

Inclusion Strategy – Manorside 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	2026/27
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Gemma Sutter

Statement of intent

Our Inclusion Statement was written involving all key stakeholders. We ensured we included pupil, parent, staff and governor voice when creating it and put it out to consultation several times to ensure it is a statement that all members of our school community feel they have ownership over.

At Manorside Academy, inclusion is at the heart of everything we do. We are committed to providing a safe, nurturing and ambitious learning environment where every child—regardless of their background, need or starting point—feels valued, supported and empowered to succeed. From the moment children join our school community, we recognise that every child is **unique**, and we celebrate this individuality as a strength throughout school life.

Our approach to inclusion is guided by our core values of **kindness, respect, resilience and uniqueness**:

- **Kindness** underpins how we build relationships. We foster a culture where children care for one another, show empathy, and support peers to feel a sense of belonging.
- **Respect** shapes our interactions. We promote understanding and acceptance of differences, encouraging pupils to value diversity and treat everyone with dignity.
- **Resilience** is developed through inclusive practices that encourage children to persevere, embrace challenges and learn from setbacks in a supportive environment.
- **Uniqueness** reminds us that each child has individual strengths, needs, and aspirations. We aim to recognise and nurture these so that all pupils can thrive academically, socially and emotionally.

We are committed to removing barriers to learning and participation by:

- Delivering high-quality teaching that is carefully adapted to meet a wide range of needs

- Providing targeted support and interventions where required
- Working in close partnership with families, external professionals and the wider community
- Promoting positive wellbeing and a strong sense of belonging for every pupil

Our inclusive curriculum is broad, balanced and accessible to all, ensuring that every child has the opportunity to achieve their full potential and develop the skills, confidence and character needed for the next stage of their education and beyond. Educational experiences are meticulously planned to ensure that all children, regardless of vulnerabilities or barriers can engage successfully to maximise life experiences and learning opportunities.

By embedding inclusion in our daily practice, we strive to create a school community where every child feels seen, heard and valued—and where all can flourish together.

How We Address the Seven Principles of Inclusion

Our inclusion strategy is aligned with the Department for Education's **Seven Principles of Inclusion**, which underpin the Inclusive Mainstream Fund and support the development of an education system that is inclusive by design. These principles are reflected throughout our policies, practices and daily school life.

1. Ambitious Leadership and Governance that Embeds Inclusion

Inclusion is a strategic priority at Manorside Academy. School leaders and governors actively monitor the progress, attendance, participation and wellbeing of all pupil groups, ensuring that inclusive practice remains central to school improvement planning, decision-making and resource allocation. Our Inclusion Statement was developed collaboratively with pupils, parents, staff and governors, ensuring a shared vision and collective ownership of inclusion across our community.

2. Evidence-Based Support Prioritising Early Intervention

We recognise the importance of identifying needs early and responding promptly. Through ongoing assessment, pupil voice, family engagement and professional collaboration, we identify potential barriers to learning and provide timely support and interventions that are evidence-informed and regularly reviewed for impact. We use the EEF, alongside other evidence-informed guidance, to ensure we are using the best support possible for our pupils.

3. High-Quality Adaptive Teaching with a Curriculum Designed for All Learners

We believe that high-quality teaching is the foundation of inclusion. Our staff carefully adapt teaching approaches, resources and learning environments to meet the needs of diverse learners. Our curriculum is designed to be accessible, ambitious and engaging, enabling every pupil to participate, make progress and achieve success.

4. Enriching Provision Beyond the Classroom that All Children Can Access

We are committed to ensuring that all pupils can access the full life of the school, including clubs, trips, leadership opportunities, enrichment activities and wider curriculum experiences. We actively seek to remove barriers to participation so that every child benefits from opportunities that develop confidence, independence and life skills.

5. A Safe and Respectful Culture that Fosters Belonging, Attendance and Participation

Our values of Kindness, Respect, Resilience and Uniqueness create a culture where children feel safe, valued and accepted. We promote positive relationships, emotional wellbeing and a strong sense of belonging, recognising that pupils are most successful when they feel connected to their school community and are encouraged to participate fully in learning.

6. Strong Partnerships with Families and Wider Services

We recognise that successful inclusion is built through collaboration. We work closely with parents, carers, governors, external agencies and the wider community to ensure that pupils receive coordinated and effective support. Families are valued partners in decision-making and are actively involved in shaping provision for their children.

7. Inclusive Environments with Continuous Improvements to Accessibility

We strive to create learning environments that are welcoming, accessible and responsive to need. We continually review our physical environment, resources, systems and practices to ensure that barriers to learning and participation are identified and removed wherever possible, enabling all pupils to engage successfully and confidently in school life.

This commitment ensures that inclusion is not a standalone initiative but a fundamental aspect of how we lead, teach, support and nurture every member of the Manorside Academy community.

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	Financial hardship: Families struggling with costs for uniform, books at home, trips, and basic school equipment as well as digital devices.
2	Attendance issues: Chronic absenteeism caused by medical needs, school anxiety or home issues.
3	Anxiety and trauma: Adverse Childhood Experiences (ACEs) impacting emotional readiness to learn.
4	Language deficits: Low literacy levels upon entry and limited vocabulary acquisition.

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>
Barrier Number – 4 & 2 WellComm – Ensuring all pupils have a strong start to language development from the moment they join the school. It is backed by educational research (EEF) highlighting that targeted early language interventions significantly boost a child's learning progress.	Universal	£360
Barrier Number – 4 & 2 GL DST – Ensuring all pupils have a dyslexia screening test at the end of year 2 so that any potential barriers to learning can be addressed as swiftly as possible. It is evidence based to initial identification.	Universal	£406
Barrier Number – 1 & 4 Nessy – Follows the Science of Reading and multi-sensory Orton-Gillingham methods originating from the Bristol Dyslexia Centre. Ensuring pupils who have dyslexia and need a more structured approach to reading can access specialised resources at home and at school.	Targeted	£375
Barrier Number – 1 & 4 Language Link - a standardized online screening tool used by schools to identify children and young people with speech, language, and communication needs (SLCN). It evaluates a student's comprehension of spoken language, following instructions, and processing information relative to their age. It was developed alongside psychometric experts and recognized in official Department for Education (DfE) reviews (EEF).	Universal	£342

Barrier Number – 1, 2 & 3 Thrive - a specialized, evidence-based framework used in schools to support children and young people's social, emotional, and mental health (SEMH). It uses insights from neuroscience, attachment theory, and child development to help educators decode behaviour and address gaps in emotional growth.	Targeted	£1880
Barrier Number – 1 & 4 Staff CPD – Appropriate CPD lead by the local authority for staff with particular needs in their class to ensure they have specialist knowledge to support key pupils and to develop a more inclusive environment.	Targeted	£500
Barrier Number – 1, 2, 3 & 4 Assistant SENCO & Community Hub Lead - An evidence-informed approach to establishing a school community hub relies on three core pillars: diagnosing local family needs, co-locating integrated services, and systematically monitoring impact (which will be the focus of this role). This model transforms schools into multi-service centres providing early help, adult learning, and health support directly where families already go (EEF).	Universal	£10,936

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
WellComm - To ensure that all pupils develop age-appropriate speech, language and communication skills from the earliest stages of their education, enabling them to access learning, build relationships and achieve their full potential.	All pupils in Nursery & Reception year groups are screened using WellComm. Pupils identified with language delays receive targeted intervention within agreed timescales and the other children receive high quality language development through continuous provision. Pupils demonstrate measurable progress in speech, language and communication skills through reassessment. Increased proportion of pupils achieve age-related expectations in communication and language. Teachers report improved participation, understanding and confidence in classroom learning.

GL DST - To identify pupils at risk of dyslexia at the earliest opportunity so that appropriate support, intervention and reasonable adjustments can be implemented to remove barriers to learning.	All pupils complete the GL Dyslexia Screening Test by the end of Year 2. Pupils identified as being at risk receive timely follow-up assessment and support with trained S&L TA. Individual support strategies are implemented and monitored in class. Staff are aware of identified needs and adapt teaching approaches accordingly. Identified pupils demonstrate improved engagement, attainment and confidence in literacy activities.
Nessy - To improve reading, spelling and literacy outcomes for pupils with dyslexia or literacy difficulties through structured, evidence-based, multisensory intervention delivered consistently at school and home.	Identified pupils access Nessy regularly both in school and at home. Pupils complete recommended learning pathways and activities. Assessment data shows progress in reading accuracy, fluency, spelling and phonological awareness. Pupils demonstrate increased confidence and independence when engaging with literacy tasks. The attainment gap between pupils with literacy difficulties and their peers narrows over time.
Language Link Assessment – All pupils in Year 5 to be assessed to identify pupils with speech, language and communication needs (SLCN) and ensure appropriate interventions are implemented to support access to learning and communication across the curriculum.	All targeted pupils are screened using Language Link. Pupils identified with SLCN receive appropriate interventions and support plans. Progress monitoring demonstrates improvements in receptive and expressive language skills. Teachers report improved understanding, communication and participation in lessons. Referrals to specialist services are made promptly where further assessment is required.
Thrive SEMH - To improve pupils' social, emotional and mental health by developing emotional resilience, self-regulation and positive relationships, enabling them to engage successfully in learning.	Pupils identified through Thrive assessments receive targeted support. Thrive assessments demonstrate progress in social and emotional development. Reduction in incidents of dysregulated behaviour and emotional distress. Improved attendance, engagement and participation in learning for targeted pupils. Pupils demonstrate increased emotional literacy, self-confidence and ability to manage emotions effectively.
Staff CPD - To develop staff knowledge, skills and confidence in meeting the needs of pupils with SEND and additional needs,	Staff access relevant specialist CPD linked to identified pupil needs.

resulting in high-quality inclusive practice across the school.	Staff demonstrate increased confidence in supporting pupils with SEND. Evidence of adaptive teaching strategies is observed consistently in classrooms. Pupils with additional needs access the curriculum more successfully. Inclusive practice is embedded across the school, reducing barriers to learning and participation.
Assistant SENCO & Community Hub Lead - To strengthen early identification, family engagement and coordinated support through the development of a community hub model, ensuring pupils and families can access timely, integrated services that improve educational and wellbeing outcomes.	Family and community needs are identified through consultation and data analysis. Increased engagement of families with school-based support services. Effective partnerships are established with education, health and community agencies. Early help and support are accessed before needs escalate. Improved pupil attendance, wellbeing and engagement in learning. Impact data demonstrates positive outcomes for targeted pupils and families. The Assistant SENCO provides robust monitoring and evaluation of interventions, ensuring support is responsive and effective.

Review of the previous academic year

To be included from 2027.

Further information

Please see the SEND Information Report on our website:

[Manorside Academy - Policy and Document Zone](#)

Our school context:

SEND- 21%

EHCP- 6.4%

Pupil premium- 33%

Young carers- 14%