Inclusion Strategy Statement 2026-27

School overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	04.11.2026
Date on which it will be reviewed	03.11.2027
Statement authorised by	Peter Lewis-Cole

Statement of intent

At Lipson Vale Primary School, our vision is to create an ambitious, nurturing and inclusive community where every child - regardless of their background or additional needs - feels a deep sense of belonging and is supported to achieve their full potential. We believe that inclusion must be designed by default, placing high-quality adaptive teaching and early intervention at the heart of our everyday practice.

Our Inclusion Strategy for 2026–27 directly targets the primary barriers to learning and participation identified across our cohort. These focus on early speech, language, and communication needs (SLCN) in Key Stage 1, adaptive curriculum access for pupils with Developmental Language Disorder (DLD) in Key Stage 2, social skill development for neurodiverse learners, emotional and mental health (SEMH) self-regulation in class, and early identification of dyslexic tendencies.

To achieve our objectives, our planned actions align directly with the DfE's 7 Principles of Inclusion:

- Ambitious Leadership & Governance: We embed inclusive practice across all school tiers, supported by whole-staff professional development through The CPD Academy.
- Evidence-Based Support & Early Intervention: We utilise proven screening and intervention tools such as Dyslexia Gold and participate in the National Speech, Language, and Communication Framework (working towards Silver Accreditation) to intervene early without requiring statutory diagnosis.
- High-Quality Adaptive Teaching: We invest in ongoing expert coaching for our Speech & Language Teaching Assistant to ensure adaptive classroom strategies benefit all learners.
- Enriching Provision Beyond the Classroom: We provide therapeutic outdoor learning experiences at Poole Farm to build social skills, self-esteem, and peer relationships.
- Safe, Respectful Culture & Belonging: We strengthen pastoral care and emotional wellbeing through supervised Emotional Literacy Support Assistants (ELSAs) and Play Therapy training delivered by our Educational Psychology team.
- Inclusive Environments & Accessibility: We expand our freely accessible, dedicated sensory space and equip classrooms with sensory resources to enable independent self-regulation.
- Strong Partnerships with Families & Services: We work in close collaboration with parents, local Educational Psychologists, NHS therapists, and wider specialist services to ensure holistic support.

By combining our Core School Budget, Notional SEN funding, and the Inclusive Mainstream Fund (IMF), we ensure our resources deliver maximum, measurable impact—removing barriers early so every pupil thrives.

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
1	Early identification and intervention of speech, language and communication needs in KS1. There is a growing prevalence of need on entry into school for speech and language intervention. Therefore, we are looking to strengthen and grow our current offer for pupils.
2	Adaptive practice and provision for pupils in KS2 with speech and language, communication needs and developmental language disorder.
3	Social skill development for neurodiverse pupils. There is an increased number of pupils (EHCP and pre-EHCP) with Communication Interaction identified as a barrier.
4	Supporting pupils with SEMH needs accessing learning within the classroom successfully (universally and targeted).
5	Identification of need for pupils demonstrating dyslexic tendencies and appropriate onward intervention and support.

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	Activity type	Total budgeted cost
Access to Poole Farm (3, 4) Evidence: Inclusion in Practice Case Studies; Mentally Healthy Schools (Alternative outdoor learning for self-esteem and peer relationship building).	Targeted	£9360
Play therapy training from Education Psychology team (3, 4) Evidence: Mentally Healthy Schools Targeted Support Guidance (Supervised pastoral and therapeutic interventions); EEF Guidance Report: Special Educational Needs in Mainstream Schools (Supporting emotional self-regulation and social-emotional development)	Targeted	£730
Working towards SILVER accreditation (National SLCM Pilot) (1, 2)	Universal	£2450

Evidence: Speech and Language UK Resource Library; EEF Guide to Inclusive Teaching		
Ongoing coaching provided to Speech & Language teaching assistant (1) to enable to deliver high quality intervention to pupils (2) Evidence: EEF Guidance Report: Special Educational Needs in Mainstream Schools (Recommendation 4: Deploy TAs effectively to deliver structured, targeted interventions); EEF Guide to Inclusive Teaching (Universal language-building and adaptive support)	Universal	£3332
Dyslexia Gold – resources, training, screening and intervention tool (5) Evidence: EEF Guidance Report: Special Educational Needs in Mainstream Schools (Recommendation 3: Use structured, evidence-based targeted interventions	Universal	£900
Sensory resources and ongoing development of a sensory space (4) Evidence: EEF Guide to Inclusive Teaching (Adapting physical classroom environments and universal accessibility); DfE Inclusive Mainstream Fund: Best Practice for Schools (Principle 7: Inclusive environments and self-regulation spaces)	Universal	£1500
Ongoing development of the sensory space that pupils can freely access as needed.		
Supervision for ELSA to ensure sessions continue to run effectively and with measurable impact. Evidence: Mentally Healthy Schools Targeted Support Guidance (Supervised pastoral and therapeutic interventions); EEF Guidance Report: Special Educational Needs in Mainstream Schools (Supporting emotional self-regulation and social-emotional development)	Universal	£300
Access to The CPD Academy online resources – staff training Evidence: EEF Guide to Inclusive Teaching; DfE RISE (Research and Improvement for SEND and Inclusion) (Whole-school inclusive workforce development).	Universal	£2000

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
Early identification and rapid language support: Establish a robust framework for early screening and universal speech, language, and communication interventions in Key Stage 1.	- Accreditation: Achieve SILVER accreditation under the National Speech, Language and Communication Framework. - Measurable Progress: Over 85% of identified KS1 pupils show measurable improvement on speech and language baseline tracking after two terms of support. - Staff Confidence: Staff audit demonstrates increased teacher confidence in embedding universal language-building strategies across all KS1 classrooms.
Embedded adaptive provision: Ensure pupils with Developmental Language Disorder (DLD) and complex communication needs access the full curriculum through high-quality adaptive teaching.	- Targeted Impact: Speech & Language TA receives weekly expert coaching, leading to improved curriculum access and progress in core subjects for 100% of targeted KS2 learners. - Classroom Consistency: Learning walks and drop-ins show consistent teacher use of visual scaffolds, pre-taught vocabulary, and adapted materials across all Key Stage 2 classes.
Enhanced social inclusion & belonging: Strengthen self-regulation, peer relationships, and emotional wellbeing for neurodiverse learners through outdoor learning and therapeutic support.	- Outdoor Learning Outcomes: 100% of participating neurodiverse pupils complete the Poole Farm programme, with post-intervention surveys showing improved self-reported school belonging and emotional confidence. - Therapeutic Support: Pastoral staff successfully complete EP-led Play Therapy training, leading to measurable reductions in social anxiety indicators recorded by parents and teachers.
Reduced classroom barriers and increased engagement: Provide accessible sensory spaces and professional ELSA support to enable pupils	- Sensory Space Access: Sensory room and classroom sensory kits are fully operational, with logged, equitable access enabling pupils to return to

with SEMH needs to self-regulate effectively within class.	learning within 15 minutes of dysregulation. - ELSA Efficacy: 100% of ELSA interventions receive regular Educational Psychology supervision, ensuring high-quality practice. - Behaviour & Attendance: Notable reduction in SEMH-related classroom removals and sustained attendance improvements for targeted pupils.
Early screening & evidence-based intervention: Identify literacy and dyslexic tendencies early to deliver immediate support without requiring formal statutory diagnosis.	- Systematic Screening: Dyslexia Gold screening tool is fully embedded, identifying at-risk pupils within Term 1. - Accelerated Reading Progress: Over 80% of pupils accessing Dyslexia Gold intervention show accelerated reading age gains and improved phonological awareness. - Whole-Staff CPD: 100% of teaching staff complete CPD Academy modules on dyslexia-friendly classroom environments.