

Marjory Kinnon School Inclusion Plan 2026-27

Our school is committed to ensuring that every child feels safe, valued, included, and empowered to succeed. We strive to remove barriers to learning through high-quality teaching, targeted support, strong pastoral provision, and meaningful partnership with families and external agencies.

Target & Responsibility	Objectives	Actions	Impact
Priority 1: Improve Outcomes for Pupils with SEND – Headteacher	- Strengthen quality-first teaching across all classrooms. - Ensure SEND support plans are consistently implemented. - Improve progress from starting points for identified pupils.	- Learning walks to ensure TEACCH systems are in place and the teaching environment and routines are facilitating pupil learning. - Ensure all pupils who did not meet their teacher set targets receive catch up interventions. - SLT to monitor pupil targets and progress in Pupil Progress Review meetings.	- SEND pupils identified make expected or better progress. - Teachers demonstrate effective adaptive teaching strategies. - Pupil Progress Meetings clearly evidence impact. - Positive pupil voice regarding support received.
Priority 2: Improve Attendance of Vulnerable Groups – DSL & Deputy DSL	- Reduce persistent absence. - Improve attendance for identified cohorts. - Strengthen family engagement.	- Regular attendance tracking meetings with LA Attendance Officer. - Regular meetings with FSW. - Identify vulnerable pupils. - Give AHTs target pupils to track. - Attendance action plans and targets / contracts for key pupils.	- Overall attendance above national average for SEND schools. - Persistent absence significantly reduced. - Improved attendance among vulnerable groups.

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Priority 3: Strengthen Inclusive Classroom Practice- SLT	• Embed quality-first teaching for SEND pupils. • Increase teacher confidence in meeting diverse needs. • Improve engagement of all learners.	• Ensure TEACCH training is fully embedded in regular classroom visits. • Refresher SCERTS training • Training on adapting learning for ASC pupils. • Lesson visits to measure inclusion and engagement.	• Consistent adaptive teaching observed. • Increased pupil engagement. • Reduction in behaviour incidents linked to unmet need.
Priority 4: Enhance Pastoral Support and Wellbeing- SLT	• To ensure all pupils pastoral needs are met. • To evaluate the impact of our comprehensive interventions programmes.	• Refresher training on Thrive. • Refresher training on RSE in a SEND setting. • Interventions team to share thrive assessments with SLT. • Class teachers to do Thrive class screenings for their class.	• Improved wellbeing survey outcomes. • Reduced behaviour incidents. • Positive feedback from pupils and parents.
Evaluation:			