Inclusion Strategy – Manor Park Primary School

This statement details our school's approach to delivering inclusive practice for all pupils, including those with SEND, supported by our core school budget and the Inclusive Mainstream Fund (IMF).

Strategy overview

Detail	Date / information
Academic year/years that our current Inclusion Strategy covers	2026–27
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Becky Swindell (Headteacher)/ Governing Body
IMF + notional SEN funding value	IMF: £22,400 Notional SEN funding: Core Budget

Statement of intent

At Manor Park Primary School, our vision is that every child should achieve, belong and thrive. Our school motto, *Together we belong, together we succeed*, reflects our commitment to ensuring that every pupil feels valued, included and able to succeed, regardless of their starting point, background or individual needs.

We recognise that inclusion is the responsibility of all staff and is central to our school culture, curriculum and approach to teaching and learning. We are committed to identifying barriers early, maintaining high expectations, providing ambitious adaptive teaching and making reasonable adjustments so that all pupils can participate fully in school life.

Our approach is underpinned by the Department for Education's seven principles of inclusion, which are reflected in our established practice and ongoing school improvement priorities.

1. Ambitious leadership and governance that embeds inclusion

Inclusion is a whole-school priority, embedded within our School Improvement Plan 2026–2028 and overseen by senior leaders and the Governing Body. Leaders work collaboratively to ensure that inclusive practice is consistently understood, implemented and evaluated. We maintain high expectations for all pupils, including those with SEND and other additional needs, and use school evidence to identify priorities and inform improvement.

2. Evidence-based support prioritising early intervention

We identify emerging needs and barriers to learning through assessment, observation, pupil and family voice, and ongoing monitoring. Our graduated approach, including Assess–Plan–Do–Review cycles, My Support Plans, Pupil Profiles and targeted interventions, ensures that support is matched to individual needs. We regularly review provision to evaluate its impact and make adjustments where necessary.

3. High-quality adaptive teaching with a curriculum designed for all learners

High-quality teaching is the foundation of our inclusive approach. We promote explicit instruction, modelling, scaffolding, checks for understanding and opportunities for pupils to develop independence. Our curriculum is ambitious for all learners, with appropriate adaptations and personalised approaches, including Ready-to-Progress objectives, to enable pupils with additional needs to access learning and achieve success. Our work with Voice 21 supports the development of communication and oracy across the curriculum.

4. Enriching provision beyond the classroom that all children can access

We believe that inclusion extends beyond academic learning. Through our wider curriculum, Bright Futures, LEAP play, educational visits, clubs and pupil leadership opportunities, we aim to ensure that all children can develop their interests, confidence, independence and wider life skills. We actively consider and seek to remove barriers that may prevent pupils from participating fully in these experiences.

5. A safe and respectful culture fostering belonging, attendance and participation in learning

Our school values - *We belong; We are kind and respectful; We are brave; We aim high* - underpin our approach to relationships, behaviour and wellbeing. We recognise that children learn best when they feel safe, understood and connected to their school community. Our Wellbeing, Belonging and Participation Pathway, Learning Mentors, Emotion Coaching and attendance procedures support us in identifying and responding to barriers affecting pupils' emotional wellbeing, engagement and participation.

6. Strong partnerships with families and wider services

We recognise parents and carers as essential partners in supporting children's development and achievement. We work collaboratively with families, the Local Authority, health and care professionals, specialist services and other educational settings to understand individual needs and coordinate appropriate support. Pupil and family voice informs planning, review and decision-making, helping us to ensure that provision remains responsive and effective.

7. Inclusive environments with continuous improvements to accessibility

We are committed to creating learning environments that are welcoming, accessible and responsive to pupils' individual needs. This includes the use of visual and sensory adaptations, appropriate resources, personalised support and reasonable adjustments to enable pupils to participate successfully. We continually review our environments and provision, alongside our Accessibility Plan, to identify and address barriers to learning, independence and participation.

Coventry Local Authority: Shared SEND Priorities

We work with Coventry's local area partnership towards five shared SEND reform goals:

1. Children and young people with SEND achieve, belong and thrive locally.
2. Families have confidence in the SEND system.
3. Mainstream settings are confident and supported to meet need early.
4. Coventry has a sustainable, high-quality local SEND and AP offer.
5. A strong partnership drives continuous improvement.

Manor Park contributes through early identification, inclusive teaching, ordinarily available provision and timely support. We work with children, families, the Local Authority, health and care partners, and other settings to improve attendance, access, participation and outcomes. We use pupil and family voice, school evidence and partnership feedback to review our impact and strengthen inclusive practice across Coventry.

Our commitment to continuous improvement

Through these principles, we aim to ensure that inclusion is not viewed as a separate aspect of school provision, but as an integral part of everyday practice.

We will continue to evaluate the effectiveness of our approaches through pupil outcomes, attendance, behaviour, participation, assessment information and feedback from children and families. This evidence will inform our ongoing improvement priorities and help us ensure that every child at Manor Park has the opportunity to achieve, belong and thrive.

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Our graduated provision:

Level	What this means
Universal	High-quality adaptive teaching, relationships, oracy, accessible curriculum and reasonable adjustments.
Enhanced	Additional scaffolds, visual/sensory adaptations and planned check-ins.
Targeted	APDR, personalised goals, structured interventions and Learning Mentor support.
Specialist	Specialist advice, EHCP provision and Adaptive Provision where appropriate.

Support is matched to assessed need; pupils do not have to move through each level before receiving appropriate help.

Barriers to learning and participation

The priorities below draw on school assessment, SEND and pastoral knowledge, pupil and family voice, attendance and behaviour information, and the 2026–2028 School Improvement Plan. Leaders use pupil-level evidence held within school; detailed cohort figures are not repeated here.

	Detail of barrier to learning (including notable trends or themes over time)
1	**Variability in access to learning and the development of independence** School evaluation has identified that adaptive teaching and curriculum access are not yet consistently effective across all classes and subjects. Some pupils require additional scaffolding, explicit instruction, carefully sequenced learning and opportunities to consolidate essential knowledge and skills. Where adaptations are not sufficiently matched to individual needs, pupils may experience barriers to participation, progress and independence.
2	**Early identification and timely response to additional needs** Some pupils experience emerging or changing additional needs that can create barriers to learning, wellbeing and participation if they are not identified and addressed promptly. Delays in recognising needs, assessing barriers or putting appropriate support in place can result in pupils falling further behind or experiencing increasing difficulties. Ensuring a swift, coordinated response, with timely assessment, intervention and review, is essential to preventing barriers from becoming more significant and enabling pupils to make progress.
3	**Social, emotional and mental health needs, wellbeing and belonging**

	Some pupils experience difficulties with emotional regulation, anxiety, relationships or engagement with learning. These needs can affect their ability to participate successfully in classroom activities, playtimes and wider school life. Pupils may require additional support to develop emotional literacy, positive relationships, independence and a secure sense of belonging.
4	**Attendance, persistent absence and disadvantage** Attendance for pupils with SEND is below the whole-school average (94.0% compared with 95.2%), with a higher proportion experiencing persistent absence (15.3% compared with 10.9% across the school). This presents a barrier to consistent access to learning, curriculum progression and wider school participation. Individual circumstances, including medical needs, emotional wellbeing and difficulties attending school, may contribute to absence for some pupils. A small number of pupils with SEND also experience additional barriers associated with disadvantage, which can compound existing needs and affect educational outcomes. Understanding and addressing these individual barriers, working closely with families and relevant professionals, is a priority in ensuring equitable access to education and improving outcomes.
5	**Equitable access to enrichment and wider school opportunities** Pupils with SEND and additional needs can face greater challenges in accessing and participating fully in enrichment activities, educational visits, clubs, play and pupil leadership opportunities. These may include communication, sensory, physical, social or emotional barriers that require additional planning, adaptations or support. Ensuring that all pupils have equitable access to these opportunities is a priority. Historically, participation has not been systematically tracked, limiting our ability to identify potential gaps and evaluate how effectively barriers are being removed.
6	**Speech, language and communication needs** A number of pupils at Manor Park experience speech, language and communication difficulties which can affect their ability to understand and process language, express their thoughts and ideas, develop relationships and access learning across the curriculum. These needs vary in complexity and may present barriers to pupils' confidence, independence, social interaction and academic progress. Ensuring that communication needs are identified early and addressed through consistent, high-quality classroom practice and appropriate targeted or specialist support is a key priority.

Activity in this academic year

The Inclusive Mainstream Fund (IMF) will strengthen inclusive provision alongside core school funding. IMF-funded activities must align with the DfE's seven principles of inclusion. Individual spending records and supporting evidence are retained by the school.

2026–2027 IMF allocation: £22,400

Description of activity (noting evidence and barrier numbers addressed)	Activity type (universal or targeted)	Total budgeted cost (IMF and core budget allocations)
1.Voice 21 – Developing pupils' oracy, speech, language and communication skills across the curriculum. **Barriers addressed: 6**	Universal	£1225 (50%) Core budget
2. Adaptive teaching CPD – Developing staff expertise and consistency in adapting teaching	Targeted	£300 IMF

to meet pupils' individual needs. **Barriers addressed: 1**		
3. Attendance leadership and support – Attendance Lead and Attendance Officer tracking attendance, identifying concerns, engaging families and coordinating individualised support. **Barrier addressed: 4**	Targeted	£8116 (50%) Core budget
4. Increased SEND leadership capacity – Enabling swift identification of and action in response to children's needs, alongside timely advice, guidance and practical support for staff. **Barriers addressed: 1, 2, 3, 4, 5, 6**	Targeted	£52111 (IMF £8645, Core budget £43,466)
5. Introduction of 1:1 iPads and adaptive tools – Using technology to improve accessibility, remove barriers and support independence in learning. **Barrier addressed: 1**	Universal	£15,478 Core budget
6. Character and Futures Lead and Enrichment Lead – Strengthening leadership and oversight of personal development, enrichment and equitable access to wider opportunities. **Barrier addressed: 3, 5**	Universal	£1763 (50%) Core budget
7. External SEND specialist support – Accessing CCT, SEMHL, Dyslexia West Midlands, Educational Psychology and Speech and Language Therapy (SaLT) to inform provision and support pupils and staff. **Barriers addressed: 1**	Targeted	£139,999 (IMF £8000, Core budget £131999)
8. LEAP – Providing inclusive play opportunities that support relationships, social interaction, wellbeing and participation. **Barriers addressed: 3, 5**	Universal	£3500 (50%) Core budget
9. Provision pathways – Establishing clear approaches to	Universal	£1465 (50%) Core budget

identifying needs, matching provision and reviewing support. **Barriers addressed: 3, 4, 5**		
10. Bright Futures – Delivering personal development opportunities that support pupils' life skills, wellbeing, independence and preparation for the future. **Barriers addressed: 3, 5**	Universal	£1465 (50%) Core budget
11. SENCO/LSA interventions – Targeted support including Memory Magic, Sensory Circuits, Barrier Games, Paired Reading and Lego Therapy. **Barriers addressed: 1**	Targeted	£21986 (IMF £5000, Core budget £16,986)
12. Nessy Reading and Writing – Targeted literacy support for pupils experiencing difficulties with reading, spelling and writing. **Barrier addressed: 1**	Targeted	£255 IMF
13. Clicker – Assistive technology to support pupils' writing, communication and curriculum access. **Barriers addressed: 1**	Targeted	£2,700 IMF
		Total - £248,898

Intended outcomes

Priorities and intended impact for July 2027

Intended outcome	Success criteria
1. Improved speech, language and communication skills Pupils with identified communication needs develop their skills, confidence and ability to communicate effectively, enabling greater participation in learning and social interaction.	• Pupils receiving targeted communication interventions demonstrate measurable progress against individual targets, evidenced through entry and exit assessments and reviews. • Voice 21 approaches are embedded across the curriculum, with learning reviews demonstrating consistent opportunities for purposeful talk. • Pupil voice and observations demonstrate increased confidence and participation.

2. Earlier identification and swifter response to additional needs Emerging needs are identified promptly and appropriate support is implemented without unnecessary delay, preventing barriers from becoming more significant.	• 100% of pupils identified as requiring additional support have documented next steps and appropriate provision agreed within school-defined timescales. • Termly inclusion reviews and Assess–Plan–Do–Review cycles demonstrate timely action and evaluation of support. • Staff feedback demonstrates improved access to SEND leadership advice and practical support.
3. More consistent adaptive teaching and improved curriculum access Pupils with SEND access an ambitious curriculum through effective adaptations, appropriate resources and targeted interventions, developing greater independence and making progress from their starting points.	• Learning reviews, pupil work and pupil voice demonstrate improvements in the consistency and effectiveness of adaptive teaching. • Pupils receiving targeted interventions, including Nessy, Clicker and SENCO/LSA provision, demonstrate measurable progress against individual learning targets. • Reviews demonstrate that assistive technology and personalised approaches are improving access, engagement and independence.
4. Improved emotional wellbeing, belonging and engagement Pupils experiencing social, emotional and mental health difficulties receive timely, appropriate support that strengthens emotional regulation, relationships and participation in school life.	• Pupils receiving targeted SEMH interventions demonstrate progress against individual wellbeing and regulation targets. • Wellbeing pathway reviews, behaviour information and pastoral records demonstrate the impact of support. • Pupil voice indicates improved feelings of safety, belonging and engagement for pupils receiving additional support.
5. Improved attendance and reduced persistent absence among pupils with SEND Barriers to attendance are identified and addressed through timely, personalised support, enabling pupils to access learning more consistently.	• SEND attendance improves from the 94.0% baseline, with progress towards the whole-school figure of 95.2%. • SEND persistent absence reduces from the 15.3% baseline, narrowing the gap with the whole-school figure of 11.9%. • Individual attendance plans and case reviews demonstrate reductions in avoidable absence, taking account of medical needs and individual circumstances.

6. More equitable access to enrichment and wider school opportunities Pupils with SEND and additional needs have meaningful opportunities to participate in enrichment, play, educational visits, clubs and pupil leadership, with barriers proactively identified and addressed.	• A participation baseline is established for pupils with SEND across enrichment, clubs, visits and leadership opportunities during 2026–27. • Barriers to participation are reviewed, with appropriate actions or reasonable adjustments recorded. • Participation monitoring and pupil voice demonstrate that identified barriers are being addressed and opportunities are accessible to pupils with SEND.

Review of the previous academic year

Manor Park already had established SENCO arrangements, a graduated SEND response, adaptive teaching, Learning Mentors, pastoral and attendance systems, Adaptive Provision and wider enrichment. School evaluation identified a need for greater consistency in adaptive teaching, more systematic intervention impact measures and clearer evidence of equitable participation. These findings inform the 2026–2027 priorities.

Further information

The Headteacher and Governing Body oversee this strategy. The Inclusion and Pastoral Lead works with SENCOs, phase leaders, pastoral staff and the SIP's named leads. SLT will review actions and progress termly; governors will scrutinise impact and the use of funding. The strategy and prior-year review will be updated annually.

The school continues to meet its existing statutory duties, including best endeavours for pupils with SEN, reasonable adjustments for disabled pupils, safeguarding and the Public Sector Equality Duty. The statutory SEND Information Report, Accessibility Plan and relevant policies provide further detail without being duplicated here.