school and beyond.



OPAL: Play, Belonging & Wellbeing

OPAL: Play, Belonging and Wellbeing

OPAL (Outdoor Play and Learning) is a key element of Kingsway's inclusion strategy — not simply a playtime initiative.

- **Social Interaction** — Improved peer relationships and communication
- **Physical Activity** — Active, healthy bodies support active minds
- **Reduced Incidents** — Fewer behavioural incidents during social times
- **Sense of Belonging** — Play builds community and connection
- **Emotional Regulation** — Children develop self-regulation through play
- **Creativity** — Imaginative, child-led play opportunities
- **Readiness to Learn** — Children return to class calm and ready





Safeguarding Through Inclusion

At Kingsway, inclusion and safeguarding are inseparable. Vulnerable children face greater risk of poor outcomes without early support.

- Knowing children well.
- Building trusted relationships.
- Removing barriers to attendance and participation.
- Listening to children's voices.
- Identifying concerns early.
- Working in partnership with families.

Inclusion is one of our strongest safeguarding responses.



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Attendance Through
Belonging

Attendance Through Belonging

Attendance enables belonging, learning and success. Our relational model was developed at Kingsway and adopted across the Trust.

95.0%

Current Attendance

National average: 94.9%

96%+

Attendance Target

+0.7%

Above Similar Schools

13.4%

Current Persistent Absence



PA Target

Below national average

Weekly

Attendance Reviews

Monitored through safeguarding
processes



Our Relational Approach to Attendance

The Wrong Question

"How do we make children attend?"

The Right Question

"What does this child need in order to want to be here?"



Attendance — Five Principles

Attendance — Our Five Principles

Our attendance work is guided by five principles:

1

Belonging comes first.

2

Curiosity before judgement.

3

Partnership with families.

4

Attendance is safeguarding.

5

Attendance is everybody's responsibility.

Attendance is monitored through:

- Weekly attendance reviews
- Safeguarding processes and early help referrals
- Family partnership and relational approaches
- Targeted support for children at risk of persistent absence



Working with Families

The best outcomes occur when schools and families work together. We strive to rebuild trust and create a school where parents feel heard, respected and valued.

Early Help

Connecting families to support at the earliest opportunity

Trafford Teams Together

Multi-agency collaboration around families

Pastoral Support

Trusted relationships with families

Attendance Support

Partnership approach to improving attendance

Parent Drop-Ins

Open, accessible communication with school

Transition Support

Supporting families through key transitions



Small Specialist Classes

Kingsway hosts two Local Authority-designated Small Specialist Classes — flexible inclusion hubs that are integral to the life of the school, not separate from it.

The Nest

Reception to Year 2 — 10 pupils. Full in September 2026.

The Burrow

Year 3 to Year 6 — 10 pupils. Oversubscribed.

Places are allocated through the Local Authority consultation process. Both provisions are fully subscribed — The Burrow is oversubscribed, reflecting the quality and reputation of our specialist offer.

A continuum of provision, not a separate provision.



SSC — What Children Access

Children in The Nest and The Burrow access a hybrid specialist-mainstream model, linked to EHCP outcomes.

Bespoke Specialist Teaching

Tailored to individual EHCP targets

Speech & Language Support

Integrated SALT programmes

Mainstream Access

Lessons and experiences with peers where appropriate



SSC — What Children Access (continued)

All provision is delivered by highly trained staff including ELSA-trained practitioners, Thrive practitioners and SALT.

ELSA & Thrive

Emotional literacy and wellbeing support

Social Communication

Targeted interventions and peer integration

Extracurricular Opportunities

Full participation in wider school life

The SSCs are integral members of the Kingsway family. Their expertise enriches the whole school — mainstream children also access SSC support, making the SSCs true flexible inclusion hubs.



SSC Impact Beyond SSC

The SSCs function as an inclusion hub — their expertise benefits the wider school community. Mainstream pupils can access:

Reading Support

Specialist reading and phonics programmes

Maths Support

Targeted maths intervention

Social Support

Social skills and peer relationship development

Pastoral Support

Emotional and wellbeing support

Communication Support

Speech and language resources and expertise

The SSC is an inclusion hub — its expertise enriches the whole school.



Leadership of Inclusion

Leadership of Inclusion

Inclusion at Kingsway is led at every level. Distributed leadership ensures inclusion is everyone's responsibility.

Kate Baskeyfield —
Headteacher

Strategic leadership
and accountability

Claire Lowe —
Deputy
Headteacher

Curriculum,
assessment and
quality assurance

Paul Walker —
AHT Inclusion

SEND, SEMH,
safeguarding,
inclusion and
vulnerable learners

David Taylor —
AHT Teaching
and Learning

Teaching, Learning,
EYFS and
communication
development

Gareth Dale —
Behaviour Lead

Relational practice,
behaviour and OPAL

Governors monitor: attendance, vulnerable learners, safeguarding, inclusion outcomes and Pupil Premium impact. The Trust provides strategic challenge, support and oversight.



Strategic Priorities 2026–2029

- Priority 1 — Attendance through belonging
- Priority 2 — SEMH and emotional regulation
- Priority 3 — Adaptive teaching consistency starting in EYFS
- Priority 4 — Speech and language development starting in EYFS
- Priority 5 — Early identification and intervention starting in EYFS
- Priority 6 — Family partnership starting in EYFS



Inclusion in Action

These case studies illustrate how inclusion changes lives at Kingsway. No names are used.

Emotionally Based School Avoidance

A child with a history of EBSA successfully returned to education through relational attendance support, partnership with family and a personalised reintegration plan. Belonging came first — and learning followed.



Inclusion in Action (continued)

Risk of Exclusion

A child previously struggling with behaviour remained successfully included through adaptive teaching, emotional regulation support and trusted relationships. Understanding came before intervention.

Family Partnership

A family who had previously lost trust in education developed positive relationships with school through pastoral support, consistent communication and early help involvement. Confidence was rebuilt — one conversation at a time.

These are not exceptional cases. This is inclusion working as it should — every day, for every child.



The Evidence Behind Our Approach

The Kingsway Inclusion Strategy is rooted in evidence-informed practice, national guidance and our deep understanding of our community.

EEF: Guide to Inclusive Teaching

Supports iQFT, adaptive teaching and universal provision first. Key message: Excellent teaching is the foundation of inclusion.

EEF: SEND in Mainstream Schools

Supports early identification, graduated response and high-quality teaching before intervention. Key message: Every teacher is a teacher of SEND.

EEF: Oral Language Interventions

Supports WellComm, vocabulary development and communication-rich classrooms. Key message: Communication underpins learning, belonging and achievement.



The Evidence Behind Our Approach (continued)

The Evidence Behind Our Approach (continued)

RISE: Attendance Improvement Guidance

Supports community, belonging, family partnership and attendance as a whole-school responsibility. Key message: Belonging improves attendance.

RISE: Inclusive Mainstream Education

Supports whole-school inclusion, mainstream inclusion and evidence-informed practice. Key message: Inclusive schools improve outcomes for all children.



The Evidence Behind Our Approach
(continued)

The Evidence Behind Our Approach (continued)

Self-Determination Theory

Supports Relatedness, Competence and Autonomy. Key message: Children thrive when they feel connected, capable and empowered.

SEND Code of Practice

Supports early identification, graduated response, family partnership and person-centred planning.

Keeping Children Safe in Education

Supports safeguarding through relationships, vulnerability identification, attendance as safeguarding and early intervention.

Equality Act 2010

Supports reasonable adjustments, equality of opportunity and removal of barriers.



Why We Lead With Belonging

Why We Lead With Belonging

Research tells us that belonging, strong relationships, excellent teaching and early intervention create the conditions for children to thrive. This is why we lead with:

1

Belonging

2

Attendance

3

Engagement

4

Participation

5

Achievement

6

Thriving



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How We Will Measure
Success

How We Will Measure Success

Our Inclusion Dashboard will track progress across all key indicators:

- Attendance 96%+ by 2029
- Persistent absence below national average
- Reduction in SEMH incidents during social times evidenced on CPOMS
- Improved attendance for disadvantaged pupils and pupils with SEND
- Reduction in behaviour incidents evidenced on CPOMS
- Improved pupil belonging survey results
- Improved parent voice outcomes
- 90%+ staff confidence in the Kingsway Inclusion Strategy
- Improved attainment and progress from individual starting points
- SSC pupils actively included in whole-school life



How Governors Will Evaluate Impact

Kingsway will use an Inclusion Dashboard to evaluate impact over time. Governors will monitor the following indicators termly:

- Attendance & Persistent Absence — Including Pupil Premium and SEND attendance
- Behaviour Incidents — CPOMS safeguarding trends and SEMH data
- Pupil Voice & Parent Voice — Belonging surveys and satisfaction outcomes
- SDQs & Wellbeing Data — Emotional health and regulation indicators
- Attainment & Progress — Vulnerable groups achieving from starting points
- SSC Impact & Staff Confidence — Specialist provision outcomes and annual staff survey



Success By 2029

We will know we have been successful when:

- Children feel they belong.
- Children know their voice matters.
- Attendance improves and persistent absence reduces.
- Vulnerable learners thrive from their starting points.
- Children at risk of exclusion remain successfully included.



Success By 2029 (continued)

- Children with histories of EBSA attend successfully.
- Families report positive experiences of Kingsway.
- Difference is celebrated throughout school.
- Children leave Kingsway confident, resilient and emotionally literate.

Most importantly: every child feels they belong, knows their voice matters and experiences success as part of the Kingsway family.



Our Commitment

At Kingsway Primary School, inclusion is not something we do for a small group of children.

It is how we ensure every child belongs, every child participates and every child thrives.

Guided by our values, informed by evidence and rooted in relationships, we are committed to creating a school where differences are celebrated, barriers are removed and every child is empowered to achieve their potential.

Inclusion is evident in every lesson, every corridor, every conversation and every relationship.

It is seen in the child who discovers a love of reading.

It is seen in the child who finds the confidence to speak.

It is seen in the family who feels welcomed and heard.

It is seen in the child who returns to school after a difficult period.

It is seen in children learning, playing and growing together.

This is what inclusion looks like at Kingsway.

Belong First. Thrive Together.