Leighswood School - Inclusion Strategy – 2026-2027

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	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Ruth Davies, Head of School

Statement of intent

At Leighswood, we believe that there should be no limits to what any child can achieve. Our role is to identify, reduce and remove barriers to learning, participation and achievement so that every pupil can thrive. Inclusion is not simply a provision, intervention or strategy; it is the foundation of our school community and a shared commitment that shapes our culture, values and decision-making.

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We believe that every child has the right to an education that enables them to thrive socially, emotionally and academically. We know that children learn best when they feel safe, valued, respected and that they truly belong. Our aim is to create an environment where diversity is celebrated, individual strengths are recognised and barriers are identified and addressed as early as possible.

Our inclusion strategy is designed to support all members of our school community through the following objectives:

- To provide high-quality, inclusive and adaptive teaching that enables all pupils to access, participate in and succeed within an ambitious curriculum.
- To know our pupils well through strong relationships, effective assessment and early identification of needs and barriers, ensuring timely and appropriate support.
- To create a culture that celebrates diversity, promotes belonging and is underpinned by high expectations and aspirations for every pupil.
- To work in partnership with families, governors and external agencies to secure the best possible outcomes for all pupils.

Inclusion at Leighswood extends beyond statutory requirements and is reflected in our everyday practice through adaptive teaching, strong relationships, high expectations and a commitment to ensuring that every pupil feels valued and included.

Our curriculum is ambitious for every child. Rather than lowering expectations, we adapt teaching, provision, resources and learning environments so that all pupils can access, participate in and succeed within the same ambitious curriculum. We recognise that some pupils may require additional support, reasonable adjustments or targeted interventions to overcome barriers. Our role is to provide that support while maintaining high expectations for all.

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This strategy is not solely for pupils with Special Educational Needs and Disabilities (SEND). It is intended to promote participation, belonging, achievement and wellbeing for all pupils, particularly those who may face barriers, including disadvantaged pupils, those experiencing vulnerability and those requiring additional support at different points in their education.

The approaches set out within this strategy are informed by evidence, research and a thorough understanding of the needs of our pupils and community. They reflect the Department for Education's seven principles of inclusion and are designed to strengthen participation, improve outcomes and ensure that every pupil can flourish.

We have taken an inclusive approach to developing this strategy. In doing so, we have sought the views of pupils, families, staff, governors and the external professionals who support our school to ensure that a wide range of perspectives has helped shape our approach. We are committed to regularly evaluating the implementation and impact of this strategy through measures including attendance, participation, engagement, attainment, pupil voice, family feedback and outcomes for vulnerable groups. This ongoing review will help us identify what is working well, where improvements are needed and how our provision should continue to evolve, ensuring that inclusion remains at the heart of everything we do.

The strategy is funded from core budgets supported by £18,803 from the Inclusion Mainstream Fund.

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Barriers to learning and participation

	Detail of barrier to learning	*(notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	*Attendance of pupils and persistent absence levels – in particular those with double disadvantaged status*	Emerging Trends • Persistent absence is increasingly concentrated within the school's most vulnerable groups. • Attendance concerns often coexist with SEND, disadvantage, SEMH needs and safeguarding concerns. • Children with lower attendance typically require greater levels of intervention to close learning gaps. • A small number of families account for a disproportionate level of absence and require significant leadership and pastoral support. Key Inclusion Considerations • Emotionally Based School Avoidance (EBSA) and anxiety-related barriers to attendance. • Parental engagement and confidence in school. • Health and wellbeing factors. • Family adversity and instability. • Readiness for learning and belonging.
2	*Disadvantage and barriers to educational achievement*	Disadvantaged pupils continue to attain significantly below their non-disadvantaged peers across reading, writing and mathematics, with particularly large gaps evident in combined attainment measures. This remains the single biggest barrier to improved whole-school outcomes

		Emerging Trends • Disadvantage is increasingly overlapping with SEND, attendance and safeguarding vulnerability. • A growing proportion of pupils requiring targeted intervention sit within the disadvantaged cohort. • Outcomes for non-disadvantaged pupils demonstrate that teaching is capable of securing strong outcomes, suggesting that the challenge is not solely curriculum quality but pupils' ability to access and sustain learning over time. • Early Years outcomes have improved significantly, presenting an opportunity to narrow future gaps if support is maintained through KS1 and KS2. Key Inclusion Considerations • Attendance as a barrier to learning. • Limited vocabulary and language exposure. • Reduced access to enrichment experiences. • Lower levels of academic confidence and self-efficacy. • Increased likelihood of multiple vulnerabilities.

3.	*Increasing prevalence and complexity of SEND and additional needs*	Emerging Trends • Increasing complexity of need in addition to increasing numbers. • Rising SEMH presentation across several year groups. • Greater demand for adaptive teaching and targeted intervention. • More pupils presenting with multiple needs spanning cognition, communication and emotional regulation. • Increased pressure on specialist services and external agency support. Key Inclusion Considerations • Speech, language and communication needs. • Emotional regulation and resilience. • Access to quality-first teaching. • Early identification and graduated support. • Family engagement and partnership working.

4.	*Participation, belonging and emotional wellbeing*	A strong sense of belonging underpins attendance, engagement, participation and achievement. Pupils who feel connected, valued and supported are more likely to attend regularly, engage positively in learning and achieve successful outcomes. Emerging Trends • Increasing numbers of pupils presenting with anxiety, emotional regulation difficulties and reduced resilience. • A growing overlap between emotional wellbeing needs, attendance concerns, disadvantage, SEND and safeguarding vulnerabilities. • Pupils who feel less connected to school are more likely to experience difficulties with attendance, engagement and participation. • Demand for targeted SEMH support and early intervention continues to increase. • Greater recognition of the importance of belonging, wellbeing and positive relationships in enabling successful learning and participation. Key Inclusion Considerations • Developing a strong sense of belonging and school connectedness. • Supporting emotional wellbeing, resilience and self-regulation. • Ensuring all pupils have opportunities to participate fully in school life, enrichment activities and the wider curriculum. • Building positive relationships with trusted adults and peers. • Reducing barriers associated with anxiety, emotional needs and social vulnerability.

		• Promoting pupil voice, participation and influence in school decision-making. • Strengthening family engagement and partnership working to support wellbeing and inclusion.

Activity in this academic year and intended outcomes

The following activities have been selected in response to the barriers identified within this strategy and are aligned to the Department for Education's seven principles of inclusion.

Linked principle of inclusion	**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)*	**Intended outcome**	**Success criteria**
Principle 1: Leadership and Whole-School Culture	Purchase of data tracking system – Insight – to enable close tracking and monitoring of assessment, progress, provision mapping and closer identification of groups of children Barriers 1, 2, 3, 4	Universal Offer	£1,445	• Earlier identification of need. • More precise allocation of support and additional provision • Improved tracking of vulnerable	• 100% of pupils receiving additional support are included within provision mapping and reviewed termly. • Leaders can demonstrate how provision is linked to identified barriers and pupil need.

				groups and provision	• Assessment, attendance and participation data is used to evaluate the impact of interventions and inform future provision decisions.
Principle 1: Leadership and Whole-School Culture	Employment of CADMUS inclusive services as experts at hand to advise and train leadership on best practice regarding inclusion, research-informed provision and best practice Barriers 1, 2, 3, 4	Universal offer	£11,300	• Increased leadership knowledge and confidence in evidence-informed inclusion practice. • Stronger strategic planning and decision-making in relation to inclusion. • Improved alignment between school provision, identified barriers and pupil need	• Inclusion policies, provision maps and strategic plans reflect current evidence-informed practice. • Leaders can demonstrate how provision and resource allocation are informed by identified barriers and pupil need. • Staff report increased confidence in meeting the needs of vulnerable pupils through training and support. • School improvement and inclusion priorities are reviewed and refined

					through specialist challenge and guidance • Pupils demonstrate increased confidence and independence when communicating with adults and peers.
Principle 2: Early Identification and Intervention **Principle 4:** Targeted Support **Principle 5**: Partnership Working	Employment of an additional Attendance Officer to provide targeted support for pupils who are persistently absent or at risk of persistent absence, working closely with families and external agencies to remove barriers to attendance. Barriers 1, 2, 3, 4	Targeted Support	£13,671	• Improved attendance and engagement for pupils at risk of persistent absence. • Increased family engagement with school and support services. • Earlier identification and resolution of barriers affecting attendance and participation	• Persistent absence rates reduce, particularly for vulnerable groups and those with multiple disadvantages. • Overall attendance improves towards, or exceeds, national figures. • Families engage positively with attendance support and signposted services. • Attendance plans are reviewed regularly and demonstrate improved outcomes for identified pupils.

					• Parent surveys indicate increased confidence in school support and communication.
Principle 4: Targeted Support	Employment of specialist outsources service for speech and language provision Barriers 2, 3, 4	Targeted Support - pupils with identified speech, language and communication needs.	£3,000	To improve pupils' communication, language and interaction skills, enabling them to access learning more effectively, build positive relationships and participate confidently in school life.	• Pupils receiving support demonstrate measurable progress against identified communication and language targets. • Assessment data, intervention reviews and classroom observations show improved communication, engagement and participation in learning.
Principle 5: Partnership Working	Employment of a permanent Family Support Worker to support pupil and family wellbeing, improve attendance and engagement, and work collaboratively with health, safeguarding and external agencies to remove barriers to learning and participation.	Universal Offer – whole school community	£21,620	• Improved family engagement with school and support services. • Improved pupil wellbeing, attendance and participation.	• Parent surveys demonstrate increased satisfaction with school support and communication. • Pupil wellbeing measures (e.g. Smoothwall Pulse) show improved outcomes

	Barriers 1, 3, 4			• Earlier identification of family needs and more timely support. • Increased access to SEMH and early help provision through effective partnership working.	for targeted pupils and identified groups. • Attendance and participation improve for pupils receiving Family Support Worker intervention. • Increased engagement with external support services and successful referrals where appropriate. • School can evidence earlier intervention and improved outcomes through case studies, attendance data and safeguarding records.
Principle 4: Targeted Support	Training and delivery of ELSA interventions to support pupils with identified emotional wellbeing, resilience and self-esteem needs. Barriers 1, 4	Targeted Support	£1,150	• Improved emotional wellbeing, resilience and self-esteem. • Reduced barriers to learning and	• Pupil wellbeing measures demonstrate improved outcomes for pupils receiving ELSA support. • Pupils report increased confidence, resilience and emotional wellbeing

				participation associated with SEMH needs. • Increased confidence, engagement and readiness to learn. • Improved participation in school life and learning.	through pupil voice activities. • Staff observations indicate improved engagement, participation and self-regulation. • Attendance and participation improve for identified pupils where emotional wellbeing has been a barrier. • Individual ELSA targets demonstrate positive progress following intervention
Principle 4: Targeted Support	Low-arousal lunch club providing quiet spaces, structured activities and opportunities for friendship building, enabling pupils with SEMH vulnerabilities to regulate, connect and successfully participate in school life. Barrier 4	Targeted Support	£1,000	• Improved emotional wellbeing and self-regulation. • Increased sense of belonging and school connectedness.	• CPOMS records demonstrate a reduction in behaviour, wellbeing and social incidents involving targeted pupils. • Pupil voice and wellbeing surveys demonstrate improved feelings of

				• Improved participation in social and learning activities. • Reduced anxiety and barriers associated with unstructured times of the school day.	belonging, safety and wellbeing. • Targeted pupils report increased confidence in accessing lunchtime provision and social interactions. • Attendance and participation improve for identified pupils where SEMH needs have been a barrier. • Staff observations show improved emotional regulation and positive peer interactions.
Principle 3: High-Quality Teaching	Staff training in the TLAC approach to strengthen high-quality adaptive teaching and ensure the curriculum is accessible, ambitious and inclusive for all pupils. Barriers 2, 3, 4	Universal offer	£400	• Improved quality of adaptive teaching across the school. • Increased participation and engagement in learning for all pupils, particularly	• Lesson observations and learning walks demonstrate effective adaptive teaching and appropriate use of scaffolds. • Pupils with SEND and other identified vulnerabilities participate

				those facing barriers to learning. • Greater access to the ambitious curriculum through effective scaffolding and responsive teaching. • Improved pupil outcomes through high-quality inclusive classroom practice.	successfully in curriculum learning alongside their peers. • Pupil voice indicates that adaptations and support strategies help them access learning and achieve success. • Assessment, participation and engagement data demonstrate improved outcomes for vulnerable groups. • Staff demonstrate increased confidence in adapting teaching to meet a range of needs.
Principle 6: Workforce Development	Experts at Hand – release time and funding to share specialist expertise and develop staff knowledge and skills in inclusive practice through approaches such as Makaton, Bucket Therapy and Communication Boards.	Universal offer – training for staff to benefit whole school community	£400	• Increased staff confidence and expertise in meeting the needs of pupils with SEND and additional needs.	• Staff training records demonstrate participation in identified inclusion training. • Classroom practice demonstrates the consistent use of agreed

	Barriers 3, 4			• Greater consistency in inclusive classroom practice across the school. • Improved communication, participation and curriculum access for pupils with identified needs. • Increased use of evidence-informed strategies and reasonable adjustments.	inclusive strategies and approaches. • Pupil voice indicates that adaptations and communication support them to access learning and participate successfully. • Increased use of communication supports, visual strategies and specialist approaches across the school. • Leaders can evidence improved staff confidence and implementation of inclusive practices through monitoring and evaluation activities.
Principle 3: High-Quality Teaching	RWI full-time practitioner providing high-quality early reading instruction and targeted intervention for pupils requiring additional support across EYFS and KS1.	Universal offer for EYFS and KS1	£415	• Improved early reading outcomes for pupils at risk of falling behind. • Earlier identification of	• Phonics screening and reading assessment outcomes demonstrate improved attainment for pupils receiving support.

	Barriers 2, 3			pupils requiring additional reading support. • Increased attainment and engagement in reading across EYFS and KS1. • Reduced barriers to educational achievement through effective early intervention.	• Identified pupils make accelerated progress from their starting points in early reading. • Reading attainment gaps for disadvantaged pupils and pupils with additional needs begin to narrow. • Staff can evidence the timely identification and support of pupils at risk of reading difficulties. • Pupils demonstrate increased confidence, participation and engagement in reading activities through pupil voice and classroom observation
Principle 7: Accessibility and Participation	Purchase of Communication in Print software to create accessible visual communication systems, signage and resources that support understanding, participation and independence	Universal offer – whole-staff use and school-wide environmental provision	£262.50	• Improved accessibility of the school environment for all pupils, particularly those with	• Visual communication supports are used consistently across classrooms and shared school spaces.

	throughout the school environment. Barriers 3, 4			communication and interaction needs. • Increased independence, understanding and participation in school life. • Reduced communication barriers to learning and social interaction. • Strengthened sense of belonging, inclusion and school connectedness.	• Pupils with communication and interaction needs demonstrate increased independence in accessing learning and navigating the school environment. • Pupil voice indicates that school communication systems help pupils understand routines, expectations and learning activities. • Staff can evidence the effective use of visual communication strategies to support participation and engagement. • Participation, engagement and wellbeing measures demonstrate positive outcomes for pupils with

					identified communication and interaction needs.
Principle 7: Accessibility and Participation	Accessible technologies – purchasing school-based equipment, software and visual technologies to improve access to the curriculum, the learning environment and communication for pupils with a range of needs. This includes Communication in Print, Oxford Owl, "Nessy" Reading, TT Rock Stars, visualisers and other assistive technologies. Barriers 2, 3, 4	Universal Offer	£500	• Improved access to learning, communication and participation for all pupils. • Reduced barriers to curriculum access for pupils with SEND and additional needs. • Increased independence, engagement and confidence in learning. • Enhanced accessibility of classroom environments through the effective use of visual and	• Technology and accessibility tools are used consistently across classrooms and learning environments. • Pupils with identified needs demonstrate increased participation, engagement and independence in learning activities. • Pupil voice indicates that technology and accessibility tools support understanding, communication and curriculum access. • Staff can evidence the effective use of assistive technology and visual supports to remove barriers to learning.

				assistive technologies. • Improved opportunities for pupils to access and succeed within the school's ambitious curriculum.	• Assessment, participation and engagement data demonstrate positive outcomes for pupils who require additional technological or communication support. • Classroom practice demonstrates environments are increasingly accessible and inclusive.
Principle 5: Partnership Working	Parents and SEND Parent Coffee Mornings to gather family perspectives, strengthen relationships and provide guidance, signposting and support relating to inclusive practice and provision. Barriers 1, 3, 4	Universal offer for families	£500	• Strengthened partnerships between school and families. • Increased parental understanding of SEND processes, inclusive practice and available support. • Improved opportunities for parental voice to	• Parent surveys demonstrate increased confidence in the school's inclusive practice and communication. • Attendance at coffee mornings and family engagement events increases over time. • Families report that they know how to access support, guidance and

				influence school provision. • Earlier identification of emerging concerns through open communication and collaboration	external services when required. • Feedback from parents contributes to the review and development of school inclusion practices. • Leaders can evidence improved parental engagement and positive partnership working through consultation records and survey responses.
Principle 2: Early Identification and Intervention	Use of the Welcomm assessment package to identify, assess and track speech, language and communication needs in Reception pupils, enabling timely intervention and support Barriers 2, 3	Targeted support	£1,000	• Earlier identification of speech, language and communication needs. • Timely intervention for pupils requiring additional support.	• Reception pupils are assessed and tracked using the Welcomm framework. • Identified pupils receive timely intervention matched to their assessed needs. • Progress data demonstrates improvements in

				• Improved communication and language development. • Reduced barriers to learning and participation from the earliest stage of education. • Improved readiness for learning and transition into Key Stage 1.	communication and language skills for pupils receiving support. • Staff can evidence that assessment outcomes directly inform provision planning and intervention. • Early language and communication gaps are reduced through targeted support. • Pupils demonstrate increased confidence, participation and engagement in classroom learning and social interactions.
Principle 2: Early Identification and Intervention	Lego Therapy sessions delivered to pupils with identified SEMH needs, friendship difficulties and self-esteem concerns to strengthen social communication, relationships and emotional wellbeing.	Targeted support- SEMH	£250	• Improved social interaction and communication skills. • Increased confidence, self-esteem and	• Pupil voice demonstrates increased confidence, wellbeing and feelings of belonging. • Targeted pupils show improved social interaction and positive relationships with peers.

	Barrier 4			emotional wellbeing. • Improved friendships, peer relationships and sense of belonging. • Early intervention to reduce barriers to learning, participation and social development. • Increased readiness to engage positively in school life.	• Staff observations indicate increased participation, engagement and collaboration in class and social situations. • CPOMS and pastoral records show a reduction in concerns relating to friendship difficulties, emotional wellbeing or social vulnerability. • Identified pupils make progress against individual SEMH, friendship or self-esteem targets. • Parents and carers report improvements in confidence, relationships and emotional wellbeing where appropriate.
Principle 4: Targeted Support	Commissioning specialist Play Therapy provision to support pupils with significant SEMH	Targeted Support - SEMH	£8,000	• Reduced barriers to learning, attendance and	• Individual therapeutic targets demonstrate measurable progress

	needs that require intervention beyond the school's usual graduated response and reasonable adjustments Barriers 1,4			participation arising from significant SEMH needs. • Improved emotional wellbeing, resilience and self-regulation. • Increased readiness to engage in learning and school life. • Enhanced ability to access education successfully through specialist therapeutic support.	over the course of the intervention. • Pupils receiving Play Therapy show improved emotional regulation, engagement and participation in school. • CPOMS, behaviour and pastoral records indicate a reduction in SEMH-related concerns for targeted pupils. • Attendance improves for pupils where emotional wellbeing has been a barrier to school attendance. • Pupil voice and staff feedback demonstrate improved wellbeing, confidence and capacity to access learning. • Leaders can evidence the impact of specialist intervention through case

					studies, review meetings and progress monitoring.
Principle 2: Early Identification and Intervention	Purchase and delivery of NELI (Nuffield Early Language Intervention) within the Early Years setting to strengthen communication, language and interaction skills for pupils identified as requiring additional support. Barriers 2, 3	Targeted Support - early language	£1,040	• Improved speech, language and communication skills. • Earlier intervention for pupils at risk of falling behind in communication and language development. • Improved readiness for learning and participation in the Early Years curriculum. • Reduced barriers to future educational achievement through effective	• Pupils receiving NELI demonstrate measurable progress in communication and language assessments. • Identified pupils make accelerated progress from their starting points in speech, language and communication. • Reception pupils are better able to participate in classroom discussions, learning activities and social interactions. • Staff can evidence that assessment data is used to identify pupils and target intervention effectively. • Early language gaps are reduced for pupils receiving support.

				early language support.	• Improved communication and language outcomes contribute to increased engagement, participation and readiness for Key Stage 1
Principle 4: Targeted Support	Family Forest Nurture Provision for pupils experiencing anxiety, low self-esteem and SEMH vulnerabilities, providing targeted opportunities to develop resilience, independence, social skills and confidence through nurturing and enrichment-based experiences. Barriers 1, 4	Targeted Support – SEMH	£1,000	• Improved emotional wellbeing, resilience and self-esteem. • Increased sense of belonging and connection to school. • Improved participation in learning, enrichment and wider school life. • Development of independence, confidence and life skills.	• Pupil voice demonstrates increased confidence, wellbeing and feelings of belonging. • Targeted pupils show improved participation in learning, enrichment activities and wider school experiences. • Attendance improves for pupils where anxiety or emotional vulnerability has been a barrier. • CPOMS, pastoral and wellbeing records demonstrate a reduction in SEMH-related

				• Reduced barriers to attendance, engagement and participation for vulnerable pupils.	concerns for participating pupils. • Staff observations show increased independence, resilience and positive engagement with peers and adults. • Individual targets set for pupils attending the provision demonstrate positive progress over time

Review of the previous academic year

This is a new initiative for 2026-27 academic year.