

Inclusion Strategy – Lawley 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	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Carol McQuiggin

Statement of intent

Lawley Primary School Inclusion Strategy – Statement of Intent

At Lawley Primary School, inclusion is at the heart of our vision: “Planting the seeds, growing the future.” We are committed to ensuring that every child achieves and thrives, regardless of need, background or starting point. We place high expectations, equity of access and ambitious outcomes for all pupils at the centre of school improvement with the aim that disadvantaged pupils will close attainment gaps and achieve in line with or better than their peers.

We are inclusive by design. High-quality adaptive teaching is the universal entitlement for all pupils and sits at the core of our graduated response. We recognise that high-quality teaching remains the most significant driver of our pupil outcomes, particularly for our disadvantaged pupils and those with SEND. This strategy aligns with our Pupil Premium strategy, ensuring a cohesive, whole-school approach to addressing disadvantage, SEND, attendance, wellbeing and safeguarding.

Enacting the 7 Principles of Inclusion

Our ambitious leadership at Lawley drives a culture of high expectations and inclusivity, ensuring that no ceiling is placed on learning. Our commitment to “*keep up, not catch up*” ensures that pupils are supported within the classroom and learn alongside their peers.

The curriculum is coherently sequenced and knowledge-rich, enabling pupils to build secure understanding over time. Leaders evaluate the impact of inclusive practice

through analysis of progress data, pupil voice and provision reviews, ensuring accountability for outcomes across all groups. Gaps in attainment, attendance benchmarks and progress indicators for SEND pupils are analysed to inform decisions about the effectiveness of the costed provision. Termly meetings are held with staff to discuss progress and attainment and provide the necessary support to address CPD needs.

The SENCo provides strategic leadership of inclusion across the school, working in partnership with leaders and governors to ensure a cohesive, accountable and continually improving approach to inclusive practice.

Leaders define success through demonstrable impact. We expect to see diminishing differences between groups, sustained improvements in attendance and engagement and pupils with SEND achieving strong progress from their starting points. Where provision is not having the intended impact, we act swiftly to refine or cease approaches, ensuring resources are consistently directed towards the most effective strategies.

High-quality adaptive teaching is the core entitlement for every pupil. Staff engage in evidence-informed professional development that strengthens pedagogy and ensures teaching meets the full range of pupils' needs. Our adaptive teaching model ensures that learning is connected within and across subjects at the start of each lesson, whilst spaced retrieval activities ensure purposeful revisiting of key skills and knowledge to secure long term recall. New learning is clearly modelled through teacher exposition and all pupils then benefit from shared compositions alongside their teacher. Assessment for learning activities follow to provide responsive and ongoing assessment of pupils knowledge and needs to inform our fluid groupings in class. Work is carefully presented with gradually reducing scaffolds to support all learners with the use of technology enabling all learners to access challenge and immediate feedback during lessons. The excellent relationships between staff and pupils ensure that asking for additional support or offering questions is encouraged and celebrated. This approach enables all of our pupils to secure, retain and apply knowledge effectively.

This ordinarily available provision forms the foundation of our inclusive practice. Through high-quality adaptive teaching, reasonable adjustments, assistive technology, flexible grouping, communication-friendly classrooms and evidence-informed pastoral support, all pupils can access learning alongside their peers before additional targeted or specialist support is considered.

Where this additional support may be needed, we prioritise early identification of need, particularly in EYFS, where early language, communication and self-regulation form the foundation for future success. Our staff work in partnership with the SENCo to implement the graduated response (Assess–Plan–Do–Review), ensuring that support is personalised, responsive and regularly reviewed for impact each half term with detailed School Support Maps. Our tiered model of universal, targeted and specialist provision (in line with the SEND Code of Practice) ensures clarity of support, with clear entry and exit criteria enabling pupils to access the right level of provision at the right time, securing both independence and long-term success. Where this additional support is required, we implement carefully targeted, time-

limited interventions that are aligned with classroom learning and delivered with fidelity.

Our teaching assistants are deployed in line with best practice to support learners with additional needs. They work to further scaffold learning within the classroom as well as promote independence and self-regulation strategies. Interventions are rigorously evaluated and are designed to complement, rather than replace, high-quality teaching. We recognise that many pupils experience overlapping vulnerabilities, and our provision is designed to address these holistically.

We provide a broad, balanced and inclusive curriculum that extends beyond the classroom and enables all pupils to develop independence, resilience and cultural capital. Our provision includes a structured programme of enrichment opportunities, including residential experiences at KS2. We promote equal access to sports, creative arts and wider curriculum experiences with termly invites given specifically to our disadvantaged pupils.

We promote a safe, respectful and inclusive environment where all pupils feel a strong sense of belonging. Our whole-school relational approach underpins behaviour, wellbeing and engagement. This is supported through a consistent values-driven approach with trauma-informed and attachment-aware practices, including Theraplay. Our OPAL playtimes, which promote wellbeing, social development and readiness for learning are a huge success in school. As a result, our pupils demonstrate positive behaviour, strong relationships and improved engagement in learning.

We recognise that effective inclusion depends on strong partnerships with families and external services. We actively promote engagement through parent information events, coffee mornings and marketplace opportunities, SEND support access during parents' evenings and our continued close collaboration with external agencies and support services. This ensures that pupils and families receive joined-up, consistent support, enhancing both wellbeing and academic outcomes.

We ensure that all resources, including the Inclusive Mainstream funding, are used strategically to maximise impact. The funding we receive is prioritised to strengthen high-quality teaching, support targeted interventions with proven impact, develop staff expertise and capacity and enable early intervention and prevention. All provision is costed, linked to our intended outcomes and evaluated for impact and value for money.

This strategy provides a clear, evidence-informed framework for continuous improvement, ensuring that inclusive practice evolves to meet the changing needs of our pupils. It outlines how we strive to continually develop our school environment to ensure that Lawley Primary School is a place where every child achieves and thrives.

It also supports the priorities outlined within the RISE: West Midlands Regional Plan through its focus on reception-year quality, inclusive mainstream provision, attendance and attainment in reading, writing and mathematics.

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	On entry to EYFS, SEND needs are increasing each year which is impacting attainment. Speech and language development continues to be a challenge with increasing numbers of EAL pupils year on year with a significant rise this year in our nursery setting.																
2	Assessments indicate that disadvantaged pupils (including our PP/SEND pupils), generally have lower attainment in their reading, writing and maths than their peers. Writing is the area of most difficulty across the disadvantaged group. <table><tr><th>Subject</th><th>Disadvantaged EXS</th><th>Non-Disadvantaged EXS</th><th>Gap</th></tr><tr><td>Reading</td><td>59.5%</td><td>80.2%</td><td>20.7 percentage points</td></tr><tr><td>Writing</td><td>54.1%</td><td>75.2%</td><td>21.1 percentage points</td></tr><tr><td>Maths</td><td>63.5%</td><td>83.4%</td><td>19.9 percentage points</td></tr></table>	Subject	Disadvantaged EXS	Non-Disadvantaged EXS	Gap	Reading	59.5%	80.2%	20.7 percentage points	Writing	54.1%	75.2%	21.1 percentage points	Maths	63.5%	83.4%	19.9 percentage points
Subject	Disadvantaged EXS	Non-Disadvantaged EXS	Gap														
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Writing	54.1%	75.2%	21.1 percentage points														
Maths	63.5%	83.4%	19.9 percentage points														
3	Our SEND pupils have the most significant attainment gap in comparison to their peers in reading, writing and maths. <table><tr><th>Subject</th><th>SEND EXS</th><th>Non-SEND EXS</th><th>Gap</th></tr><tr><td>Reading</td><td>46.8%</td><td>84.5%</td><td>37.7 percentage points</td></tr><tr><td>Writing</td><td>30.6%</td><td>81.4%</td><td>50.8 percentage points</td></tr><tr><td>Maths</td><td>51.6%</td><td>84.8%</td><td>33.2 percentage points</td></tr></table>	Subject	SEND EXS	Non-SEND EXS	Gap	Reading	46.8%	84.5%	37.7 percentage points	Writing	30.6%	81.4%	50.8 percentage points	Maths	51.6%	84.8%	33.2 percentage points
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4	Attendance of SEND and EAL pupils is lower than their non-SEND and EAL peers. Attendance for SEND pupils is currently 95.2% whereas non-SEND is currently 95.8%. Attendance for EAL pupils is currently 94.8% whereas non-EAL is 96.1%.																

Activity in this academic year

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>
Ambitious leadership and governance	Universal	£3000

The school will invest in further technology (Insight) to refine systems for data analysis to provide instant access for senior leaders to monitor vulnerable groups in school and to further aid communication with the governing body. (barrier 2) - SH		
Ambitious leadership and governance Leaders and governors will evaluate inclusion impact termly through attainment, attendance, behaviour, provision and pupil voice reviews. (barrier all) – JOP/KK	Targeted	£1125
Early Evidence Based Support To further strengthen early identification, a Speech and language therapy apprentice will be appointed to deliver effective small-group and one-to-one language interventions to remove ongoing barriers to learning in early years and for identified EAL pupils across school. (barrier 1) – JOP/MA/___	Targeted – early years and EAL	£19,000
Early Evidence Based Support EAL leader will ensure appropriate CPD for staff and the implementation of the Bells Foundation assessment to be used as a passport for EAL pupils throughout school. (barrier 1 and 2) - MA	Targeted	£75
Early Evidence Based Support Flexible grouping and pre-teaching will support disadvantaged and SEND pupils to make accelerated progress, resulting in a reduction in attainment gaps by at least 10 percentage points by Summer 2027. (barrier 2 and 3) – CP/JOP	Targeted PP and other vulnerable learners	Pupil Premium contribution
Early Evidence Based Support Teaching assistants will be deployed to support pupils with additional needs develop independent learning skills. (barrier 3) - JOP	Targeted SEND	Pupil Premium contribution
High-quality teaching Evidence-based professional development that is explicitly focused on improving classroom teaching for the delivery of writing. (barrier 2 and 3) Pathways to Progress. - SH	Universal	£475
High-quality teaching Pre-teaching, focus groups, CPD for adaptive teaching and new curriculum strategies will reduce the attainment gap between disadvantaged and non-disadvantaged pupils by at least 10 percentage points in reading, writing and maths by Summer 2027. Current gaps are approximately 19–22 percentage points across all three subjects. (barrier 2 and 3) - CP	Targeted	Pupil Premium contribution
Accessible and enriching provision beyond the classroom	Universal	£750

A full school review will take place using the Enrichment Benchmarks to ensure that we refine our provision to deliver activities and wider opportunities for pupils to develop their sense of well-being and belonging in school as well as to build life skills and independence and participate in the creative arts or sports. (barrier 4) - IW		
Accessible and enriching provision beyond the classroom Implement of a framework for understanding pupil, families and staff belonging, for example anonymous surveys. (barrier 4) - IW	Universal	£1176
Strong partnerships with families and wider services Continue and extend our provision of delivering informal sessions or information evenings to parents of children with additional SEND needs, particularly around key transition points. (barrier 4) - JOP	Targeted	£675
Strong partnerships with families and wider services EAL coffee mornings once a term with EAL speaking staff to signpost opportunities for families. Links with Family learning hub-Learn Telford. (barrier 4) - MA	Targeted	£450
Strong partnerships with families and wider services EAL lead will develop translation support for EAL families and ensure the accessibility of school communications for all families. - MA	Targeted	£375
Creating inclusive environments SENCO will audit classrooms, corridors and other high traffic spaces to meet a range of sensory needs, such as improving acoustics, lighting, temperature and removing visual clutter and distractions. SENCO will ensure that good practice of visual timetables and visual aids continues to be refined alongside any specific adaptations for individual pupil's needs. - JOP	Universal	£1125
Creating inclusive environments SENCO will adapt carefully selected technology to support a range of needs (use of AI for adaptive approaches for high needs SEND pupils). - JOP	Targeted	£1125
Targeted provision CPD for teachers to support the deployment of effective, early targeted smaller-group interventions for disadvantaged pupils and deliver pre-teaching. - CP	Targeted	£450

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
Barrier 1 Children with identified speech, language and communication needs, including EAL learners, will develop age-appropriate communication skills, enabling them to access the EYFS curriculum, engage confidently with peers and adults, and make strong progress from their starting points through early targeted intervention.	At least 80% of pupils participating in Talk Boost will meet or exceed their personalised communication targets by the end of the intervention cycle. Pupils will demonstrate improved receptive and expressive language skills as evidenced through pre- and post-intervention assessments. A greater proportion of children will achieve age-related expectations in Communication and Language by the end of Reception. The percentage of pupils requiring ongoing speech and language intervention will reduce following successful completion of Talk Boost.
Barrier 2 Disadvantaged pupils, including those with SEND, will make accelerated progress from their starting points and achieve improved outcomes in reading, writing and mathematics through high-quality adaptive teaching, targeted pre-teaching, flexible grouping and evidence-informed intervention. Attainment gaps between disadvantaged pupils and their peers will diminish, with particular improvements seen in writing.	Attainment gaps reduce to no more than 10 percentage points across reading, writing and maths. Disadvantaged pupils achieve at least 70% EXS in reading and maths and 65% EXS in writing. Fewer disadvantaged pupils are working below age-related expectations. Progress measures demonstrate accelerated progress for disadvantaged learners. Evidence from monitoring shows adaptive teaching is consistently enabling disadvantaged pupils to access the full curriculum.
Barrier 3 SEND pupils achieve improved outcomes in reading, writing and mathematics through high-quality adaptive teaching and targeted	SEND attainment rises by at least 10 percentage points in reading, writing and maths.

support, resulting in diminished attainment gaps and strong progress from their starting points.	Attainment gaps between SEND pupils and their peers reduce year on year. Most SEND pupils meet or exceed their personalised APDR targets. Intervention data demonstrates accelerated progress and positive impact. Monitoring evidence shows SEND pupils are accessing the curriculum with increasing independence and confidence.
Barrier 4 All SEND and EAL pupils will attend school regularly, feel a strong sense of belonging and be fully engaged in learning, resulting in improved attendance, participation and educational outcomes.	Attendance for SEND and EAL pupils is in line with whole-school attendance. Absence rates will reduce year on year. Pupil voice demonstrates increased belonging, wellbeing and engagement. Annual belonging survey demonstrates improved participation and engagement. Participation in enrichment activities and wider school opportunities increases for SEND and EAL pupils. Participation rates for disadvantaged and SEND pupils in clubs, educational visits and residentials will be at least proportional to their representation in the school population. Strong family engagement contributes to improved attendance and pupil outcomes.

Review of the previous academic year