Inclusion Strategy – Kennington 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	2026-29
Date this statement was published	31st December 2026
Date on which it will be reviewed	31st December 2027
Statement authorised by	S. Pritchard

Statement of intent

At Kennington Primary School, we believe that every child should experience a sense of belonging, access an ambitious curriculum and achieve success irrespective of SEND, disadvantage, prior attainment, attendance history, language background or additional need.

Our inclusion strategy is not a separate improvement plan. It is the inclusion thread that runs through our existing School Development Plan and supports the achievement of our whole-school priorities.

Over the next three years, we will develop a school where:

- Inclusive teaching is consistently strong in every classroom.
- Pupils receive support at the earliest possible stage.
- Language and communication are developed across the curriculum.
- Attendance, wellbeing and belonging improve for vulnerable groups.
- SEND, EAL and disadvantaged pupils achieve increasingly strong outcomes.
- Staff demonstrate confidence in adapting teaching whilst maintaining ambition and high expectations for all learners.

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	Communication and Language. This includes: • Speech, language and communication needs (SLCN) • Limited vocabulary and background knowledge on entry • English as an Additional Language (EAL)
2	Cognition and Learning. This includes: • Specific learning difficulties (e.g. dyslexia, dyscalculia) • Delays in literacy and numeracy • Difficulties with memory, processing speed and retrieval • Gaps in learning due to disruption or absence
3	Social, Emotional and Mental Health (SEMH) • Difficulties with self-regulation • Trauma or adverse childhood experiences • Behaviour that communicates unmet needs
4.	Attendance, Engagement and Participation. This may include: • Persistent absence • Punctuality concerns • Medical needs • Reduced participation in enrichment, trips, clubs and leadership opportunities
5.	Family, Social and Environmental Factors. This may include: • Economic disadvantage • Housing instability • Family circumstances and parental wellbeing • Limited access to learning resources and enrichment opportunities • Safeguarding vulnerabilities

Strategic Priorities

<table>
<tr><th colspan="3">Strategic Priority 1</th></tr>
<tr><td colspan="3">Embed Inclusive Teaching Through the Kennington 6 and the EEF Inclusive Teaching Model</td></tr>
<tr><td colspan="3">SDP Alignment:</td></tr>
<tr><td colspan="3">This priority directly supports:
Adaptive teaching
Assessment for learning
Responsive curriculum implementation
Consistent classroom practice
The Kennington 6 instructional framework</td></tr>
<tr><td colspan="3">Three-Year Ambition</td></tr>
<tr><td colspan="3">By July 2029, every classroom will demonstrate highly effective inclusive teaching rooted in:
Explicit instruction
Effective modelling
Scaffolding
High-quality questioning
Effective feedback
Consistent routines
Responsive assessment
Teachers will view inclusion primarily as a classroom responsibility rather than an intervention-led process</td></tr>
<tr><td>Year 1 (2026-27)
Focus:
Embed the EEF Inclusive Teaching principles.
Align inclusive teaching with the Kennington 6.
Strengthen adaptive teaching approaches.
Improve checking for understanding and responsive teaching.</td><td>Year 2 (2027-28)
Focus:
Refine classroom adaptations.
Increase pupil independence.
Reduce unnecessary over-scaffolding.
Develop coaching and peer support.</td><td>Year 3 (2028-29)
Focus:
Sustain and evaluate impact.
Develop internal expertise.
Demonstrate exemplary inclusive teaching practice across the school.</td></tr>
<tr><td colspan="3">IMF Investment - £4500</td></tr>
<tr><td colspan="3">Funding will support:
Professional development.
Coaching and instructional leadership.
Learning walks and monitoring.
Inclusion-focused CPD.
Teaching and learning resources that improve accessibility.</td></tr>
<tr><td colspan="3">Success Measures by 2029</td></tr>
<tr><td colspan="3">Inclusive practice evident in all classrooms.
Monitoring demonstrates consistent implementation of the Kennington 6.
Pupils with SEND, EAL and disadvantage access the same ambitious curriculum as their peers.
Teacher confidence in adaptive teaching increases year on year.</td></tr>
</table>

Strategic Priority 2

Strengthen Communication, Language and Curriculum Access

SDP Alignment

This priority directly supports:

- Oracy development.
- Reading development.
- Writing development.
- Mathematics reasoning.
- EYFS SHREC implementation.
- Vocabulary development across the curriculum.

Three-Year Ambition

To establish communication and language as a central inclusion strategy throughout the school.
We recognise that language underpins learning, behaviour, engagement and social interaction. Many barriers experienced by pupils relate directly to speech, language and communication needs.

Year 1 (2026-27)	**Year 2 (2027-28)**	**Year 3 (2028-29)**
Focus: • Introduce whole-school oracy expectations. • Embed SHREC in EYFS. • Develop vocabulary instruction across the curriculum. • Strengthen support for EAL learners.	Focus: • Develop disciplinary vocabulary progression. • Improve structured talk opportunities. • Strengthen communication support for pupils with SEND.	Focus: • Embed language-rich teaching across all subjects. • Ensure communication is a recognised strength of the school.

IMF Investment - £3000

Funding will support:

- Oracy resources.
- Vocabulary development.
- Communication support materials.
- EYFS language development resources.
- Staff training linked to communication and language.

Success Measures by 2029

- Improved speaking and listening outcomes across year groups.
- Increased participation in classroom discussion.
- Improved reading comprehension outcomes.
- Strong progress for EAL learners and pupils with communication needs.

Strategic Priority 3

Improve Outcomes, Attendance and Belonging for SEND, EAL and Disadvantaged Pupils

SDP Alignment

This priority directly supports:

- SEND provision.
- EAL provision.
- Attendance improvement.
- Safeguarding and wellbeing.
- Personal development.
- Pupil outcomes.

Three-Year Ambition

To ensure pupils receive support at the earliest opportunity and experience genuine inclusion within school life.

This includes:

- Early identification.
- Effective intervention.
- Strong family partnerships.
- Improved attendance.
- Positive wellbeing and engagement.

Year 1 (2026-27)	**Year 2 (2027-28)**	**Year 3 (2028-29)**
Focus: • Refine SEND systems and provision mapping. • Review the Pathways Curriculum. • Strengthen attendance support. • Improve family engagement.	Focus: • Strengthen graduated responses. • Increase intervention evaluation. • Further reduce persistent absence. • Develop outreach support for vulnerable families.	Focus: • Evaluate long-term impact. • Secure sustained improvement in outcomes. • Demonstrate highly effective inclusion systems.

IMF Investment - £5191

Funding will support:

- Funding will support:
- SENDCo release time.
- Assessment and screening tools.
- Intervention resources.
- Attendance support.
- Family engagement initiatives.
- Emotional regulation resources.
- EAL support and assessment.

Success Measures by 2029

- Improved progress and attainment for SEND pupils from their starting points.
- Improved attendance among vulnerable groups.
- Reduced persistent absence.
- Reduction in behaviour incidents linked to unmet need.
- Positive parent and pupil feedback regarding inclusion and support.

Inclusive Mainstream Fund Allocation 2026-27

Total Allocation: £14,191

Area	Allocation
Strategic Priority 1: Inclusive Teaching	£4500
Strategic Priority 2: Communication & Curriculum Access	£3000
Strategic Priority 3: Outcomes, Attendance & Belonging	£5191
Contingency / Emerging Needs	£1500

Monitoring and Governance

The strategy will be reviewed annually by governors and senior leaders through:

- SEND self-evaluation.
- Attendance analysis.
- Progress and attainment data.
- Pupil voice.
- Parent voice.
- Monitoring of adaptive teaching.
- Annual review of Inclusive Mainstream Fund expenditure.

Success Statement for 2029

By July 2029, Kennington Primary School will demonstrate that inclusion is embedded in every aspect of school life. Strong universal provision, evidence-informed adaptive teaching, effective targeted support and meaningful family partnerships will ensure that pupils with SEND, EAL learners, disadvantaged pupils and other vulnerable groups thrive academically, socially and emotionally. This will be reflected in improved outcomes, attendance, wellbeing and participation across the school.