

Kingsway Inclusion Strategy

Including Inclusion Mainstream Funding (IMF) Overview

Version 1

2026-27

Strategy Information	Details
School	Kingsway Primary School
Headteacher	Germaine Mckinnon
Inclusion / SEND lead	Lydia Leeson
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IMF allocation	£19070
Notional SEN budget	£115, 495
School	Kingsway Primary School

1. Our approach to Inclusion

Kingsway's Ambition and Intent for Inclusion

Kingsway Primary School is committed to providing a fully inclusive education in which every child is valued, supported to participate fully in school life, and enabled to access a broad, balanced and ambitious curriculum.

In line with the LiFE Inclusion Framework, our ambition is to anticipate commonly occurring needs and remove predictable barriers through strong, inclusive universal provision. Where universal provision alone is not sufficient, we identify needs and intervene early, providing timely and appropriate support that enables pupils to participate, progress and thrive.

Our approach is underpinned by high expectations for all, adaptive teaching, strong relationships with children and families, and careful evaluation of the difference our provision makes. Leaders have established a clear strategic commitment to “**do what is right, not what is easy**”, ensuring that children remain at the heart of decision-making and that inclusion is a shared responsibility across the school.

Alongside our universal and targeted provision, **SHINE @ Kingsway**, our Enhanced Resource Provision, provides specialist support for children with Education, Health and Care Plans (EHCPs) whose identified primary need is Social, Emotional and Mental Health (SEMH). Together, these elements reflect our ambition to create a school community in which every child belongs, is understood and has the opportunity to succeed.

2. Understanding our learners and their barriers

Evidence/Area	What does this tell us about our cohort?	What barriers to learning or participation are evident?
SEND profile and commonly occurring areas of need	SEND has increased from 11.3% to 18.0% since 2022–23. 7.0% have an EHCP , above national, including pupils in Shine@Kingsway with SEMH needs.	A growing number of pupils experience barriers linked to communication, learning, regulation and SEMH.
Attainment, progress and curriculum access	Outcomes are improving, but phonics remains weaker for the current cohort. 10 Year 1 pupils were within five marks of the phonics threshold in 2026. SEND pupils also remain behind peers in some areas.	Gaps in foundational knowledge, particularly reading and phonics, can restrict independent access to learning.
Attendance and persistent/severe absence	Attendance is 95.8% , but persistent absence is concentrated among vulnerable pupils: 19.1% for SEND and 18.5% for PP .	Some SEND and disadvantaged pupils experience reduced continuity of learning and participation through absence.
Behaviour, suspensions and participation	Behaviour is generally calm. More significant dysregulation and suspension is concentrated among a small group of pupils with complex SEMH needs, particularly within Shine.	Regulation and SEMH needs can affect readiness to learn, participation and time spent in class.
Disadvantage and other vulnerability/context	FSM has increased from 13.9% to 25.4% . The school also has high levels of EAL and a growing number of families experiencing financial pressure.	Poverty, language, SEND and wider vulnerability can overlap and create multiple barriers for individual pupils.
Learner voice, belonging and wellbeing	81% of pupils report medium to high wellbeing . Most pupils feel safe, but leaders identify some pupils who lack confidence or resilience.	Confidence, resilience, self-regulation and belonging are less secure for some pupils.
Family voice and engagement	Families generally report feeling well supported, particularly around SEND, although some families require more intensive support around attendance and wider vulnerability.	Some families need additional support to navigate SEND, attendance and wider social or financial pressures.
Transitions, mobility and external professional insight	Vulnerable pupils may require enhanced transition. External advice frequently supports pupils with SEND, communication and SEMH needs.	Change and transition can increase barriers for pupils with communication, regulation or complex additional needs.

3. Reviewing our current inclusive offer against the seven principles

LiFE/DFE Principle	What is already strong?	Evidence/ Impact	What needs strengthening?
1. Ambitious leadership and governance that embeds inclusion	Leadership has established a clear, strategic vision of "do what is right, not what is easy," putting children at the heart of decision-making. The Local Governing Body (LGB) is highly representative and maintains an honest, non-hierarchical, and collaborative culture.	Governor minutes and records of governor visits. Termly Headteacher reports and the Strategic Planning tool (VOST) ensure priorities remain at the forefront. External support and professional challenge are provided by the Trust's Executive Primary Lead	Develop the role of middle leaders to enable further impact and direct contribution to whole-school improvement strategies. Continue finding ways to manage staff workload and support mental wellbeing
2. Evidence-based support prioritising early intervention	Restructured Inclusion Team (featuring a qualified SENCo, Assistant SENCo, ELSA, Intervention Lead and Attendance Improvement Officer) protects the SENCo's time for direct classroom work and face-to-face meetings. Graduated approach to SEND identification is fully embedded. Early Years barriers are identified through feeder nursery visits and early identification in school. Pupil Premium (PP) strategy is explicitly informed by EEF research	Electronic Individual Learning Plans (ILPs) are systematically recorded and updated on Insight. High parental confidence during their child's "SEN journey".	Enhance and track the impact of interventions on Insight, specifically to address phonics interventions that have not always successfully closed gaps in the past. Review and refine the ILP system to ensure up-to-date, achievable, small-step targets.
3. High-quality adaptive teaching with curriculum designed for all learners	Inclusive classroom practice focuses on reducing cognitive load (e.g., through handwriting automaticity) and employing a clear "I do, we do, you do" lesson structure in core subjects. Redesigned curriculum is delivered through a	Peer reviews (LiFE Primary and Cross-Trust) show teachers are using Assessment for Learning (AfL) and modelling planned vocabulary well. Rapid implementation of the Little Wandle phonics scheme is supported by Trust	Secure consistency of adaptive teaching practice across all classrooms. Ensure the use of scaffolds and wigits follows a systematic progression with a clear plan for eventual removal to foster pupil independence. Refine the "explore" part

LIFE/DFE Principle	What is already strong?	Evidence/ Impact	What needs strengthening?
	cumulative two-year rolling program (using Kapow and White Rose Maths).	coaching. Year 6 writing moderation (76% expected) and improved KS2 outcomes in Maths and reading demonstrate rising achievement.	of math lessons. Monitor the implementation and impact of the new spelling scheme. Ensure pupils actively use modeled vocabulary in spoken answers
4. Enriching provision beyond the classroom that all children can access	Highly inclusive extracurricular and enrichment offers are available (including Rock Steady band, Sing and Sign choir, fencing, trampolining, and archery).	Ambassador groups regularly present in assemblies and run community-enriching campaigns, such as a road safety campaign in collaboration with secondary peers and Leicester Citizens.	Expand opportunities for residential and school trips to other year groups, as residential visits are currently only available to Year 6 pupils. Develop Open schools approach to develop further opportunities for vulnerable learners
5. A safe and respectful culture fostering belonging, attendance and participation	Attendance is a strength for all groups of learners, driven by the Senior Attendance Champion, AIO, ELSA, and SENCo. A calm, purposeful behaviour culture is underpinned by the Kingsway Jewel Values, trauma-informed staff training, and "rule boards". A safeguarding culture is embedded through "safe network hands", worry boxes, and "It's not OK" assemblies	Whole-school attendance has risen significantly to 95.8% (2025/26), and persistent absence (PA) has fallen from 15.3% to 10.4%. LCC external safeguarding audit (March 2025) noted a "well-established safeguarding culture". Rule boards are highly valued by pupils	Continue to reduce persistent absence (PA) for vulnerable cohorts, as SEN PA (19.1%) and Pupil Premium PA (18.5%) remain higher than peers. Address lateness trends. Relaunch the "No Outsiders" programme, ensuring resources are in each phase. Further develop pupil resilience, problem-solving skills, and confidence via additional work in CREW time
6. Strong partnerships with families and wider services	Highly effective face-to-face family engagement during the "SEN journey" is facilitated by protected SENCo time. Proactive multi-agency collaboration is established with social care, health, police, and LADO. Parents are informed before sensitive RSE lessons. Proactive partnerships exist with trust schools,	Families report feeling clear and supported. Parental partnership in PSHE/RSE has resulted in zero pupil withdrawals.	Evaluate the effectiveness of the current transition model by gathering feedback from Year 1 teachers on the "school readiness" of cohorts to inform future curriculum adjustments

LiFE/DFE Principle	What is already strong?	Evidence/ Impact	What needs strengthening?
	feeder nurseries, and local organizations (e.g., Leicester Citizens)		
7. Inclusive environments with continuous improvements to accessibility	Adaptations and scaffolds are present in every classroom (widgets, word mats, anchor charts). Robust Accessibility Plan (March 2026) is active in reducing learning barriers. High-quality learning environments are provided for complex needs, including the Shine@Kingsway SEMH Enhanced Resource Base.	Adaptations for SEND pupils (such as fidget and wobble cushions) are actively in place to ensure accessibility Shine@Kingsway pupils demonstrate successful integration and transition into a specialist SEMH setting, with three children achieving 100% attendance certificates.	From feedback review summer term classroom configuration in EYFS in preparation for the transition to Year 1 formal learning Secure consistent application of main-school approaches (such as Little Wandle, Insight, and ILPs) across both Shine 1 and Shine 2 provisions, utilising the additional leadership and teaching capacity created for 2026–27.

4. Our priority barriers 2026/27

Priority/Barrier	Evidence/ who is affected?	Why is this a priority?
Phonics - meeting national expectations	2026 phonics outcomes reduced, with 10 pupils missing the expected standard by five marks or fewer . Analysis also identified that interventions have not consistently closed gaps.	Secure phonics is fundamental to accessing the wider curriculum. Pupils who do not develop early reading skills quickly enough are at risk of gaps widening over time.
Adaptive teaching	Learning walks and work scrutiny shows the use of scaffolds and specific strategies is not yet consistent. This particularly affects pupils with SEND and those working below age-related expectations.	Consistently strong universal provision should remove predictable barriers and enable more learners to access teaching successfully without unnecessary reliance on additional intervention.
Quality of teaching and curriculum in the Shine @ Kingsway	Learning walks, book scrutiny and learner/staff voice indicate that pupils in Shine@Kingsway are not yet consistently accessing the full breadth of an appropriately ambitious academic curriculum , alongside their SEMH provision. Staffing challenges have contributed to this.	Pupils with complex SEMH needs should have equitable access to high-quality teaching and an ambitious curriculum, alongside the specialist provision required to meet their needs.
Financial and social circumstances can limit some pupils' access to wider experiences, enrichment and opportunities beyond the classroom.	Increasing disadvantage within the cohort, alongside parent feedback about the availability of trips and review against enrichment benchmarks, indicates that access to wider experiences is not yet equitable.	Financial and social circumstances should not determine pupils' access to experiences beyond the classroom. A stronger enrichment offer will broaden experiences and improve participation and opportunity for the most vulnerable learners.

5. Our strategic inclusion plan 2026/27

This is the core published plan. It should make the golden thread visible: identified barrier → existing provision → planned activity → investment → intended outcome → monitoring and evaluation.

Barrier/ priority	What we already provide	Evidence informed activity/ approach we will invest in	Principle(s)	Funding source and budgeted cost	Intended outcome	How and when we will monitor/ evaluate
Phonics - meeting national expectations	Existing phonics teaching and intervention; phonics assessment and tracking; targeted support for pupils falling behind.	Little Wandle implementation; staff training and coaching; rapid catch-up and targeted intervention; closer tracking of pupils not on trajectory to meet the expected standard.	1, 2, 3	£5000	Improved phonics outcomes in line with national expectations . Consistently high-quality teaching and earlier identification and support for pupils at risk of falling behind.	Half-termly phonics assessment and pupil-level tracking; intervention impact reviewed at Pupil Learning Forums; learning walks and coaching; formal review of Y1 outcomes and Y2 catch-up.
Adaptive teaching	Coaching; SEND support; Individual Learning Plans; SENDCo support; reasonable adjustments; existing graduated approach.	Develop clear expectations for adaptive teaching across the school; staff CPD and coaching focused on modelling, scaffolding, questioning and independence; use pupil profiles/ILPs to inform classroom practice; case sampling of vulnerable learners.	1, 3	£4000	Barriers for the most vulnerable are anticipated, planned for and removed , enabling pupils to access ambitious teaching and make progress with increasing independence.	Half-termly learning walks and work scrutiny; case sampling; review through coaching and Pupil Learning Forums; SEND pupil progress and intervention data reviewed termly.
Quality of teaching and curriculum in	Specialist SEMH provision; White Rose Maths; ELSA and regulation support;	Little Wandle phonics programme ; MAT Central Team support; strengthened	1, 3, 4, 5	£5000	Pupils in Shine experience a consistent, high-quality and	Half-termly learning walks and work scrutiny; curriculum coverage checks; pupil progress

Barrier/ priority	What we already provide	Evidence informed activity/ approach we will invest in	Principle(s)	Funding source and budgeted cost	Intended outcome	How and when we will monitor/ evaluate
the Shine @ Kingsway	personalised strategies and reasonable adjustments; access to mainstream learning where appropriate.	curriculum planning and sequencing; staff CPD and coaching; increased teaching/leadership capacity; regular scrutiny of teaching, curriculum coverage and pupil progress.			appropriately ambitious curriculum , alongside effective SEMH provision, resulting in improved engagement, progress and gateway skills.	review; learner/staff voice; termly review with school and MAT leaders.
Financial and social circumstances can limit some pupils' access to wider experiences, enrichment and opportunities beyond the classroom.	Existing clubs, sport and competitions; Rock Steady; Sing and Sign; activities including fencing, trampolining and archery; trips and wider curriculum experiences.	Develop a planned whole-school enrichment entitlement ; audit provision against agreed enrichment benchmarks; increase trips, visits and wider experiences; identify and remove financial barriers; proactively target participation of disadvantaged, SEND and vulnerable pupils.	4, 5, 7	£5070	Financial or social circumstances do not restrict access to enrichment. All pupils, particularly disadvantaged and vulnerable learners, access a broader range of experiences beyond the classroom.	Termly participation audit by pupil group; track PP/SEND/vulnerable participation; pupil and parent voice; annual review against enrichment benchmarks and agreed entitlement.

6. Evidence informing our chosen approaches

Refer to Section 3, “Building the evidence base”, in the LiFE Inclusion Framework. For each priority, identify the proposed approach, the evidence or professional rationale supporting it, and why it is a good fit for your school’s identified barrier, learners and context. Relevant sources may include DfE guidance, EEF evidence, LiFE exemplification and evaluation, specialist advice and the school’s own evidence

Priority / barrier	Proposed approach	Evidence source / rationale	Why is this a good fit for our learners and context?
Phonics - meeting national expectations	Little Wandle Phonics Programme	Little Wandle is a systematic synthetic phonics (SSP) programme validated by the Department for Education. Its structured progression, consistent teaching routines, regular assessment and targeted keep-up support align with evidence that high-quality, systematic phonics instruction supports early reading development. The EEF identifies phonics as a high-impact, low-cost approach, particularly when teaching is explicit, systematic and matched to pupils’ current attainment. Little Wandle is used across LiFE MAT so support is available from other Primary Schools. Training materials for whole class teaching and small group interventions.	A consistent whole-school approach will ensure that learners receive clear, cumulative phonics teaching with minimal variation between classes and adults. Regular assessment enables gaps to be identified quickly and addressed through targeted keep-up sessions, supporting pupils who are at risk of falling behind. Decodable reading books closely matched to pupils’ phonics knowledge provide opportunities to practise taught sounds successfully, build fluency and develop confidence. This approach supports our aim of increasing the proportion of pupils meeting the expected standard in the Phonics Screening Check while strengthening early reading outcomes for all learners.
Adaptive Teaching	Coaching for staff focussing on scaffolding and	The EEF’s <i>Special Educational Needs in Mainstream Schools</i> guidance recommends high-quality teaching strategies, including explicit instruction, scaffolding and flexible grouping, to	Strengthening staff expertise in scaffolding and modelling will help teachers respond more effectively to differing starting points and needs while maintaining high expectations for all learners. Coaching provides

Priority / barrier	Proposed approach	Evidence source / rationale	Why is this a good fit for our learners and context?
	modelling	support pupils with SEND alongside their peers. Evidence on effective professional development also highlights the importance of sustained, practice-based approaches, including modelling, feedback and follow-on support, rather than one-off training. A coaching model enables staff to develop, practise and refine these strategies within their own classrooms.	individualised, ongoing professional development linked directly to classroom practice. A shared repertoire of strategies will increase consistency across the school, help pupils access ambitious curriculum content and support greater independence by ensuring scaffolds are purposeful and gradually removed as learners become more secure.
Quality of teaching and curriculum in the Shine @ Kingsway	Develop a consistent, high-quality and appropriately ambitious curriculum and teaching approach within Shine @ Kingsway, supported by staff CPD, coaching, curriculum planning and regular monitoring of provision and pupil progress.	The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance emphasises that pupils with SEND should have access to high-quality teaching, alongside carefully selected targeted support. Evidence supports explicit instruction, scaffolding, flexible grouping and the effective use of technology where appropriate. A well-sequenced curriculum, combined with strong subject knowledge and ongoing professional development, helps ensure that adaptations increase access without unnecessarily reducing curriculum ambition.	Our learners within Shine @ Kingsway have a range of individual starting points and additional needs and therefore require teaching that is highly responsive while remaining ambitious. Strengthening curriculum sequencing, modelling, scaffolding and assessment will enable staff to identify what pupils know, address gaps and plan appropriate next steps. A consistent approach will ensure pupils experience high expectations and meaningful access to the wider curriculum, while adaptations and targeted support enable them to experience success, develop independence and make sustained progress from their individual starting points.
Financial and social circumstances	Provide equitable access to a planned programme of enrichment,	EEF guidance on supporting disadvantaged pupils recommends a tiered approach that includes high-quality teaching, targeted academic support and wider strategies to address	Some of our pupils have fewer opportunities to access experiences outside school because of financial or social circumstances. Providing these opportunities through school helps ensure that disadvantage does not restrict

Priority / barrier	Proposed approach	Evidence source / rationale	Why is this a good fit for our learners and context?
can limit some pupils' access to wider experiences, enrichment and opportunities beyond the classroom.	including educational visits, residential, clubs, cultural experiences, sport and wider opportunities. Use targeted financial support to remove barriers to participation for disadvantaged pupils and ensure enrichment is deliberately linked to curriculum learning and personal development.	non-academic barriers to success. Wider enrichment opportunities can support pupils' personal development, confidence, relationships and sense of belonging. Carefully planned experiences can also build background knowledge, vocabulary and cultural capital, strengthening pupils' ability to engage with curriculum content.	participation or aspiration. A planned and inclusive enrichment offer will broaden pupils' experiences, develop confidence and independence, support communication and social skills, and provide meaningful contexts for curriculum learning. Targeted financial support will ensure that pupils who may benefit most are able to participate fully alongside their peers.

7. Learner, family and stakeholder engagement

The strategy should reflect the school's local context and the experience of learners and families. Record how their views, and where relevant the views of staff, Trust colleagues and external partners, have informed priorities or provision.

Who was engaged?	What did we learn?	How did this influence the strategy?
Learners (incl those with SEND)	Most pupils feel teaching supports their learning, but some find it harder to access help when they need it. Pupil experience also highlights the importance of feeling safe, supported and able to participate successfully in school.	Supports the priority around adaptive teaching , ensuring vulnerable learners can access learning and develop greater independence.
Parents/carers	Parents are positive about the support their children receive, although confidence in understanding their child's progress is less strong. Parent feedback has also identified interest in extending opportunities for trips and wider experiences.	Supports priorities around phonics and adaptive teaching , alongside a stronger focus on equitable access to enrichment and wider experiences .
Teaching and support staff	Staff feedback identifies behaviour and access to behaviour support as areas of greater challenge. This is particularly relevant when supporting pupils with more complex SEMH and regulation needs.	Supports the priority to strengthen the quality of teaching and curriculum within Shine@Kingsway , including consistent approaches to SEMH, regulation and access to learning.
Trust / external professionals	School improvement and specialist work has identified the importance of strong phonics provision, adaptive teaching, early identification and consistently high-quality provision for pupils with more complex needs.	Has informed the priorities for phonics, adaptive teaching and Shine@Kingsway , ensuring these align with wider Trust expectations and specialist advice.

8. Funding Summary

IMF is used alongside the school's core budget, including the notional SEN budget. IMF-funded activity must be evidence-informed and align with at least one of the seven principles.

Funding source	Allocation / planned spend	How it supports this strategy
Inclusive Mainstream Fund (IMF)	£19070	Investment against the identified priorities and activity above
Notional SEN budget / core budget	£115, 495	Supports the school's wider SEND and inclusive provision
Other relevant funding (where applicable)	£TBC	Where relevant, additional investment supporting identified priorities
Total planned inclusion investment represented in this strategy	£19070	Allocated across the priority activity within this strategy

9. Implementation, monitoring and evaluation

What will be implemented?	Lead	Evidence / measure	When findings are reviewed	Where are findings reported?
Phonics - meeting national expectations	Head/Phonics Lead	Progress data	Initially every two weeks for actions. Pupil review every 6 weeks (in line with Little Wandle assessment guidance)	SLT/ Governors
Adaptive teaching	SLT/ SENDCo	Learning walks, case study, CPD, progress data, coaching	Every 4 weeks	SLT
Quality of teaching and curriculum in the Shine @ Kingsway	Shine SENDCo	Learning walks, progress data, learner voice, behaviour and attendance data	Ongoing	SLT

What will be implemented?	Lead	Evidence / measure	When findings are reviewed	Where are findings reported?
Financial and social circumstances can limit some pupils' access to wider experiences, enrichment and opportunities beyond the classroom.	SLT	Parent survey feedback suggested they felt there were a lack of trips. Survey was undertaken due to lack of parents paying for trips. Enrichment benchmarks	Half termly	SLT/ Governors

Set out the practical arrangements that will make the strategy live in school, including staff development, ownership, implementation checks and outcome measures.

10. Governance and trust assurance

School leaders and governors scrutinise the strategy, use of funding and impact. LiFE provides the shared framework, exemplification and challenge through existing school-improvement and governance processes.

Assurance / scrutiny	When	Key questions / findings / actions
SLT reviews	Half-termly	Are activities being implemented as intended? What is changing for learners?
Local governing body scrutiny	Termly	Do priorities reflect cohort need? Is funding aligned? Is impact sufficiently evidenced?
LiFE school improvement / inclusion assurance	Across the year	Use LiFE exemplification, case sampling and relevant QA to test implementation and impact.
Annual strategy evaluation	Summer 2027	What should be sustained, adapted or stopped, and what does the next cohort analysis tell us?