

Inclusion Strategy – Shirley Manor Primary Academy

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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Shameem Hussain

Statement of intent

At Shirley Manor Primary Academy, we believe that every child matters and every child can learn, grow and achieve. Guided by our Trust ethos of "Learning Without Limits," we have high expectations for every pupil and do not allow a child's starting point, circumstances or additional needs to define their potential.

We are committed to creating an inclusive, safe and nurturing school community where every child feels valued, respected and that they belong. Through strong partnerships with pupils, families, professionals and the wider community, we work together to understand individual needs, raise aspirations and remove barriers to learning and participation.

Through high-quality teaching, adaptive practice, early identification and targeted support, we respond to individual needs while maintaining high expectations. We recognise that barriers may include SEND, academic gaps, communication and language, social and emotional needs, attendance, wellbeing or individual circumstances.

Our broad, balanced and ambitious curriculum provides every pupil with opportunities to develop academically, socially and personally, discover their strengths, build confidence and develop the knowledge and skills needed for their future.

We believe that inclusion is about removing barriers, not lowering expectations. Through our commitment to Learning Without Limits, we seek to ensure that every child is supported to participate, make progress, develop their strengths and achieve their potential.

At Shirley Manor Primary Academy, we believe there are no predetermined limits to what our children can learn and achieve.

The 7 principles of inclusion are addressed throughout our strategy:

1. Ambitious leadership and governance that embeds inclusion – Senior leaders and governors ensure that inclusion remains central to our school improvement priorities and is embedded within strategic decision-making. Through regular monitoring and evaluation, including book scrutiny, lesson visits and observations, analysis of attainment, progress, attendance and behaviour data, and feedback from pupils, parents, staff and other stakeholders, we evaluate the impact of our inclusive practice. This ongoing cycle of review enables leaders to identify strengths, address emerging barriers and ensure that provision continues to respond effectively to the needs of our pupils. Evidence from our monitoring demonstrates a sustained and positive improvement in the consistency, quality and impact of inclusive practice across the school.

2. Early intervention and evidence-based support – In our Early Years environment, staff implement evidence-informed approaches to ensure that children who may require additional support are identified at the earliest opportunity. Regular observation, assessment and monitoring enable staff to recognise emerging needs and initiate appropriate support promptly. This approach is embedded across the school through a consistent graduated response. We use the Assess, Plan, Do, Review cycle to identify needs, implement appropriate provision and evaluate its impact. Our practice is informed by evidence-based approaches, including strategies endorsed by the Education Endowment Foundation (EEF), enabling us to respond early and effectively to barriers to learning and participation and ensure that children receive the right support at the right time.

3. High-quality adaptive teaching and curriculum – Our curriculum partnerships include Read Write Inc., Number Sense and White Rose Maths. Alongside these, we have developed our own Trust curriculum, written by subject specialists, which is carefully sequenced and progressive. This ensures that knowledge and skills are

built systematically over time, with regular opportunities for pupils to revisit and consolidate prior learning so that they remember more and know more.

Through high-quality lesson preparation and planning, teachers are able to use adaptive teaching strategies to ensure that all pupils can access and engage with the ambitious curriculum. Teachers use a range of approaches, including scaffolding, explicit instruction and flexible grouping, to respond to individual needs, remove barriers to learning and ensure that every pupil is supported to make progress and achieve well.

4. Enriching provision beyond the classroom – Trips, clubs and enrichment activities are planned with accessibility at the forefront, reflecting our commitment for enrichment to develop pupils' independence, confidence and resilience as they move through the school.

5. Culture, belonging and attendance – Our strong culture of inclusion promotes respect, belonging and high expectations for every child. We develop pupils' spiritual, moral, social and cultural understanding through meaningful opportunities to engage with the wider community our Trust schools (serving different communities across Calderdale and Bradford). These experiences foster empathy, compassion, responsibility and a strong sense of belonging. Senior Leaders and the Attendance and Inclusion Managers proactively identify barriers to attendance and respond early through positive relationships, effective communication with families and targeted support where required.

6. Strong partnerships with families and wider services – We believe that our inclusive approach relies on the relationships we build with our families and wider agencies. We ensure that by working with external agencies, we have expert, evidence-informed support and strategies from professionals. We work closely with our families so that their voices are heard to coproduce support plans and share information.

7. Inclusive environments with continuous improvements to accessibility – At Shirley Manor, we are committed to creating inclusive and accessible environments where every child can participate, learn and thrive. We continually review and improve our physical environment, curriculum, resources and communication to identify and remove barriers to participation and learning. We listen to pupils and their families, draw on staff expertise and work with specialist professionals to ensure that accessibility remains responsive to the changing needs of our children. Through ongoing evaluation and improvement, we strive to ensure that all pupils can access school life, feel a sense of belonging and achieve their potential.

Barriers to learning and participation

At Shirley Manor, we recognise that barriers to learning and participation are diverse and individual. They may relate to a pupil's additional needs, their experiences, circumstances or characteristics, but may also arise from the way in which our curriculum, teaching, environment or wider school systems are organised. We are committed to identifying and removing barriers wherever possible.

Our understanding of the barriers experienced by our pupils informs our approach to inclusive universal provision, reasonable adjustments and targeted support. We use assessment information, attendance and behaviour data, pupil and parent voice, staff knowledge and partnership with external professionals to identify emerging barriers and ensure that support is timely, proportionate and responsive to individual need.

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Financial disadvantage and poverty
2	Low attendance and persistent absence
3	Speech Language and communication needs
4	Physical, Medical needs and Sensory impairments – leave in
5	Neurodiversity, including autism and ADHD
6	Trauma, adverse childhood experiences and family stability
7	Gaps in early language, communication and vocabulary development
8	Low confidence, resilience and self-esteem
9	Limited access to cultural experiences and wider opportunities
10	Difficulties with relationships and social interaction
11	Barriers to parental engagement and access to support services

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 <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>
High adult: pupil staffing model – We maintain staffing levels significantly above national averages (approximately 1:8 in EYFS and 1:10 across the school) to enable adaptive teaching, immediate intervention, precision support and relational practice.	Universal	£257,000
SUPPORTING EVIDENCE: EEF – Teaching Assistant Guidance Report; DfE SEND Code of Practice. Barriers: 3,4,5,6,7,8,10		
The school's Inclusion Manager is accessing ELSA training this year which will enable her to deliver targeted therapeutic and emotional wellbeing interventions, complementing our nurture pathways and supporting pupils to develop emotional literacy, resilience, confidence and readiness to learn.	Targeted	£43,000
SUPPORTING EVIDENCE: ELSA Network. Barriers: 3,4,5,6,8,10		
Relational and Trauma-Informed Practice – Whole-staff PACE training and emotion coaching ensure behaviour is understood as communication, with consistent relational approaches embedded across	Targeted	See above

the school. School staff receive specialist Social, Emotional & Mental Health (SEMH) support for all pupils through the link specialist teacher. School promote a whole school relational approach which builds an inclusive environment for all which is consistent and long term providing stability for our pupils.		
SUPPORTING EVIDENCE: Trauma-informed practice; Trauma Informed Schools UK, EEF (Trauma Informed Short Term Managed Intervention Centre)DfE Behaviour Guidance. Barriers: 2,4,6,8,10		
Funding has been allocated so that we can use WellComm Screening for all children in our nursery and reception classes. WellComm supports our staff to identify speech, language and communication difficulties at an early stage, before these difficulties have a greater impact on learning and development. Once a child's needs have been identified, our teachers use the WellComm toolkit to choose appropriate activities and strategies to support their communication skills. The results help our teachers to decide what support a child may need, such as targeted small-group activities, individual support or referral to a speech and language therapist.	Universal and Targeted	£500
SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit https://assets.publishing.service.gov.uk/media/68da49b249e17d00a56ffb34/Supporting stammering speech and language needs in the early years a rapid evidence review.pdf Barriers: 3,7,10		
Use of White Rose Infinity Maths programme -Use of digital fluency question generator for KS1/KS2, which tracks pupil data in real time, enabling teachers to adapt to every need in their classroom.	Universal and Targeted	£450

SUPPORTING EVIDENCE: https://whiteroseeducation.com/latest-news/research-behind-white-rose-infinity Barriers: 8,		
Free Breakfast for Every Child – A free breakfast is available every day so no child starts the day hungry, improving attendance, wellbeing, concentration and readiness to learn while reducing financial barriers for families.		£0
SUPPORTING EVIDENCE: DfE Breakfast Programme evidence. Barriers: 1,2,3,6,8 and 11		
Speech and Language Therapist (SaLT) from LINGO in school for half a day each week. This supports the development of an inclusive core offer by providing early identification, assessment and targeted advice for pupils with speech, language and communication needs, while also building staff confidence and capacity through consultation, modelling and guidance. The SaLT works alongside teachers and support staff to embed communication-friendly strategies across the classroom, enabling pupils to access learning and participate more fully in school life.	targeted	£6800
SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Barriers: 3,4,5,7,8,10 and 11		
Read, Write Inc -Whole-school systematic synthetic phonics programme with daily teaching, rapid keep-up sessions and reading practice to ensure early literacy barriers are addressed. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	Universal and Targeted	£2500

SUPPORTING EVIDENCE:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

Barriers: 3,4,7,

Adaptation of Learning Environments to Support Sensory Regulation – Indoor learning environments will be adapted to provide planned sensory input throughout the school day. This includes the development of calm spaces, sensory room, movement opportunities and access to specialist equipment, enabling pupils to regulate their sensory needs and remain engaged in learning.

Targeted

£3,000

SUPPORTING EVIDENCE:

Occupational Therapy best practice; Sensory Integration-informed practice; SEND Code of Practice.

Barriers: 2,4,5,6,7,8,10

Adaptive Teaching and Inclusive Classroom Practice – Continuous professional development ensures all staff adapt teaching through scaffolding, explicit instruction, retrieval practice, visual supports and flexible enabling pupils to access an ambitious curriculum without lowering expectations

Universal

£1200

SUPPORTING EVIDENCE: EEF – Special Educational Needs in Mainstream schools

Barriers: 2,3,4,5,6,7 and 8

Reading Plus - Reading programme used in years 5 and 6 to provide personalised reading practice to pupil that is matched to their individual reading level and progress.

The programme develops reading fluency, comprehension, vocabulary and stamina through differentiated texts and activities. Reading Plus supports Beech Hill's pupils with SEND by allowing them to work at an appropriate level, receive repeated practice and develop confidence at their own pace which is supported by adults in their year groups.

We have found that the programme's personalised approach helps to address individual gaps while

Universal

£1500

encouraging pupils to become more independent and confident readers.		
SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial Barriers: 7 and 8		
Assessment that Identifies Barriers – Daily formative assessment, retrieval practice, mini whiteboards and responsive teaching enable staff to identify misconceptions and barriers early, adapting teaching immediately to maximise progress.	Universal	£0
SUPPORTING EVIDENCE: EEF Metacognition and Feedback Guidance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Barriers: 2,7 and 8		
SEND Identification and Graduated Response – Termly pupil progress meetings, provision mapping, Individual De-escalation plans, risk assessments where appropriate and a graduated response ensure needs are identified early and provision is regularly reviewed and adapted. Use of B-squared to support small steps progress.	Universal	£5000
SUPPORTING EVIDENCE: SEND Code of Practice. Barriers: 2,3,4,5,6,7,8,9,10 and 11		
Specialist support and Assessment – The school work with the Bradford SCIL team who are able to support with Specialist practitioners to undertake detailed assessments across the four areas of SEND, processing where pupils require further investigation beyond universal assessment They provide evidence-informed recommendations, supports the identification of specific learning needs and work alongside staff to develop effective	Targeted	£1500

classroom adaptations, targeted interventions and personalised provision. This enables barriers to learning to be identified early and ensures teaching strategies are tailored to pupils' individual profiles. School commission support from the Ed Psychology service when required.		
SUPPORTING EVIDENCE: SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Barriers: 2,3,4,5,6,7,8,9,10 and 11		
Colourful Semantics – Structured language intervention used to develop sentence construction, vocabulary, oral language and writing for pupils experiencing communication and literacy barriers.	Universal and targeted	£0
SUPPORTING EVIDENCE: Speech and Language Therapy evidence-informed practice. Barriers: 3,4,5,7 and 8		

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
Pupils with speech, language and communication needs are: - identified early, - develop their ability to communicate their needs, ideas and feelings. - are able to access learning more successfully, - supported by strategies that become part of everyday classroom practice.	- Pupils with identified or emerging speech, language and communication needs are identified and referred appropriately. - WellComm screening and assessments show pupils are making progress from their baseline assessments and against their own individual communication targets. - Increase in and improved classroom participation from pupils, completion of tasks and reduced

	need for repeated instructions or adult prompting.
Pupils who are supported by the Inclusion Manager will: • feel more emotionally supported and able to talk about their worries, • develop strategies to manage emotions, anxiety and difficult situations, • become more engaged in learning, • develop greater confidence, resilience and independence, • have a reduction in incidents linked to emotional or behavioural difficulties, • build positive relationships with peers and adults.	• Pupil feedback/voice shows increased feelings of being listened to and supported. • Pupils increasingly use strategies independently, evidenced through learning mentor/school counsellor reviews and staff observations. • There is a reduction in behaviour incidents compared with their individual baseline. • A positive change in the pupil's Strengths and Difficulties questionnaire score from their baseline score. • Boxall assessments will show increased scores
• Pupils with additional needs and SEND successfully access an ambitious curriculum alongside their peers.	• Lesson visits, pupil voice and work scrutiny demonstrate adaptive teaching is consistently embedded. Pupils with additional needs participate fully in classroom learning and make strong progress from their individual starting points.
• Early identification ensures barriers to learning are recognised and addressed promptly.	• Pupils are identified at the earliest opportunity through robust assessment, staff referrals and graduated response processes. Support is implemented quickly and reviewed regularly, with evidence of positive impact.

• Pupils develop stronger emotional wellbeing, resilience and self-regulation.	• Boxall assessments show positive progress. Reductions in dysregulation, improved readiness to learn and increased participation are evident through school records and pupil voice.
• Attendance improves for pupils experiencing barriers to regular school attendance.	• Persistent absence reduces and attendance for vulnerable groups improves. More pupils access learning consistently and families engage positively with attendance support.
• Financial disadvantage does not prevent participation in school life.	• All pupils access enrichment visits, experiences and wider opportunities regardless of family income. Participation rates remain consistently high across all pupil groups. • Families develop confidence in reaching out for support early and can access targeted support through Early Help services
• Staff consistently deliver high-quality inclusive practice.	• Monitoring demonstrates inclusive teaching is consistently embedded across the school. Staff demonstrate confidence in adaptive teaching, SEND strategies and relational practice through professional development and quality assurance.

• Pupils with additional needs achieve positive academic, personal and social outcomes.	• School assessment, behaviour, attendance and wellbeing information demonstrate that pupils make sustained progress towards their individual outcomes and participate fully in school life.
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