



Lighthorne Heath Primary School

Inclusion Strategy 2026-2027

Introduction

This Inclusion Strategy sets out how staff at Lighthorne Heath Primary School will continue to strengthen our inclusive practice during 2026-2027 so that every pupil, including those with SEND and additional needs, can belong, participate, achieve and thrive. It explains the barriers to learning and participation identified within our current cohort, the universal and targeted approaches we will prioritise, how our core school budget (including the notional SEN budget) and Inclusive Mainstream Fund (IMF) will be used together, and how leaders and governors will evaluate impact. The strategy forms part of our wider graduated approach to inclusion and reflects the Department for Education's expectation that mainstream schools use evidence-informed activity to strengthen their inclusive offer and remove commonly occurring barriers to learning and participation.

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	July 2027 (and earlier if cohort needs or funding arrangements materially change)
Statement authorised by	Jill Manley, Associate Head Teacher and SENDCo Rachel Hartley, Associate Head Teacher Juliette Westwood, Executive Head Teacher Richard Butler, Chair of Governors

Statement of intent

Lighthorne Heath Primary School is committed to ensuring that every pupil can belong, achieve and thrive. Inclusion is a whole-school responsibility and begins with ambitious, high-quality teaching, positive relationships and learning environments designed to anticipate and remove commonly occurring barriers. We maintain high expectations for pupils with SEND, disadvantaged pupils, pupils with EAL, young carers, pupils known or previously known to social care and those experiencing SEMH, attendance, communication or wider barriers.

This strategy is explicitly underpinned by the DfE's seven principles of inclusion:

1. Ambitious leadership and governance that embeds inclusion;
2. Evidence-based support prioritising early intervention;
3. High-quality adaptive teaching;
4. Enriching provision that all learners can access;
5. A safe and respectful culture fostering belonging and participation in learning;
6. Strong partnerships with families and wider services, where appropriate; and
7. Inclusive environments with continuous improvements to accessibility.

These principles provide a coherent framework for our decision-making, professional development, deployment of resources and evaluation of impact, and ensure that inclusion is understood as a whole-school endeavour rather than the responsibility of the SENDCo or specialist provision alone.

Alongside these principles, we draw on the EEF (Education Endowment Foundation) Guide to Inclusive Teaching and use a two-part model: strengthening universal approaches that benefit all pupils and are especially important for pupils with additional needs; and providing carefully chosen adaptations and additional support where these are needed. We do not assume that a diagnosis, label or disadvantage determines what a pupil needs. Instead, staff identify the barrier, select proportionate provision, monitor its impact and adjust or escalate support while preserving the pupil's connection to ambitious curriculum learning, peers and the wider life of school.

Our universal offer includes explicit instruction, formative assessment and feedback, purposeful scaffolding, metacognitive and self-regulation strategies, flexible grouping, supportive technology where appropriate, predictable routines, communication-friendly practice and calm, accessible environments. As the school grows and welcomes new pupils and staff, this strategy also provides a shared framework for sustaining our inclusive culture, inducting new colleagues into agreed approaches and ensuring that strong practice is consistently understood and applied across an expanding school community.

Where additional support is required, this may include targeted academic or speech-and-language intervention, nurture, Learning Mentor support, counselling, art therapy, LEGO® Brick Club, PAT Therapy Dog, Forest School, emotional-regulation support, specialist advice or carefully commissioned alternative provision. Additional provision is intended to increase participation, independence and successful access to classroom learning, not create dependency or unnecessary separation.

Families are partners in identifying need, agreeing support and reviewing impact. Leaders work closely with Warwickshire specialist services, the EHCP Coordinator, health and therapeutic professionals, Young Carers and other agencies. Pupil and parent voice, assessment, attendance, behaviour, provision mapping and intervention evaluation inform decisions. Governors scrutinise the strategy, resource deployment and impact. Our aim is

early, evidence-informed support which improves attainment, engagement, attendance, wellbeing, independence and pupils' sense of belonging.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Complex and intersecting additional needs: significant SEND, SEMH, speech, language and communication needs, disadvantage and wider vulnerability. Some pupils require substantial adaptation, co-regulation and personalised support to participate successfully.
2	High pupil mobility and varied starting points: pupils may join at different stages with interrupted curriculum experiences, gaps in foundational knowledge and/or previously unidentified needs, requiring rapid assessment and responsive teaching.
3	Communication, language and early literacy barriers: a comparatively high level of speech, language and communication need affects access across the curriculum.
4	Emotional regulation, attendance and engagement: a small number of pupils experience significant SEMH, EBSNA, attachment/regulation or health-related barriers. Attendance, while improving, remains a priority; some pupils require carefully planned reintegration and highly individualised support.
5	Sustaining and extending inclusive classroom practice as the school grows: strong personalised and inclusive practice is well established. As the school expands and welcomes new staff, there is an important opportunity to ensure that all colleagues are inducted into, understand and consistently apply the school's agreed ordinarily available adaptations, inclusive routines and approaches to scaffolding. Continued professional development and coaching will also support adults to promote pupil independence and participation alongside appropriate personalised support.
6	External-service capacity and specialist access: long waits for neurodevelopmental assessment, delays in EHCP processes, limited specialist/alternative provision and discontinuity in Educational Psychology can delay external support, requiring school to bridge gaps proactively.
7	Capacity, staffing and growth: increasing complexity of need, recruitment of skilled Teaching Assistants and planned new school with SRP (Specialist Resource Provision) development require sustainable deployment of staff, professional learning, accessible environments and strong leadership oversight.
8	Financial and wider participation considerations: We recognise that families' circumstances are varied and can change over time, and that financial or practical factors such as food insecurity can sometimes create barriers to children's full participation in school life. We are committed to working sensitively and respectfully with families to identify and reduce these barriers, ensuring that all pupils can access learning, enrichment opportunities, clubs, trips and the wider life of the school.

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?

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

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>
Strengthen the universal inclusive classroom offer through sustained professional development, coaching and monitoring. Priorities: explicit instruction; checking understanding and feedback; metacognitive/self-regulation strategies; purposeful scaffolding that is faded; flexible grouping; communication-friendly practice; visual timetables/Now and Next; Makaton, chunked language, sensory/regulation strategies and appropriate technology. EEF evidence: universal approaches and the two-part model. Barriers 1–5, 7. DfE principles: high-quality adaptive teaching; inclusive environments; ambitious leadership.	Universal	Core budget / notional SEN budget / IMF – expenditure to be confirmed through 2026/27 budget monitoring
Sharpen early identification and diagnostic assessment, particularly for new arrivals, SLCN, early reading and mathematics. Use WellComm, phonics assessment, formative assessment, pupil-progress processes, provision mapping and specialist consultation to identify barriers quickly and match support precisely. Barriers 1–3, 6. DfE principles: early intervention; high-quality adaptive teaching.	Universal and targeted	Core budget / notional SEN budget / IMF – expenditure to be confirmed
Deliver and evaluate evidence-informed targeted academic and communication support, including LEXIA, VIPERS, targeted phonics, Plus 1, Plus 2, Power of 2, WellComm, Colourful Semantics and targeted SALT programmes. Baseline and review data will be used to determine whether support is accelerating learning and supporting reconnection with classroom curriculum. Barriers 2–3.	Targeted	Core budget / notional SEN budget / IMF – expenditure to be confirmed
Strengthen regulation, belonging and readiness to learn through the relational, trauma-informed offer: Emotion Coaching, restorative practice, Regulation Stations, Learning Mentor, nurture (including Saplings/Rainbows/Sunshine as appropriate), counselling, Drawing and Talking, LEGO® Brick Club, Forest School, Art Therapy and PAT	Universal and targeted	Core budget / notional SEN budget / IMF – expenditure to be confirmed

therapy-dog provision. Provision will be reviewed for impact on participation, independence, attendance and curriculum access. Barriers 1, 4–5.		
Improve attendance and successful participation for pupils experiencing SEND/SEMH/EBSA barriers through early family engagement, individual barrier analysis, pastoral support, multi-agency working and, only where appropriate, time-limited reduced timetables/reintegration plans with frequent review and a clear route towards full-time education. Barriers 4, 6.	Universal and targeted	Core budget / notional SEN budget / IMF – expenditure to be confirmed
Use specialist expertise proactively: fortnightly Warwickshire STS input, half-termly EHCP Coordinator review, SALT and other professional advice; commission private SALT or carefully selected alternative provision (for example Flourish at the Farm, Bright Outcomes or ARISE) where evidence indicates this is necessary and external capacity would otherwise delay support. Barriers 1, 3–4, 6.	Targeted	Notional SEN / EHCP funding / delegated core budget / IMF where permitted – case and cohort expenditure recorded separately
Develop staff deployment so additional adults increase access to teacher-led learning and pupil independence. Use TA training, scaffolding approaches, planned fading of support and regular review to guard against dependency and unnecessary separation from peers. Recruit and retain skilled support staff for complex needs. Barriers 1, 5, 7.	Universal and targeted	Core budget / notional SEN budget / IMF – expenditure to be confirmed
Promote equitable access to enrichment and wider participation by ensuring that financial or practical circumstances do not prevent pupils from benefiting from the wider life of the school. This includes free breakfast provision; support with food bank vouchers; food bags; HAF access; sensitive signposting and practical support for families where appropriate, support with access to clubs and enrichment activities, inclusive trips and Young Carers partnership work. Barriers 4 and 8.	Universal and targeted	Core / designated grants and partnership funding; IMF only where activity meets grant conditions
Prepare for growth and the future SRP by embedding accessibility and inclusion in environment, staffing and curriculum planning. Audit sensory/regulation needs, accessibility and classroom organisation; ensure new spaces promote calm, independence, belonging and access to peers and high-quality teaching. Barriers 1, 5, 7.	Universal	Core budget / capital streams as applicable; IMF used only for eligible non-capital activity
Strengthen governance and evaluation: termly inclusion review using attainment/progress, attendance, behaviour, participation, independence, intervention impact and pupil/parent voice. Governors will scrutinise the rationale for investment and whether activity is reducing identified barriers. Barriers 1–8.	Universal	Core leadership/governance time; IMF evaluation activity where permitted

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
Inclusive classroom practice is consistently strong across all classes.	Monitoring shows agreed universal approaches and adaptations are embedded consistently; staff can explain the barrier being addressed and how support is intended to improve learning; pupils with additional needs participate in ambitious classroom learning with increasing independence.
Needs and barriers are identified earlier and support is matched more precisely.	New arrivals and pupils with emerging needs are assessed promptly; provision maps and pupil reviews show timely action; specialist advice is translated into classroom practice; fewer pupils wait for a diagnosis before appropriate support begins.
Pupils with gaps in early reading, language and mathematics make stronger progress from their starting points.	Phonics catch-up, SLCN and mathematics interventions show measurable progress from baselines; Year 1 phonics improves from the 2026 position; intervention learning transfers into classroom performance and pupils spend the maximum appropriate time with their class.
Pupils with SEND/SEMH and wider vulnerabilities show stronger engagement, regulation, attendance and belonging.	Individual reviews show improved participation, regulation and time successfully engaged in learning; attendance continues its improving trajectory from 92.3% in 2025/26 and 93.1% at the start of 2026/27; reduced timetables, where used, are time-limited and show planned increases towards full-time attendance.
Additional adult support and targeted provision promote independence rather than dependency.	Observations and pupil reviews show adults scaffold rather than replace pupil thinking; support is faded where appropriate; pupils have regular access to teacher instruction, peers and the wider curriculum; targeted/alternative provision has explicit reintegration or curriculum-access goals.
Families have confidence in the school's inclusive offer and are active partners in support.	Parent/carer voice and review records show timely communication and meaningful involvement in planning; families know what support is in place, why it has been selected and how impact will be reviewed; transitions are planned collaboratively.
Leadership and governance can demonstrate the impact and value of inclusion spending.	Termly reviews triangulate quantitative and qualitative evidence; governors scrutinise barriers, expenditure and outcomes; ineffective activity is adapted or discontinued; IMF and core/notional SEN expenditure is clearly recorded and linked to the seven DfE principles.

Review of the previous academic year

2026/27 is the first year in which the school is publishing an Inclusion Strategy in this DfE format. The baseline for this strategy is therefore drawn from the school's 2025/26 self-evaluation and outcome information. Existing inclusive practice has had positive impact: pupils' needs are increasingly identified earlier; staff confidence in classroom adaptation has strengthened; targeted and therapeutic provision supports regulation, engagement and participation; and strong family relationships support coordinated intervention. 2026 outcomes included 76% GLD in EYFS and strong KS2 reading and writing outcomes within cohorts containing significant SEND and disadvantage. Attendance has begun to improve from 92.3% in 2025/26 to 93.1% at the start of 2026/27.

The review also identifies priorities for further refinement. Year 1 phonics outcomes fell to 61.5% in 2026; ordinarily available adaptations are not yet equally precise across all classrooms; a small number of pupils continue to experience substantial regulation, attendance and engagement barriers; and external-service delays place pressure on school capacity. These findings directly inform the activities and success criteria above. From 2027/28 this section will report formally against the intended outcomes in this strategy.

Further information (optional)

This strategy should be read alongside the school's SEND Information Report, Accessibility Plan, Pupil Premium Strategy, Positive Behaviour Policy, Attendance Policy and School Self-Evaluation. It will be reviewed through the school's graduated approach, leadership monitoring and governing-body scrutiny. Lighthorne Heath is part of the Leamington Federation and benefits from shared leadership, expertise and professional development while retaining a strategy specific to its own cohort and context.