

Inclusion Strategy Template

Before completing this template, read DfE's [Developing an inclusion strategy using the IMF for school leaders](#).

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Inclusion Strategy – Kingsway 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	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Kate Baskeyfield (Headteacher) Kylie Spark (Head of Trust)

Statement of intent

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

Our inclusion strategy is built on the principle that inclusion is not something we do for a small group of children. It is how we ensure every child can access, participate in and benefit from every aspect of school life.

We recognise that every child arrives at school with unique experiences, strengths, needs and aspirations. Through strong relationships, adaptive teaching, high-quality universal provision and effective family partnerships, we seek to remove barriers to learning, participation and achievement.

Our approach is informed by attachment-aware and trauma-informed practice and is rooted in the belief that belonging comes first. We are committed to ensuring every child is known, valued and understood.

Our strategy reflects the seven principles of inclusion through promoting belonging, participation, equity, diversity, acceptance, dignity and achievement for all learners. It has been developed through ongoing engagement with pupils, families, staff, governors and external partners and is informed by our understanding of our school community.

As a Trafford Belong Accredited School, a Values-Based Education Accredited School and a One Education Silver Reading Award school, we are committed to creating a culture where every child can thrive academically, socially and emotionally.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Speech, Language and Communication Needs (SLCN). This is our largest area of identified SEND need and presents barriers to communication, social interaction and curriculum access.
2	Social, Emotional and Mental Health (SEMH) needs, including emotional regulation difficulties, anxiety and emotionally based school avoidance.
3	Disadvantage and family vulnerability, including the impact of deprivation, limited access to enrichment opportunities and overlapping attendance, safeguarding and wellbeing needs.
4	Persistent absence and attendance barriers impacting engagement, belonging and access to learning.

5	Increasing complexity of need, including pupils with SEND, EHCPs and children requiring specialist support whilst remaining successfully included within mainstream provision.
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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.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Further development of adaptive teaching and Inclusive Quality First Teaching to ensure all pupils can access ambitious learning. Addresses barriers 1–5.	Universal	Core budget + IMF
Development of communication-rich classrooms, vocabulary teaching, WellComm screening and speech and language provision. Addresses barrier 1.	Universal and Targeted	Core budget + IMF
Continued implementation of attachment-aware, trauma-informed and relational approaches including ELSA, Thrive and pastoral provision. Addresses barriers 2–5.	Universal and Targeted	Core budget + IMF
Attendance through Belonging strategy, including family partnership, attendance reviews and targeted support for vulnerable pupils. Addresses barriers 3 and 4.	Universal and Targeted	Core budget + IMF
Specialist support through The Nest and The Burrow SSCs, enabling successful inclusion and access to specialist	Targeted	Core budget + High Needs Funding

expertise. Addresses barriers 1, 2 and 5.		
OPAL and wider wellbeing provision to improve regulation, belonging, engagement and social development. Addresses barriers 2–4.	Universal	Core budget + IMF

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
Improve belonging, participation and engagement for all pupils.	Pupil voice demonstrates that children feel safe, valued, heard and included.
Improve attendance and reduce persistent absence.	Whole-school attendance reaches or exceeds 96% and persistent absence falls below national averages.
Improve outcomes for pupils with SEND and disadvantaged pupils.	Improved progress, attainment and participation from individual starting points.
Strengthen speech, language and communication development.	Improved communication outcomes evidenced through assessment, interventions and classroom participation.
Improve SEMH, emotional regulation and behaviour.	Reduction in behaviour incidents and improved emotional wellbeing indicators.
Strengthen staff confidence in inclusive practice.	Staff evaluation demonstrates high levels of confidence in adaptive teaching and inclusive approaches.

Review of the previous academic year

This is the first year of the Kingsway Inclusion Strategy 2026–2029.

A full review against the intended outcomes will be completed in September 2027 and will include evaluation of:

- *attendance and persistent absence*
- *pupil belonging and participation*

- *pupil and parent voice*
- *behaviour and safeguarding outcomes*
- *progress and attainment*
- *outcomes for pupils with SEND*
- *outcomes for disadvantaged pupils*
- *impact of specialist provision*
- *staff confidence in inclusive practice*

Further information (optional)

This document provides a summary of Kingsway Primary School's Inclusion Strategy in line with Department for Education requirements.

A full version of the Kingsway Inclusion Strategy, including our vision, values, relational approach, inclusion model, attendance strategy, specialist provision, family partnership work and evidence base, can be found on the school website. **(INCLUDE LINK TO INCLUSION STRATEGY ON WEBSITE HERE)**

The full strategy outlines how Kingsway's commitment to belonging, participation and achievement is implemented across every aspect of school life.

At Kingsway, we believe that inclusion is not an additional priority. It is the mechanism through which we improve attendance, wellbeing, safeguarding, engagement, achievement and life chances for every child.

Belong First. Thrive Together.