Inclusion Strategy 2026-27

Inclusion Strategy – St Vincent's Catholic Primary School

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	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs Harrop Headteacher

Statement of intent

Our strategy focuses on strengthening staff expertise, developing high-quality adaptive teaching, providing evidence-based and evidence-informed support, improving accessibility and emotional regulation, promoting positive attendance and participation, and strengthening partnerships with families and external services. We will prioritise early identification and timely intervention, using research, assessment information and professional expertise to ensure that provision is appropriate, effective and responsive to children's changing needs.

We are committed to ensuring that every child can access enriching opportunities beyond the classroom. Through educational visits, extracurricular clubs, sport, the arts, outdoor learning, leadership opportunities and wider community experiences, we will provide meaningful opportunities for children to develop confidence, independence, relationships and a sense of belonging. We will identify and reduce barriers that may prevent children with SEND or additional needs from participating fully, ensuring that enrichment opportunities are accessible, inclusive and ambitious for all.

Our approach reflects the seven principles of inclusion through:

This strategy is informed by the Education Endowment Foundation's (EEF) Guide to Inclusive Teaching (published July 2026). We will use its complementary two-part model: consistently strong universal classroom approaches, alongside adaptations and additional support where individual pupils need them. These are not separate or sequential stages; adaptations should be planned alongside everyday teaching, linked to classroom learning and reviewed to check that they help rather than hinder progress, participation and independence. Our priorities reflect St Vincent's identified barriers and will be implemented through ongoing professional development, collaborative reflection and the careful use of evidence.

- **Ambitious leadership and governance:** establishing a clear strategic vision, high expectations and shared accountability for inclusion.
- **Evidence-based early intervention and support:** identifying needs promptly and implementing appropriate, evidence-informed approaches that are monitored and reviewed.
- **High-quality adaptive teaching:** equipping staff to respond effectively to diverse learning needs through inclusive classroom practice.
- **Accessible and enriching opportunities:** ensuring all children can access a broad, balanced and ambitious curriculum, including opportunities beyond the classroom.
- **A safe and respectful culture:** promoting wellbeing, positive relationships, belonging, participation and the celebration of individual strengths.
- **Strong partnerships:** working collaboratively with children, families, staff, governors and external professionals to achieve the best outcomes.
- **Inclusive and accessible environments:** adapting the physical, sensory and learning environments to reduce barriers and support access, engagement and independence.

We will use a range of information to identify barriers, plan provision and evaluate impact. This will include assessment outcomes, SEND information, attendance, behaviour, pastoral and safeguarding information, pupil and parent voice, staff feedback and professional advice. We will regularly review the effectiveness of our approaches, ensuring that decisions are informed by evidence, resources are used responsibly and improvements are sustained over time.

We recognise that inclusion is a shared responsibility and an ongoing process of development. Through collaborative working, reflective practice and continued professional learning, we will strengthen the confidence and expertise of our staff, respond to the diverse needs of our pupils and foster a culture in which every child is known, valued and supported.

Our ultimate aim is to build the capacity of the whole school to meet a wider range of needs successfully within a mainstream environment, while ensuring that children with SEND and additional needs are fully included, supported and able to thrive academically, socially and emotionally. By combining ambitious leadership, evidence-based support and enriching opportunities for all, we will enable every child to flourish and truly let their light shine.

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	**Barrier 1 – Communication, language and interaction** **Communication, language and interaction:** Speech, Language and Communication Needs are currently the largest identified area of need within our SEND cohort, with 30 pupils identified with SLCN. The school is experiencing increasing demand for support with receptive and expressive language, vocabulary, processing, social communication and communication of needs. These barriers can affect pupils' access to the curriculum, ability to communicate effectively and participation in classroom and social situations.

2	**Barrier 2 – Emotional regulation, SEMH and belonging** **Social, emotional and mental health:** 16 pupils are currently identified with SEMH as their primary area of need. The school is experiencing an increasing level of need around emotional regulation, anxiety, resilience, social interaction and readiness to learn. There is an increasing need for support to enable some pupils to remain regulated and successfully access learning within the classroom and, where necessary, to support pupils to remain engaged with and attend school.
3	**Barrier 3 – Cognition, learning and independence** **Cognition and learning:** 12 pupils are currently identified with Specific Learning Difficulties, alongside pupils with a range of other learning needs. Some pupils require increased scaffolding, explicit instruction, repetition, adapted resources and targeted intervention to access the curriculum and develop independence. The increasing complexity of need means that staff require continued support to adapt teaching effectively without unnecessarily creating dependence on individual adult support.
4	**Barrier 4 – Increasing complexity and capacity** **Increasing complexity of need:** The school is experiencing an increasingly diverse and complex range of additional needs within the mainstream cohort. This includes pupils requiring more intensive support with communication, regulation, behaviour, attendance and participation, including previously looked-after children. There is an increasing need to develop whole-school capacity so that staff can identify and respond to needs early and consistently, reducing barriers before they escalate.

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**
1. Developing staff expertise in inclusive/adaptive teaching and SEND	Universal	£4,500

Develop staff expertise in inclusive practice, adaptive teaching and supporting pupils with increasingly complex needs. This will include additional Educational Psychologist (EP) hours to provide focused staff CPD, practical advice and teacher drop-in consultations. EP input will help staff interpret pupils' learning profiles, identify barriers, translate recommendations into classroom strategies and review the impact of adjustments. Professional learning will be linked to identified school priorities and supported through coaching, collaboration and follow-up review. This activity addresses barriers 1, 2, 3 and 4 and strengthens the universal inclusive offer.		
2. Communication, language and interaction provision Strengthen whole-school and targeted approaches to communication, language and interaction, reflecting that SLCN is the largest identified area of SEND within the school. Staff will use assessment and specialist advice to identify pupils' specific receptive language, expressive language, vocabulary, processing and social communication needs. Appropriate structured small-group or individual support may be provided where needed, alongside classroom strategies, with a clear link between intervention content and everyday teaching. Progress will be reviewed to ensure support remains matched to need.	Universal + targeted	£3,500
3. Emotional regulation, SEMH and inclusion provision Strengthen universal and targeted approaches to emotional regulation, SEMH and participation in learning. Provision will build on existing pastoral, ELSA and counselling support and include staff development, appropriate resources and targeted support for pupils whose needs affect engagement, attendance or participation. Strategies will be selected in response to	Universal + targeted	£2,800

identified barriers, with pupil voice and review of impact informing next steps.		
4. Sensory/regulation resources and inclusive classroom environments Develop accessible, calm and regulation-supportive learning environments across the school. Investment will provide sensory and regulation resources, classroom adaptations and practical resources that reduce barriers to attention, engagement and independence. These resources will form part of the inclusive core offer and benefit pupils with a range of additional needs.	Universal	£2,000
5. Targeted small-group/1:1 teaching and specific intervention programmes Provide additional small-group teaching and, where assessment indicates this is necessary, 1:1 teaching for pupils with identified gaps in learning that are not being sufficiently addressed through high-quality classroom teaching alone. Select specific, structured intervention programmes to address clearly defined learning needs, including specific learning difficulties, and to help close gaps in attainment and develop independence. Selection will be informed by diagnostic assessment, relevant evidence and professional advice. Support will be additional to, and closely linked with, classroom teaching; staff will communicate with class teachers so that learning is reinforced in lessons. Entry and exit measures, progress information and pupil response will be used to evaluate impact and adjust, continue or discontinue provision as appropriate. Timetabling will minimise time away from core classroom learning.	Targeted	£8,814
	TOTAL	**£21,614**

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
Outcome 1 - Staff confidence and inclusive practice **Staff have increased knowledge, confidence and consistency in meeting a diverse and increasingly complex range of additional needs through high-quality adaptive teaching and inclusive classroom practice.**	Success criteria • Staff confidence audits show increased confidence in supporting SEND needs. • Learning walks/lesson observations demonstrate increased use of agreed adaptive teaching and inclusive strategies, including consistently strong universal approaches. • SEND advice and professional recommendations are increasingly reflected consistently in classroom practice. • Staff report greater confidence in supporting communication, regulation and learning needs without unnecessary reliance on individual adult support. • Professional development and collaborative review lead to sustained improvements in practice across the year, rather than isolated examples.
How we'll measure it: staff questionnaire at baseline and end of year + learning walks + book/work scrutiny + SEND monitoring.	
Outcome 2 - Communication and language **Pupils experiencing communication, language and interaction barriers are better able to understand, communicate and participate in learning and social situations.**	**Success criteria** • Staff consistently use agreed communication-supportive strategies across classrooms. • Identified pupils demonstrate progress against individual communication targets/intervention measures. • Improved access to classroom discussion, instructions and independent learning is evident through teacher assessment and observation. • Pupil and parent feedback indicates improved confidence in communication and participation where appropriate.
How we'll measure it: intervention assessments, teacher assessment, pupil voice, parent feedback, observations and SEND reviews.	
Outcome 3 – Regulation, SEMH and participation **Pupils experiencing emotional regulation and SEMH barriers are increasingly able to regulate, engage with learning and participate successfully in school life.**	**Success criteria** • Identified pupils demonstrate progress against individual regulation/SEMH targets. • Reduction in repeated incidents linked to dysregulation for identified pupils where appropriate. • Improved engagement and participation in classroom learning. • Improved attendance or reduced persistent absence for identified pupils where SEMH/regulation is a contributing factor, where appropriate.

	• Pupil voice demonstrates an increased sense of safety, belonging and confidence in managing emotions.
How we'll measure it: attendance data, CPOMS/behaviour records, pupil voice, ELSA/intervention records, teacher assessment and pastoral reviews.	
Outcome 4 - Early intervention and access to learning **Pupils experiencing barriers to learning receive timely, evidence-informed support which enables them to access the curriculum and make progress towards greater independence.**	• Identified pupils receive targeted support promptly following identification of need. • Intervention entry and exit measures demonstrate progress for pupils receiving targeted provision. • Pupils demonstrate increased independence in accessing learning and completing appropriate tasks. • Provision is regularly reviewed through the school's graduated approach, with support adapted or removed when no longer required. • Staff consider whether adaptations and additional support are helping learning, participation and independence, and adjust provision if evidence suggests they are not. • Where appropriate, fewer pupils require increasingly intensive intervention following successful early support.
How we'll measure it: Insight/provision mapping, intervention records, assessment data, pupil progress meetings and assess-plan-do-review cycles.	
Outcome 5 – Inclusive participation and belonging **Pupils with additional needs and SEND experience increased participation, belonging and access to the full life of St Vincent's.**	• Pupils with additional needs are able to participate in trips, residentials, clubs, sporting activities, leadership and enrichment opportunities with appropriate reasonable adjustments. • Pupil voice demonstrates that pupils feel valued, included and able to participate. • Parent/carer feedback reflects confidence in the school's inclusive approach. • Attendance, engagement and participation data is monitored for pupils with SEND and used to identify and address barriers. • Staff identify and address barriers to participation proactively rather than retrospectively.
How we'll measure it: pupil voice, parent feedback, attendance, club/trip participation, pastoral records and SEND monitoring.	

Impact will be monitored throughout the academic year by the SENCO and school leadership team through quantitative and qualitative evidence. This will include SEND and assessment data, diagnostic information, intervention entry and exit measures, progress against individual targets, attendance and behaviour information, learning walks, staff confidence surveys, pupil voice, parent/carer feedback and individual pupil reviews. The school will check both whether planned support has been delivered as intended and whether it is improving learning, participation and independence. EP advice and teacher drop-in discussions will inform

adjustments to classroom practice and future professional development. Findings will be used to adapt provision and inform the following year's Inclusion Strategy.

DfE principle	How St Vincent's addresses this principle
1. Ambitious leadership and governance	Inclusion is strategically led by the SENCOs/Deputy Headteachers and embedded within whole-school improvement planning. The school uses SEND data, pupil progress, attendance, pastoral information, provision mapping and professional advice to identify priorities and monitor impact. Informed by the EEF Guide to Inclusive Teaching, leaders will identify a small number of priorities grounded in pupils' needs, support staff to implement them consistently and review evidence of their impact with staff and governors. The Inclusion Strategy will be reviewed to ensure funding is used strategically to strengthen the school's inclusive capacity.
2. Evidence-based early intervention	St Vincent's uses a graduated approach to identify needs and provide support at the earliest appropriate stage. Existing provision includes ELSA, counselling, pastoral support, targeted interventions and work with external professionals. In keeping with the EEF Guide to Inclusive Teaching, support will be selected in response to assessed need, linked to classroom learning and reviewed for impact. The Inclusion Fund will strengthen evidence-informed early intervention, particularly in communication and language, emotional regulation and access to learning.
3. High-quality adaptive teaching	Staff are supported to adapt teaching, resources, classroom environments and approaches to meet a diverse range of needs. The EEF's two-part model informs our approach: consistently strong universal teaching is combined with adaptations and additional support where required. These approaches are planned together, with a focus on maintaining ambitious learning, participation and independence. The Inclusion Fund will further develop staff expertise in adaptive teaching, communication and interaction, emotional regulation and supporting increasingly complex needs, so pupils can access high-quality teaching alongside their peers wherever possible.
4. Enriching provision	St Vincent's is committed to ensuring that pupils with additional needs participate fully in the wider life of school, including trips, residential experiences, clubs, sporting activities, pupil leadership, Mini Vinnies, JLT and prayer leadership. Reasonable

	adjustments and individual support are used where necessary to remove barriers to participation and ensure that pupils experience a strong sense of belonging.
5. Safe/respectful culture	Our Catholic ethos, mission "Let your light shine", Rights Respecting Schools Gold status and school values of being passionate about learning, kind, respectful and making a difference underpin our inclusive culture. Existing pastoral support, ELSA, counselling, attendance support, emotional regulation strategies and our therapy dog Frankie contribute to pupils feeling safe, valued and ready to learn. The Inclusion Fund will strengthen staff capacity to respond consistently to increasing SEMH and regulation needs.
6. Strong family/wider partnerships	We work closely with parents and carers through SEND meetings, EHCP reviews, regular communication and multi-agency working. We collaborate with external professionals, including Trafford Educational Psychology and other specialist services, to understand children's needs and translate professional advice into practical classroom strategies. We will continue to strengthen transition, family engagement and joined-up support for pupils with more complex needs.
7. Inclusive environments/accessibility	We continually review our classrooms and wider school environment to ensure that pupils can access learning and participate successfully. Existing approaches include sensory and regulation resources, adapted classroom environments, visual supports and individual reasonable adjustments. The Inclusion Fund will enable us to further develop calm, accessible and regulation-supportive environments across the school.

Evidence base and further reading

Education Endowment Foundation (2026). *The EEF Guide to Inclusive Teaching.* Published 6 July 2026. Available at: https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching. Accessed 22 October 2026.

The guide informs this strategy's emphasis on the complementary role of universal approaches and individual adaptations/additional support, and on planning, implementing, monitoring and sustaining inclusive practice. It also cautions that additional support and adaptations should be evaluated rather than assumed to be effective.

Evidence base and implementation

This strategy is informed by the Education Endowment Foundation (EEF), Guide to Inclusive Teaching (published 6 July 2026), particularly its two-part model of inclusive teaching: strong universal classroom approaches alongside adaptations and additional support where needed. The EEF highlights that small-group and one-to-one teaching can support pupils when carefully matched to identified learning needs, linked to classroom teaching, delivered by trained staff and monitored for impact. Intervention programmes

will therefore be selected carefully; their effectiveness will not be assumed, and provision will be reviewed using assessment and progress information.
EEF, Guide to Inclusive Teaching: https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/
EEF, Selecting Interventions for Pupils with SEND: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions