



MANOR ROAD PRIMARY SCHOOL INCLUSION STRATEGY 2026-2027

Strategy Overview

Academic year(s)	September 2026 – July 2027
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Statement of Intent

At Manor Road Primary School, we are committed to ensuring every child feels welcomed, valued and included within our school community. We believe all children should have access to high-quality teaching, meaningful participation in school life and the support they need to achieve their full potential regardless of need, disability or background.

We adopt a whole-school approach to inclusion and recognise that all staff share responsibility for meeting the needs of pupils with SEND. Early identification, Quality First Teaching, pupil voice, family engagement and effective multi-agency working are central to our inclusive practice.

Barriers to Learning and Participation

Barrier	Detail
1	Speech, language and communication needs
2	SEMH, anxiety and attendance concerns
3	Cognition and learning difficulties
4	Sensory and physical accessibility needs
5	Family engagement barriers

Activity in This Academic Year

Description of Activity	Barriers	Tier	Cost
Whole-school adaptive teaching CPD	1,2,3	Universal	£500
Develop The Nest provision	2,4	Universal/Targeted	£1000
Speech and language interventions	1	Universal/Targeted	Part of CW Family Centre Buy In
Emotional wellbeing support	2,5	Targeted	Part of CW Family Centre Buy In
Specialist resources and technology	1,3,4	Universal/Targeted	£2,000
Early identification systems	All	Universal	£500
Parent workshops	5	Universal	£500
Inclusive enrichment audit	2,4,5	Universal	£200

Intended Outcomes

Outcome	Success Criteria	Target Date
Improved adaptive teaching: Deliver whole-school CPD on adaptive teaching, trauma-informed practice, autism and ADHD awareness, processing disorder awareness, dyslexia awareness, speech and language development and inclusion.	Consistent adaptive teaching evident - learning walks, book scrutiny and lesson observations demonstrate consistent adaptive teaching in all classrooms.	July 2027
Earlier identification: Develop and enhance The Nest sensory regulation provision including sensory resources, visual supports and emotional regulation equipment.	Timely identification and support - Evidence from SEND reviews and provision mapping demonstrates prompt support and intervention implementation.	July 2027
Improved communication: Expand speech, language and communication interventions, including vocabulary pre-teaching, communication groups and staff training.	Intervention data shows progress - Intervention assessments show measurable progress for identified pupils receiving communication support.	July 2027

Improved wellbeing: Increase access to emotional wellbeing support through Compass Bloom, counselling, play therapy and family support interventions.	Reduced incidents and positive voice - Reduction in behaviour incidents and positive pupil voice evidence regarding belonging and wellbeing.	July 2027
Improved attendance: Develop a graduated attendance support pathway for pupils with SEND, including early identification of attendance concerns, personalised support plans, family engagement, pastoral intervention and multi-agency working where appropriate.	Reduced persistent absence - Attendance data demonstrates improved attendance and reduced persistent absence amongst identified pupils.	July 2027
Increased participation: Strengthen early identification through termly SEND reviews, pupil progress meetings, provision mapping and staff training.	More SEND pupils access clubs/trips - Increased participation of pupils with SEND in clubs, trips, leadership opportunities and residential visits.	July 2027
Stronger parental engagement: Develop SEND parent workshops, coffee mornings and family support programmes led by the SENDCo and Parent Support Advisor.	Positive feedback and attendance - Positive parental feedback through questionnaires, reviews and SEND consultations.	July 2027
Greater staff confidence: Audit and improve inclusion within clubs, enrichment activities, school visits and residential opportunities.	CPD evaluations positive - Staff surveys and CPD evaluations demonstrate increased confidence and knowledge.	July 2027

Monitoring and Evaluation

Progress towards outcomes will be monitored through:

- Termly pupil progress meetings.
- SEND provision mapping reviews.
- Learning walks and book scrutiny.

- Attendance and behaviour analysis.
- Parent and pupil questionnaires.
- SEND governor monitoring visits.
- Evaluation of intervention programmes using baseline and review assessments.

Further Information

Manor Road Primary School provides:

- A SENDCo with more than twenty years' SEND leadership experience.
- Twenty-two teaching assistants supporting learning and intervention programmes.
- Fully accessible school buildings with lift access, accessible toilets and specialist facilities.
- A dedicated sensory and emotional regulation room (The Nest).
- Strong partnerships with Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, Compass Bloom, Golden Hill Inclusion Team, Chorley Inclusion Support Service and Lancashire SEND Services.
- A commitment to pupil voice, co-production and strong family engagement through an open-door approach.

This strategy will be reviewed annually and updated in line with pupil need, school self-evaluation and future DfE guidance.