

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	✓



*"Share the Love of God,
every day in everything
we learn, do and say"*

Approval Date:	2026/27 – AUTUMN TERM
Review Date:	2027/28 – AUTUMN TERM

ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

INCLUSION STRATEGY

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 that our inclusion strategy covers	2026 - 2027
Date this statement was published	AUTUMN 2026
Date on which it will be reviewed	AUTUMN 2027
Statement authorised by	STACEY ANDERSON

Statement of Intent

Our vision is for every child to feel valued, safe, included and able to succeed. We are committed to identifying and reducing barriers to learning and participation early, enabling pupils with additional needs and SEND to access an ambitious curriculum, participate fully in school life and develop confidence, independence and the skills they need for life.

Inclusion is the responsibility of the whole school. Our strategy prioritises a strong universal offer, underpinned by high-quality adaptive teaching, an inclusive curriculum and timely, evidence-informed targeted support where universal provision alone is not sufficient. We focus on individual need and barriers rather than diagnosis alone.

Our approach reflects the seven DfE principles of inclusion through:

- Ambitious leadership and governance – inclusion is integral to school improvement, accountability and decision-making.
- Evidence-based support and early intervention – needs are identified promptly and provision is informed by assessment, professional expertise and evidence.
- High-quality adaptive teaching and an inclusive curriculum – teaching, resources and environments are adapted to reduce barriers and maintain high expectations.
- Enrichment beyond the classroom – pupils with additional needs are supported to participate fully in wider school life and opportunities.
- A safe and respectful culture – we promote belonging, positive relationships, wellbeing, attendance and participation.
- Strong partnerships – we work with pupils, families, staff, governors and relevant professionals to secure effective, joined-up support.
- Accessible environments and continuous improvement – we identify, reduce and review physical, sensory, communication and learning barriers.

Our strategy is informed by pupil and family voice, staff expertise, assessment, attendance, behaviour, attainment and wider school information, enabling us to identify commonly occurring barriers and direct resources where they will have greatest impact.

Our golden thread is the SEND Code of Practice graduated approach of Assess, Plan, Do and Review. This provides the framework for identifying need, planning provision, implementing support and evaluating impact. Our practice is further informed by the Education Endowment Foundation (EEF) guidance on Special Educational Needs in Mainstream Schools, including evidence-informed approaches to high-quality teaching and adaptive practice.

IMF funding will strengthen staff capacity and the inclusive core offer, supporting sustainable approaches that become embedded in everyday practice rather than creating reliance on costly additional provision. Impact will be evaluated through pupil progress, participation, attendance, wellbeing and pupil/family voice, with provision adapted in response to evidence.

Inclusion is not an additional provision for some pupils; it is the way we work for every pupil, every day.

Barriers to learning and participation

The following are the key barriers identified through pupil voice, family engagement, assessment, attendance, behaviour, safeguarding and staff professional knowledge. Our approach is needs-led rather than diagnosis-led. We seek to identify barriers early and remove or reduce them through high-quality universal provision wherever possible, supplemented by timely, evidence-informed targeted support where this is required. We address these through a combination of inclusive universal provision, adaptive teaching and targeted support where required:

	DETAIL OF BARRIER TO LEARNING
1	Communication and interaction – difficulties with receptive/expressive language, social communication, vocabulary and understanding expectations.
2	Cognition and learning – barriers affecting processing, memory, literacy, numeracy, acquiring and applying knowledge, and making progress through the curriculum.
3	Social, emotional and mental health – barriers associated with emotional regulation, anxiety, self-esteem, resilience, relationships and readiness to learn.
4	Sensory and physical needs – sensory processing differences, physical access, hearing, vision, motor coordination and environmental factors affecting participation
5	Attention, engagement and executive functioning – barriers with attention, organisation, task initiation, working memory, managing transitions, planning and completing tasks independently.
6	Attendance and participation – barriers affecting regular attendance, punctuality, engagement, belonging and participation in wider school life.

Activity in this academic year

We will prioritise the following activities to strengthen our inclusive core offer and alleviate identified barriers to learning and participation. Implementation will be proportionate to available resources and will be prioritised for IMF funding where funding is awarded. Existing provision will continue through the school's core offer, while additional capacity and targeted support will be developed where resources permit.

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER
Targeted small group teaching in the nurture provision providing support aligned with individual plans and classroom learning.	All identified barriers	Targeted
Strengthen high-quality adaptive teaching and the inclusive core offer, including staff development, consistent classroom strategies, accessible resources, scaffolding, explicit instruction, modelling, retrieval, chunking and appropriate use of visual supports.	Communication and interaction; Cognition and learning; Attention, engagement and executive functioning.	Universal
Targeted communication and language support, including identification of need, classroom-based language strategies, targeted intervention and staff guidance to support receptive/expressive language, vocabulary and social communication.	Communication and interaction; Cognition and learning; Social, emotional and mental health.	Universal and targeted
Deliver targeted literacy and numeracy intervention, informed by assessment and closely linked to classroom teaching, with regular review of progress and adaptation of provision.	Cognition and learning; Attention, engagement and executive functioning.	Targeted
Continue to provide provision for emotional regulation, wellbeing and readiness to learn, including consistent whole-school approaches, identified adult support, regulation strategies and targeted interventions where required	Social, emotional and mental health; Communication and interaction; Attendance and participation.	Universal and targeted
Continue to provide accessible learning environments, sensory aware classrooms, reasonable adjustments, accessible resources and adaptations to support physical, sensory and communication needs.	Sensory and physical needs; Communication and interaction; Attention, engagement and executive functioning.	Universal and targeted
Continue to support attention, organisation and executive functioning, including consistent routines, visual timetables, task chunking, transition support and explicit teaching of independent learning strategies.	Attention, engagement and executive functioning; Cognition and learning; Communication and interaction.	Universal and targeted
Strengthen attendance and participation for pupils with additional needs and SEND, through early identification of barriers, pupil and family engagement, individualised support and coordinated work with relevant professionals.	Attendance and participation; Social, emotional and mental health; Communication and interaction.	Universal and targeted
Develop staff expertise and use of evidence-informed SEND practice, through professional development, coaching, collaborative problem-solving and evaluation of the impact of adaptations and interventions.	All identified barriers	Universal

Evidence of effectiveness

Funding will prioritise approaches that strengthen the inclusive core offer and enable pupils with additional needs and SEND to access high-quality teaching alongside their peers. Activities will be informed by assessment, pupil and family voice, staff expertise and evidence-informed practice. Impact will be evaluated through progress and attainment information, attendance, participation, behaviour, engagement, pupil wellbeing and feedback from pupils, families and staff.

Where targeted provision is required, the nurture room will provide a structured small-group setting for pupils identified through the Assess, Plan, Do, Review process as requiring additional teaching or support beyond the universal offer. Interventions will have a clear purpose, identified outcome and review point, remain aligned with classroom learning and support pupils to return to and participate successfully in their mainstream provision. Provision will be adapted, continued or ceased in response to evidence of impact, ensuring resources are directed towards approaches that reduce barriers and improve pupils' access, participation, independence and outcomes.

ACTIVITY	INTENDED OUTCOME	SUCCESS CRITERIA
Adaptive teaching and inclusive core offer	Pupils access ambitious learning with reduced barriers.	Staff consistently use agreed adaptive strategies; progress is measurable
Communication and language support	Pupils understand, communicate and participate more confidently.	Improved engagement, communication and access to classroom learning.
Targeted literacy and numeracy support	Pupils make accelerated progress in identified areas of need.	Assessment shows measurable progress towards individual targets
Emotional regulation and wellbeing	Pupils are able to regulate, engage and remain ready to learn.	Reduced dysregulation; improved engagement, attendance and/or readiness to learn.
Accessible learning environments	Pupils can access learning and the school environment safely and independently.	Agreed adjustments are consistently implemented and barriers to participation are reduced.
Attention, organisation and executive functioning	Pupils develop greater independence and sustained engagement in learning.	Pupils increasingly initiate, sustain and complete tasks with reduced adult prompting.
Attendance and participation	Barriers to attendance and wider participation are identified and reduced early.	Improved attendance, punctuality and participation for identified pupils.
Staff SEND expertise	Staff have greater confidence and consistency in meeting additional needs and SEND.	Staff demonstrate improved SEND practice; monitoring shows greater consistency in provision.