Inclusion Strategy – Leigh Academy Molehill

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	01.09.2026
Date on which it will be reviewed	01.09.2027
Statement authorised by	Principal

Statement of intent

Leigh Academy Molehill's Inclusion Strategy 2026–2027 delivers an equitable, ambitious primary offer that ensures every child, regardless of starting point or SEND diagnosis is valued, supported, and included in all aspects of academy life. Grounded in the LAT Excellence Charter and the International Baccalaureate (IB) Primary Years Programme, this strategy removes learning barriers through early identification, quality first adaptive teaching, and targeted specialist provision.

At Leigh Academy Molehill, we are fully driven by the Leigh Academies Trust core value: a 'boundless ambition to achieve excellence for all'. Serving a cohort of 313 pupils from Nursery through Year 6 in an area of high social deprivation including 36% disadvantaged pupils and a 13% SEND prevalence our inclusive vision ensures that every child is known, valued, and feels a profound sense of belonging from their very first day. We do not dilute our broad and balanced primary curriculum; instead, we utilise the International Baccalaureate (IB) Primary Years Programme (PYP) to foster agency, inquiry, and communication, ensuring all children including those in mainstream classes and our dual purpose Specialist Resource Provision are fully supported to keep pace with their peers.

Our strategy is built upon inclusive design, delivering early support without requiring a formal diagnosis. To achieve this, ambitious leadership and governance actively embed inclusion at every strategic level, utilising Trust expertise to champion high expectations and monitor the impact of spending. We prioritise evidence-based

support by deploying early language screeners (such as Speech Link, Language Link and Little Link) alongside whole school Balanced System strategies and ELKLAN trained staff to ensure communication barriers are caught and addressed during critical developmental windows.

In the classroom, teachers deliver high quality adaptive teaching aligned with the Kent Mainstream Core Standards, explicitly planning lessons with SEND and vulnerable learners in mind from the outset so that the core curriculum remains accessible to all. This framework fully integrates pupils from our SRP (specialising in Hearing Impairment and Speech, Language, and Communication Needs) into mainstream IB PYP learning environments. Beyond the classroom, we systematically remove physical and financial barriers to guarantee enriching provision so every child can fully participate in primary clubs, trips, and sensory or outdoor learning experiences.

We cultivate a safe and respectful culture through nurturing primary routines, specialised pastoral support (including ELSAs, The Emotional Wellbeing Advisors and an external counsellor), and a ‘warm-strict’ behaviour approach. This directly fosters a sense of belonging, driving up overall attendance toward our 96% target and keeping persistent absence below 7%. This work is reinforced by building strong partnerships with families through three formal annual progress reviews, ensuring parents are co producers of our inclusion plans with direct, transparent communication.

Finally, we are committed to maintaining inclusive environments through continuous improvements to physical and digital accessibility. By embedding 1:1 digital devices equipped with assistive tools such as the Read&Write Toolbar, Clicker, and Widgit, we empower all children to write and learn independently. Through deep collaboration with local families, our strategy ensures our core offer remains equitable, warm, and highly ambitious striving for benchmark outcomes such as a Year 1 Phonics screening pass rate above 90% and KS2 Combined EXP+ above 85%.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Demographics:** Serves 313 pupils (Nursery to Y6) in an area of high deprivation, with 36% disadvantaged pupils, 13% SEND, and an integrated Specialist Resource Provision (SRP). Some of our families are hard to engage and intergenerational worklessness means education is not valued and there is a risk of the socioeconomic achievement gap.
2	**Early Language and Speech Acquisition Delay:** Elevated entry level delays in speech, oral language, and communication across An increasing number of children are entering Reception with communication, speech, and language skills significantly below age related expectations, creating an immediate barrier to early literacy, social integration, and access to phonics.
3	**Self-Regulation and Co-Regulation:** While general behaviour across the academy remains strong, an increasing number of pupils, particularly across Key Stage 1 and lower Key Stage 2 require structured co-regulation to support their emotional wellbeing. Nurturing these self-regulation skills is essential to removing subtle barriers to focus, building learning stamina, and sustaining consistent attendance.
4	**Information Processing and Working Memory:** An increasing prevalence of neurodivergent learning profiles where children struggle with working memory and processing speed. This impacts how effectively pupils consolidate, store, and retrieve foundational concepts in early reading and mathematics, requiring systematic multisensory instruction, chunked tasks, and explicit cognitive scaffolding to reduce cognitive load.
5	**Early English Language Acquisition and Access:** An increasing intake of pupils arriving at the academy with no English language proficiency (Stage 1 / New to English). While possessing intact cognitive abilities, these learners face immediate barriers in expressing basic needs, interpreting instructional language, and accessing the foundational curriculum. This necessitates rapid immersive language support, dual-coding, visual environmental scaffolds, and structured peer modelling to build basic communication without generating cognitive overload.

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 *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Universal Language Rich Provision & Assistive Digital Offer Whole school deployment of an evidence informed speech and language toolkit integrated alongside a core suite of assistive digital tools including Read&Write, Clicker, and Widgit installed on pupil 1:1 devices. This provision delivers specialised scaffolding for early literacy, cognitive processing, and visual communication, empowering pupils with SEND, motor skill delays, or low working memory to access the curriculum and produce written work independently. This digital infrastructure is reinforced by targeted staff professional development in early communication strategies, embedding a speech	Universal	**£13,350** (IMF Allocation) + **£5,265** (SEN Notional)

pervasive, communication supportive environment across all classrooms. To ensure lessons are universally accessible through Quality First Teaching (QFT), this is further supplemented by concrete, multi-sensory physical resources distributed across all key stages. Evidence Base EEF Alignment: Oral Language Interventions & Digital Technology Adresses Barriers 1,2.4 & 5		
Early Language & Oracy Acceleration Strategy: Whole school implementation of the accredited Balanced System framework and ELKLAN trained classroom strategies to systematically address early communication delays and vocabulary gaps from Nursery through to Year 6. Funding supports ongoing professional development for all teaching and support staff to create language rich environments, conduct targeted early language screening, and deliver structured oral language interventions. This high-impact focus ensures foundational communication skills are secured during critical developmental windows, directly driving early academic success to maintain an EYFS Good Level of Development (GLD) rate at or above 83%. Evidence: EEF Teaching & Learning Toolkit – Oral Language Interventions / Early Years Toolkit; The Balanced System Accreditation Framework; Addresses Barriers 1 & 2.	Universal	**£16,000** (SEN Notional)

Enhanced EAL Strategy & Bell Foundation Framework Implementation of a structured English as an Additional Language Offer powered by Bell Foundation resources and assessment tools. Funding covers comprehensive staff training to embed language informed pedagogical strategies, conduct accurate language proficiency tracking, and provide high-quality classroom scaffolding that ensures multilingual learners fully access the core curriculum. Evidence: The Bell Foundation EAL Framework and Evidence Base; EEF Teaching & Learning Toolkit – Oral Language Interventions. Addresses Barriers 1 & 2	Universal	**£13,540** (SEN Notional)
Upskilled Targeted Intervention Delivery Systematic upskilling of teaching and support staff to deliver high impact, evidence based targeted interventions across all key stages. Staff are trained to implement the Alphabet Arch to strengthen foundational phonological and orthographic awareness, Precision Teaching to drive rapid skill retention and fluency, and Reciprocal Reading to build structured comprehension and metacognitive skills. Evidence: EEF Teaching & Learning	Universal	**£5,000** (SEN Notional)

Toolkit – Small Group Tuition / Reading Comprehension Strategies / Phonics. Addresses Barriers 1, 2 & 3.		
Specialist Resource Provision (SRP) Expansion & Mainstream Integration Strategy: Expansion of the academy's dual purpose Specialist Resource Provision (SRP) to 10 allocated places 4 Hearing Impairment and 6 Speech, Language, and Communication Needs. SRP pupils are fully integrated into mainstream International Baccalaureate (IB) Primary Years Programme (PYP) classrooms, supported directly by a Specialist Teacher of the Deaf and dedicated specialist staff. This ensures dual-specialism access, targeted sensory and communication scaffolding, and full curriculum equity alongside mainstream peers without curriculum narrowing. Internal Inreach: SRP Staff Upskilling Mainstream Staff: using Specialist Teacher/(ToD) to deliver whole-school deaf awareness training, Colourful Semantics, sensory audits, BSL training and QFT coaching. Internal Re-charging: Mainstream Pupils Using SRP Support. Evidence: EEF Guidance Report – Special Educational Needs in Mainstream Schools; EEF Teaching & Learning Toolkit – Individualised	Targeted	**£15,000** (SEN Notional)

Instruction / Collaborative Learning Approaches. Addresses Barriers 1, 2 & 3.		
Parental Partnership Behaviour Alignment Delivery of termly workshops and the production of physical take home guidance packs to align positive behaviour and emotional literacy routines between home and school **Evidence**: EEF Improving Behaviour in Schools. Addresses Barrier 2	Universal	**£1,200** (SEN Notional)
Targeted Clinical Support& Evidence Based Interventions Strategy: Strategic commissioning of external Educational Psychologist services to provide clinical diagnostics, specialist assessments, and direct care plan monitoring for staff implementation. This clinical oversight is integrated with daily 1:1 and small-group Phonics International catch up clinics to rapidly close foundational literacy gaps. Additionally, trained staff deliver a structured suite of evidence-based interventions including BEAM, Sensory Circuits, LEGO Therapy, Clever Fingers, and Drawing & Talking Therapy to systematically address motor skill delay, sensory regulation, and emotional dysregulation across all	Targeted	**£69,022** (SEN Notional)

key stages. Evidence: EEF Teaching & Learning Toolkit – Oral Language Interventions / Phonics / Small Group Tuition / Social and Emotional Learning; Clinical Speech & Language Therapy Frameworks. Addresses Barriers 1, 2 & 3		
Integrated Pastoral Nurture & Targeted SEMH Strategy: Deployment of an integrated, multi disciplinary pastoral team comprising a Pastoral Support Manager/Attendance Officer certified Emotional Literacy Support Assistants (ELSAs), and a qualified external counsellor (0.5 days per week). This team delivers structured Tier 3 therapeutic support including Drawing & Talking Therapy, positive play, and high-ratio adult led nurture provisions for pupils with acute Social, Emotional, and Mental Health (SEMH) needs. Diagnostic assessment and developmental tracking are systematically managed using the Boxall Profile to evaluate emotional readiness, measure intervention impact, and tailor ongoing pastoral plans. Evidence: EEF Teaching & Learning Toolkit – Social and Emotional Learning / Nurture Groups; Boxall Profile Standardised Framework. Addresses Barriers 1, 3 & 4	Universal & Targeted	**£70,816** (SEN Notional)

Universal Quality First Teaching (QFT) & Inclusive Core Offer Strategy: Universal delivery of high-quality adaptive teaching fully aligned with the Kent Mainstream Core Standards to ensure core curriculum accessibility for all learners. Classrooms are engineered as speech pervasive learning environments through whole school implementation of embedded ELKLAN strategies and the accredited Balanced System framework to support universal oracy and language acquisition. Digital accessibility is natively integrated via 1:1 pupil devices equipped with assistive software, including the Read&Write Toolbar, Clicker, and Widgit enabling independent reading, decoding, and writing across all key stages. This academic offer is reinforced by a predictable primary behaviour curriculum, structured visual schedules, and tailored social stories to create low-arousal, highly structured environments that foster security and active learning engagement. Evidence: EEF Teaching & Learning Toolkit – Adaptive Instruction / Digital Technology / Behavior Interventions / Oral Language Interventions; Kent Mainstream Core Standards Framework; The Balanced System Accreditation Addresses Barriers 1, 2 & 4	Universal	**Mainstream Core Budget** *(Absorbed in general QFT delivery)* **£26,100** (SEN Notional)

Framework.		
Foundational Skills & Academic Attainment Gap Eradication Strategy Strategic implementation of targeted academic tracking, live feedback, and forensic intervention cycles to systematically eradicate attainment gaps between SEND/disadvantaged/vulnerable pupils and their non SEND peers across foundational literacy and numeracy skills. Through high impact quality first instruction and precision catch up programme, the academy targets key milestone metrics: maintaining a Year 1 Phonics screening pass rate above 90%, sustaining Key Stage 2 Combined Expected Standard (EXP+) outcomes above 85%, and driving Combined Greater Depth (GD) outcomes above 20%. Evidence: EEF Teaching & Learning Toolkit – Phonics / Feedback / Mastery Learning / Small Group Tuition Addresses Barriers 1 & 2	Universal	**£5,000** (SEN Notional)
Targeted Digital Literacy Intervention (Lexia Core5 Reading) Procurement and targeted integration of Lexia Core5 Reading licenses to deliver an adaptive,	Targeted	**£3,500** (SEN Notional)

systematic digital literacy intervention for pupils working below age-related expectations across Key Stage 1 and Key Stage 2, with a focus on SEND and EAL learners. Lexia provides explicit, individualized instruction across phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. The platform automatically adapts to pupil performance and feeds live analytics into the myLexia dashboard, enabling teachers and teaching assistants to deliver targeted, offline small-group instruction (Lexia Skill Builders) precisely where learning gaps are identified.Universal Assistive Technology & Digital Accessibility Strategy: Evidence Base EEF Phonics/ Digital Technology Performance Agreement 2026–2027 Addresses Barriers 1, 2.4 & 5		
Universal Screening & Assessment Tools: Standardised early communication and language screening toolkits (including digital tracking profiles) deployed across EYFS and lower Key Stage 1 to capture and track baseline developmental windows **Evidence:** EEF Toolkit - Oral Language Interventions. Addresses Barrier 1	Universal	**£16,000** (SEN Notional)

Targeted Tier 2/3 Phonics Catch-Up Clinics: Staffing costs for a designated, highly trained Teaching Assistant to deliver intensive, daily 1:1 and small-group Phonics International, phonics catch-up interventions for lower-attaining cohorts **Evidence:** EEF Toolkit - Small Group Tuition Addresses Barrier 3	Targeted	**£20,100** (SEN Notional)
Specialist Communication Staff Certifications: Professional development and training fees for targeted intervention staff, covering accredited Phonics Training, BSL training and Cued Articulation training & ELSA **Evidence:** EEF Toolkit - Oral Language Interventions. Addresses Barriers 1 & 3	Targeted	**£4,400** (SEN Notional)
Targeted KS1 Writing Intervention: Multi-Sensory Literacy Provision Procurement and targeted deployment of concrete, multi-sensory literacy aids including physical phonics manipulatives, tactile grapheme/vocabulary tiles, and kinesthetic sentence-building frames for Key Stage 1 pupils tracking below age-related	Targeted	**£3,200** (SEN Notional)

expectations (ARE) in writing. This intervention directly addresses KS1 writing attainment gaps by bridging oral rehearsal, phonic transcription, and written composition. By integrating tactile and visual scaffolding into daily Quality First Teaching (QFT) and targeted small-group writing interventions, staff relieve the mechanical burden of writing (spelling encoding and motor planning). This enables pupils to construct, manipulate, and edit complete sentences visually and physically before committing them to paper. **Evidence:** EEF Toolkit - Small Group Tuition Addresses Barrier 3		
Provision Mapping & Intervention Impact Tracking Strategic Action Summary Implementation of a centralised, digital Provision Mapping platform Edukey Provision Map to systematically map, monitor, cost, and evaluate all targeted and specialist SEN provisions across the academy. Provision Mapping operationalises the Graduated Approach (Assess-Plan-Do-Review) by linking individual pupil targets directly to evidence-based interventions (e.g., Lexia, speech toolkits, and assistive tech). It provides SLT and the SENCO with real time visibility over intervention frequency, staffing deployment **,** and	Targeted	**£1,800** (SEN Notional)

measurable pupil progress across all key stages. **Evidence:** EEF Toolkit - Digital Tech. Addresses Barrier 3		
Play Framework, Playground Equipment & Sensory Learning Zone Outfitting: Physical resource procurement to construct active external and calm internal environments. This includes visual turn taking timers, rubber floor spots, field cones, and collaborative building blocks to stock adult led playground provisions. Internal sensory equipment for sensory room to facilitate rapid co-regulation **Evidence:** EEF Improving Behaviour in Schools / Social and Emotional Learning. Addresses Barrier 2	Universal	**£4,800** (SEN Notional)
Whole-School PSHE & Emotional Readiness Curriculum (Kapow Primary) SummaryImplementation of the Kapow Primary PSHE and RSE scheme of work to establish a progressive, spiral curriculum that explicitly teaches emotional literacy, health and wellbeing, self-regulation, and positive relationship strategies from EYFS through Key Stage 2. Kapow provides structured, age appropriate scenarios, video modeling, and	Universal	**£1,516** (SEN Notional)

embedded adaptive teaching guidance for every lesson. This enables teachers to adapt content for SEND and EAL learners using visual supports, concrete examples, and reduced cognitive load. The curriculum explicitly embeds co-regulation routines, grounding techniques, and emotional vocabulary providing a consistent, whole school language for children to identify, communicate, and manage their feelings before emotional barriers impact learning. **Evidence: Emotional Learning EEF Metacognition and Self-Regulation** **Addresses Barriers 1, 3, 2, 4 & 5**		
Home School Literacy Lending Infrastructure Procurement and implementation of a centralised library and resource tracking system Libresoft, to catalogue, monitor, and secure the school's physical literacy inventory and specialised SEND reading resources. Establishing robust tracking infrastructure enables the launch of a structured home-school lending library, ensuring decodable phonics books, multi-sensory literacy packs, and high-interest texts are systematically deployed to homes and safely returned. This bridges the home-school learning gap by extending daily reading practice into the home,	Universal	**£595** (SEN Notional)

empowering parents including hard-to-reach families to support reading routines without financial or logistical friction. **Evidence** (EEF Alignment) Parental Engagement EEF Phonics & Reading Comprehension Barriers 1, 2, 4 & 5		

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
Rapid Early Language Acquisition & Foundational Literacy Success	By July 2027, the impact of screening and a universal language-rich environment will be evidenced by: Systematically eliminate early communication bottlenecks so pupils enter Key Stage 1 with the oral language, phonological awareness, and decoding skills necessary for independent learning. EYFS Good Level of Development (GLD) rate sustained at or above 83%. Year 1 Phonics Screening Check pass rate sustained above 90%. 100% of Stage 1 EAL learners demonstrate measurable

	step-progression on the Bell Foundation Framework within two terms of entry. Standardised Language Link and Speech Link re assessments showing significant age-standardised score growth across EYFS and KS1.
Eradication of the Socio-Economic & SEND Academic Attainment Gap Embed an inclusive core offer (Read&Write, Clicker, Widgit, dual-coded QFT) and targeted interventions (Lexia, Precision Teaching) to ensure neurodivergent, disadvantaged, and SRP pupils achieve high academic standards without curriculum narrowing.	By July 2027, the embedding of assistive digital tools and multi-sensory adaptive teaching frameworks will achieve the following academic outcomes: Key Stage 2 Combined Expected Standard (EXP+) outcomes sustained above 85%, with Greater Depth (GD) exceeding 20%. 100% of pupils in the Specialist Resource Provision (SRP) actively accessing and demonstrating progress within mainstream IB PYP units of inquiry. Edukey Provision Map analytics demonstrating that >80% of pupils receiving targeted Tier 2/3 interventions meet or exceed their specific SMART targets on termly reviews.
Improved self-regulation and a strong sense of belonging for pupils with SEMH needs. Enhanced Self-Regulation, Emotional Readiness & Increased Attendance Cultivate a whole-school culture of co-regulation and emotional literacy (via Kapow PSHE, ELSA, and Sensory Circuits), removing SEMH barriers to classroom focus, stamina, and engagement.	By July 2027, our explicit behaviour curriculum and structured play frameworks will result in: • Pupils identified with specific co-regulation needs demonstrating increased focus and learning stamina during core learning blocks, as evidenced by internal progress monitoring.

	• A 15% reduction in recorded internal behavior/regulation incidents across the school, demonstrating the effectiveness of the proactive routines and structured breaktime interventions. • Attendance for our SEND and vulnerable cohorts being sustained at or above 93% (exceeding the national primary average for pupils with additional needs), while keeping persistent absence rates for these specific groups below the national primary average."
Seamless Home-School Literacy Continuity & Parental Partnership Bridge the home-school learning gap by establishing a secure physical asset-lending infrastructure Libresoft and structured parental workshops, extending evidence based literacy and co-regulation routines into the home.	100% inventory tracking and zero asset-loss rate across all specialized decodable texts, multi-sensory packs, and physical reading resources deployed to homes. More than 85% regular home reading log compliance across target disadvantaged and low-attaining KS1/KS2 cohorts. High parental participation rates (more than 75% representation from targeted SEN/disadvantaged families) at termly behaviour alignment, oracy, and literacy guidance workshops.

Further information (optional)

Link to SEN Information report