

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/years that our current Inclusion Strategy covers	2026/2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Laura Wolstenholme

Statement of intent

At Saint Mary's, we are committed to creating a truly inclusive school where every child is welcomed, valued and enabled to thrive. Rooted in our strong sense of family and belonging, we believe that every pupil should feel safe, respected and fully included in all aspects of school life. Our vision is for all children, regardless of need or background, to achieve their potential academically, socially and emotionally within a supportive and nurturing environment.

Our inclusion strategy is designed to ensure that every pupil can access a broad, balanced and ambitious curriculum through high-quality adaptive teaching, reasonable adjustments and personalised support where appropriate. We are committed to removing barriers to learning so that all pupils can participate fully in lessons, wider school activities and extracurricular opportunities. We also recognise the importance of providing calm, supportive spaces throughout the school where pupils can regulate their emotions and access learning successfully.

Developing pupils' confidence, independence and communication skills is central to our approach. We want every child to feel empowered to use their voice, express their views and contribute positively to the life of the school. We actively seek the views of pupils, parents and carers through regular communication, questionnaires, reviews, including Education, Health and Care Plan (EHCP) reviews, and collaborative working, ensuring that families are genuine partners in shaping provision for their children.

Our leaders and governors recognise that inclusion is fundamental to school improvement and to achieving the best outcomes for all pupils. Early identification and intervention are key priorities, enabling support to be implemented at the earliest opportunity so that children can make sustained progress. This commitment is reflected within our School Improvement Plan for 2026–2027.

High-quality adaptive teaching underpins our inclusive practice. During the 2025–2026 academic year, staff have engaged in professional development focused on adaptive teaching strategies, supported by ongoing monitoring, coaching and evaluation to ensure these approaches are embedded consistently across the school.

We recognise that inclusion extends beyond the classroom. A clear and well-planned approach to extracurricular participation ensures that pupils requiring additional support are able to access wider opportunities alongside their peers. Effective communication between school staff, families and external providers is central to making this possible.

Saint Mary's benefits from strong partnerships with families and a wide range of support services. Alongside our in-school provision, including our Learning Mentor and Play Therapist, we work closely with external agencies, health professionals, educational specialists and local Family Hubs to ensure that pupils and families receive coordinated and effective support.

Our inclusion strategy is underpinned by the principles of belonging, participation, collaboration, high expectations, early intervention, pupil voice and continuous improvement. Accessibility and inclusive practice remain an ongoing priority and are regularly reviewed to respond to the changing needs of our pupils and community. Through this commitment, we strive to ensure that every child is able to flourish, succeed and feel a genuine sense of belonging at Saint Mary's.

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	Increasing complexity of SEND needs – more pupils are presenting with multiple and overlapping needs, meaning they require increasingly personalised approaches and adaptations to teaching
2	Literacy and language difficulties – challenges with reading, writing, vocabulary and comprehension can create barriers across all areas of the curriculum. This also includes support with reading at home especially in KS2. Speech, language and communication needs continue to be a major barrier for many pupils, affecting both learning and social interaction, as well as access to the wider curriculum.
3	Staff confidence and knowledge – ensuring all staff feel confident adapting teaching, making reasonable adjustments and understanding a wide range of SEND needs remains an ongoing priority and also making sure gaps/needs are recognised early and strong intervention is put in place and conversations are had with parents/carers
4	Emotional regulation and wellbeing – we're seeing more children struggling with anxiety, resilience, self-regulation and emotional understanding, which can have a significant impact on learning and participation. Some pupils need adaptations to their learning environment to access learning successfully. The new NEST resources should help us support this much more effectively and also calm corners in all classrooms/class fidgets
5	Engagement with families and external services – this can be difficult at times, particularly when services are overstretched, waiting times are long, or communication is poor. Delays in assessments and involvement from external agencies can significantly slow down the identification of needs and the support available. Some waiting lists are now stretching to several years.

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>)
Development of a sensory space in school for pupils to use (1, 4)	Targeted	£1500
Development of 'calm corners' in each classroom (1, 4)	Universal	£200
Training and updates for staff in PIVATs and creation of PIVATs for other subjects so we can provide more personalised learning for pupils (1, 3)	Targeted	£400
A more focused approach to Welcomm especially for pupils in EYFS and those with SEND (2)	Targeted	
Reading at home initiatives (2)	Universal	£200
Focus on oracy across the curriculum (2)	Universal	£100
Staff CPD continued for SEND areas (3)	Targeted	£2000
New services being used for specialist teacher services and educational psychologists (5)	Targeted	£10,000

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
Pupils with additional needs have their needs met through personalised learning and adaptive teaching	• Teachers know the individual needs, strengths and barriers to learning of pupils with additional needs. • Lessons are adapted effectively so that pupils can access the same learning as their peers. • Appropriate scaffolds, resources, adult support and adaptive strategies are used to promote independence and success. • Pupils with additional needs are engaged in learning, participate confidently and experience success. • Personalised targets are identified, reviewed regularly and inform classroom practice. • Pupils make progress from their individual starting points across the curriculum. • Staff work collaboratively with parents, the SENCO and external agencies to meet pupils' needs effectively. • Pupil voice demonstrates that pupils feel supported, included and able to achieve.
Pupils with language difficulties will have barriers removed due to support, intervention and regular opportunities to practice	• Pupils with identified language difficulties are identified promptly and appropriate support is in place. • Staff use strategies recommended by speech and language professionals and other external agencies consistently in lessons. • Targeted interventions provide regular opportunities for pupils to develop vocabulary, communication and language skills. • Teachers and support staff provide frequent opportunities for pupils to

	rehearse, discuss and practise language across the curriculum. • Adaptive teaching approaches enable pupils to access learning, participate fully and communicate with increasing confidence. • Pupils demonstrate improved understanding and use of vocabulary appropriate to their age and stage of development. • Progress is monitored regularly through assessment, intervention records and pupil outcomes, with support adapted where necessary. • Parents and carers are engaged in supporting language development through shared targets and strategies. • Pupil voice reflects increased confidence in speaking, listening and engaging with learning. • Pupils make measurable progress from their individual starting points and barriers to learning are reduced
Staff have the appropriate knowledge and training to manage and develop pupils with SEND	• Staff receive regular SEND-focused CPD that is relevant to the needs of pupils within their class or phase. • Staff demonstrate a secure understanding of the needs, strengths and barriers to learning of pupils with SEND. • Teachers consistently implement adaptive teaching strategies and appropriate scaffolds to enable pupils with SEND to access the full curriculum. • Staff confidently use recommendations provided by the SENCO and external professionals to support pupils effectively. • Teaching assistants provide targeted support that promotes independence and progress rather than over-reliance on adult assistance. • Staff contribute effectively to the assess-plan-do-review cycle and use

	assessment information to adapt provision • Learning environments are inclusive, with high expectations maintained for all pupils, including those with SEND. • Monitoring activities demonstrate that staff consistently apply SEND strategies across classrooms. • Pupil outcomes, engagement and participation show that staff knowledge and training are having a positive impact on progress and inclusion
Children develop strategies to regulate their own emotions, developing their own resilience and finding strategies which work for them. Pupils make use of the resources in school well	• Pupils can identify and talk about their emotions using age-appropriate language. • Pupils demonstrate an increasing range of self-regulation strategies when faced with challenges, setbacks or strong emotions. • Pupils can explain which strategies help them to remain calm, focused and ready to learn. • Pupils show resilience by persevering with challenging tasks and seeking support appropriately when needed. • Behaviour incidents linked to emotional dysregulation reduce over time. • Pupils make independent use of agreed classroom and school resources, such as sensory tools, calm spaces, visual prompts and emotional support resources. • Staff consistently model and reinforce emotional regulation and resilience strategies. • Pupils return to learning more quickly following periods of upset or challenge. • Pupil voice demonstrates that children feel supported and know where to access help when needed. • Parents and staff report improvements in pupils' emotional wellbeing, confidence and ability to manage difficulties.

School continues to engage well with services to get the best support for our pupils needs	• Referrals to appropriate external agencies are made in a timely manner when additional support is identified as being needed. [New SEF 25-26 Word] • Recommendations from external professionals are implemented consistently and reviewed regularly for impact • Strong partnerships are maintained with agencies such as Educational Psychology, Speech and Language Therapy, specialist teaching services and family support services. • Staff work collaboratively with external professionals, parents and carers to identify and meet pupils' needs. • Advice from specialist services is reflected in provision maps, Learning Journeys, EHCP targets and classroom practice • Pupil outcomes demonstrate the positive impact of external support and intervention. • Parents and carers report that communication between school and external services is effective and supports their child well. • Multi-agency meetings, reviews and consultations are attended and contribute to effective planning for pupils. • Staff confidence and expertise increase through collaboration with specialist services

Review of the previous academic year

This section will be completed in 2027 after the first year of this strategy begin implemented.

Further information (optional)

