



Lever Edge Primary Academy - Inclusion Strategy 2026/27



Strategy overview

Detail	Date
Academic year that our current Inclusion Strategy covers	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher and Board of Trustees

Statement of intent

At Lever Edge Primary Academy, we are committed to ensuring that every child is welcomed, valued and able to thrive within our school community. Inclusion is at the heart of our vision and underpins all aspects of teaching, learning, pastoral support and school improvement.

Our strategy is based upon the Department for Education's seven principles of inclusion and focuses on strengthening our universal offer so that all pupils, particularly those with SEND, can successfully access learning, achieve ambitious outcomes, develop positive wellbeing and experience a strong sense of belonging.

We currently support 106 pupils (N2 to Y6) identified with SEND, which is equivalent to 19% of our cohort and 95 pupils (Rec-Yr6) which is 21%. This includes 21 pupils with EHCPs in mainstream classes and 16 pupils within our SEND Unit, which is equivalent to 8%. We have further children currently undergoing an Education, Health and Care Needs assessment.

The number of pupils experiencing barriers to learning across the four areas of need is outlined below:

Key Area of Need	Number of Children	Percentage
Communication and Interaction	45	8%
Cognition and Learning	12	2%
Social, Emotional and Mental Health	12	2%
Sensory and/or physical needs	15	3%
Autism Spectrum Disorder Diagnosis	33	6%
Down Syndrome Diagnosis	2	0.3%

The most prevalent areas of need are Autism and Speech, Language and Communication Needs (SLCN). As a result, we have developed a Total Communication approach that uses consistent visuals/ Widgit symbols, Signalong, structured language, visual timetables, Now and Next boards, social stories, communication boards, sensory regulation approaches and emotional regulation tools to support understanding and independence. This aligns closely with our existing SEND practice.

During 2026-27, we will prioritise a small number of high-impact actions to ensure inclusive practice is implemented consistently and with fidelity across the school. Our focus will be on:

- Developing high-quality adaptive teaching for all pupils.
- Embedding a consistent Total Communication approach across the school.
- Strengthening early identification and intervention.
- Improving pupils' independence, engagement and emotional regulation.
- Enhancing partnerships with families to improve outcomes.

This strategy has been informed by pupil outcomes, SEND needs analysis, attendance data, staff consultation and ongoing engagement with parents and external professionals.

Our Inclusion Commitments

At Lever Edge Primary Academy, we believe inclusion is everyone's responsibility. We are committed to ensuring that every child experiences a genuine sense of belonging and has equitable access to the opportunities, support and experiences needed to thrive. **Vital for some, valuable for all**, drives all our approaches to teaching and learning.

Our Inclusion Strategy is built upon five core commitments:

We Develop Independence

We equip pupils with the skills, strategies and confidence to become increasingly independent learners and active members of the school community. Through structured support, adaptive teaching and Total Communication approaches, we enable pupils to understand, participate and succeed.

We Build Resilience

We help pupils develop the confidence to overcome challenges, persevere when learning becomes difficult and understand that mistakes are an important part of growth. Our inclusive culture promotes high expectations, positive relationships and emotional wellbeing.

We Empower Confidence

We ensure all pupils have opportunities to experience success, contribute to school life and develop positive self-belief. Through leadership opportunities, enrichment experiences and pupil voice, children are encouraged to recognise their strengths and aspirations.

We Foster Belonging

We are committed to creating a school where every child feels welcomed, valued, represented and respected. We actively remove barriers to participation so that all pupils, including those with SEND and additional needs, can fully access the curriculum and wider school life.

We Work in Partnership

We recognise that effective inclusion is built upon strong relationships. We work collaboratively with families, external agencies, governors, staff and pupils themselves to ensure support is responsive, personalised and informed by each child's needs

Lever Edge Inclusion Framework

Inclusive Classrooms

- Adaptive teaching
- High expectations
- Total Communication

Inclusive Support

- Early identification
- Graduated approach
- Targeted intervention

Inclusive Culture

- Belonging
- Wellbeing
- Pupil voice

Inclusive Partnerships

- Families
- External agencies
- Community

Inclusive Opportunities

- Enrichment
- Leadership
- Educational visits

Barriers to learning and participation

	Detail of Barriers to Learning
1	Some pupils enter school with low prior attainment and significant gaps in learning.

2	Increasing numbers of pupils have complex SEND, particularly Autism and Speech, Language and Communication Needs.
3	Weak learning behaviours, including limited independence, resilience and self-regulation.
4	Social, emotional and mental health needs impacting participation, attendance and achievement.
5	Low aspirations and confidence amongst some pupils, limiting engagement and achievement.
6	Persistent absence and reduced attendance for vulnerable groups.
7	Variable parental engagement and confidence in supporting learning and SEND needs at home.
8	Narrow vocabulary, delayed language development and communication difficulties, including pupils with EAL.
9	Limited experiences beyond the classroom impacting vocabulary, communication and cultural capital.

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	Activity Type	Approx. Total Budgeted Cost
Embed a whole-school Inclusive Classroom Framework centred on adaptive teaching, explicit scaffolding, metacognition and high expectations. Staff coaching, lesson study and monitoring will focus on ensuring all teachers are teachers of SEND. (Barriers 1,2,3,5,8)	Universal	£12,000
Strengthen the school's Total Communication Approach through consistent use of Widgit visuals, Signalong, structured language, visual timetables, Now and Next boards, communication boards and social stories in every classroom. Evidence indicates visual supports significantly improve understanding, communication and independence for pupils with Autism and SLCN. (Barriers 2,3,4,8)	Universal	£8,000
Develop an Early Identification and Intervention Model including speech and language screening, graduated SEND support plans, regular review cycles and targeted communication interventions. (Barriers 1,2,8)	Targeted	£15,000
Enhance emotional wellbeing provision through sensory circuits, emotional regulation curriculum, sensory spaces and staff training on regulation and co-regulation approaches. (Barriers 3,4,6)	Universal and Targeted	£10,000
Strengthen family partnerships through parental workshops, SEND coffee mornings, communication support resources and personalised transition support. (Barriers 6,7,8)	Universal	£5,000
Expand access to enrichment, educational visits and wider opportunities to increase participation, communication development, aspiration and belonging. (Barriers 5,6,9)	Universal	£7,000

Total Budgeted Cost: £57,000

(combination of Core Budget, Notional SEN Budget and IMF funding)

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 Outcomes	Success Criteria
Pupils experience a strong sense of belonging and inclusion.	Pupil voice, attendance data, participation rates and wellbeing measures demonstrate that pupils, including those with SEND and vulnerable groups, feel safe, valued, represented and able to participate fully in school life.
High-quality adaptive teaching is consistently embedded across school.	Monitoring demonstrates adaptive teaching is effective in at least 90% of lessons. Staff demonstrate confidence in meeting diverse needs.
Total Communication approaches are implemented consistently.	Learning walks show agreed communication strategies evident in all classrooms and shared areas. Pupils with communication needs demonstrate improved engagement and independence.
Earlier identification of SEND and emerging needs.	Assessments, provision mapping and review processes demonstrate timely identification and intervention, reducing delays in support.
Improved communication, language and literacy outcomes.	Identified pupils make measurable progress from baseline assessments and show improved communication and participation in learning.
Improved self-regulation, wellbeing and engagement.	Reduction in behavioural incidents, increased participation in learning and improved pupil wellbeing survey outcomes.
Improved attendance and belonging for vulnerable pupils.	Attendance of pupils with SEND improves towards national averages and persistent absence reduces.
Stronger partnership with families.	Parent surveys demonstrate increased confidence in school support and communication. Attendance at SEND engagement events increases throughout the year.
Increased inclusion in wider school life.	SEND pupils participate fully in clubs, enrichment activities, educational visits and leadership opportunities.

Review of the previous academic year

To be completed in July 2027.

The review will evaluate:

- Progress towards intended outcomes.
- Attainment and progress data for pupils with SEND.
- Attendance and persistent absence.
- Pupil engagement and participation.
- Behaviour and wellbeing indicators.
- Family engagement measures.
- Inclusion within enrichment opportunities.
- Feedback from pupils, parents, staff and external professionals.

The findings will inform future priorities and ensure resources continue to be directed towards evidence-informed approaches that have the greatest impact on inclusion and outcomes.

Further information

Our inclusion strategy is closely aligned with the school's established SEND practice, including structured learning environments, Total Communication approaches, visual support systems, Signalong, sensory regulation provision and personalised support pathways.

By focusing on a small number of carefully implemented priorities, Lever Edge Primary Academy aims to create a genuinely inclusive environment where every child feels safe, valued, understood and successful.