

Parish Church of England
Primary School

Inclusion Strategy
25–26



Our Inclusive Practice:

At Parish Church of England Primary School, we are committed to nurturing a culture of community and belonging, where every child is recognised, respected, and supported to thrive. We believe that all children have the right to an ambitious curriculum and inclusive teaching that unlocks their potential and influences their aspirations at all levels – driven by the recommendations in the 'Call for Evidence – Inclusion in Practice' 2025 publication.

Through early identification and targeted intervention, we ensure that individual needs are met promptly and effectively, overcoming potential barriers to learning and/or well-being. Our dedicated staff, driven by high quality continuous professional development, create safe, regulated environments where pupils are encouraged to develop resilience, overcome challenges, and become articulate, confident learners who can express themselves with increasing clarity.

We work in purposeful partnership with families, specialists, and the wider community to provide a cohesive network of support. By promoting emotional regulation and personal growth alongside academic achievement, we aim for achievement for all—empowering every child to feel valued, included, and ready to succeed, truly “Learning and Growing Together in Faith, Hope and Love.”





Our Inclusive Rainbow Curriculum

The purpose of our Rainbow Curriculum is to ensure that every child—irrespective of their starting point, needs, level of disadvantage or the barriers they may face—is successful in both life and learning. Our curriculum is thoughtfully designed to be accessible, aspirational and inclusive for all.

Just as the rainbow is a symbol of hope in the Christian faith, our Rainbow Curriculum offers all our children hope for a future full of achievement, dignity, and opportunity. We recognise the unique strengths and potential of every learner and tailor our approaches to support each child in reaching their personal best.

As a school, we hold high expectations for all pupils, and we are relentless in our commitment to identifying and overcoming the challenges faced by all learners in line with legal frameworks. We strive to nurture self-motivated, resilient children who find joy in their learning journey, supported by a curriculum and delivery that is inclusive by design.

In the book of Genesis, God tells us that the rainbow is His promise to the Earth. In that spirit, our Rainbow Curriculum is our promise to every child we serve that they will be seen, supported, and celebrated – all through 'Inclusion by Design.'



Our Pupil Premium Strategy:

Parish is positioned in an area that ranks among the top 10% most deprived areas in England. Most of its neighbourhoods fall into the lowest decile (Decile 1) on the Index of Multiple Deprivation (IMD). 97% of the country are earning a higher amount than our families with 34% of our children living in IDACI bands A, B and C. Our school is central to ensuring that the families and children facing challenges within the domains of deprivation, are given the very best quality of education and support. We see it as our mission, regardless of their starting points, to nurture the aspirations and ambitions of our young people to achieve well and become successful in life. This is a key part of our Christian Vision and our Rainbow Promises.

In our work to create a climate of tackling disadvantage, we consider the challenges faced by vulnerable children, such as those who have a social worker, young carers and those who have suffered ACES. The activity we have outlined in our regularly reviewed Pupil Premium Strategy is also intended to support their needs, regardless of whether they are disadvantaged or not and is aligned with wider school improvement priorities.

Our data demonstrates the progress disadvantaged children make throughout their primary years at Parish. This is underpinned and driven by the commitment staff have to the nurturing of wellbeing and health – a strategic Rainbow Promise at Parish, for children to achieve their potential. We invest globally into developing the whole child (personally, socially, emotionally and academically) to develop a secure understanding of disadvantaged pupils' needs. Through rigorous monitoring and assessment, outcomes are used to inform quality and timely intervention, support and enrichment opportunities. It is the intention of Parish CE Primary School for the attainment of non-disadvantaged children to be sustained and improved alongside the progress of their disadvantaged peers.

Visit our 'Pupil Premium Strategy' online to see further information and a detailed breakdown detailing our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.



9.) Targeted Intervention/Support:

The Inclusion Leder and class teachers work collaboratively to identify pupils who face significant barriers to learning. Once identified, pupils receive targeted support through a carefully planned programme of therapeutic and academic interventions. This is included within our both Pupil Premium Strategy and individual SEND documentation.

8.) Inclusive Opportunity

Through our 'Personal Development Strategy' alongside our ambitious curriculum and Pupil Premium Strategy, all children have equal access to cultural and sporting experiences beyond the classroom in addition to a range of physical and experiential learning experiences built into the curriculum offer.

7.) Inclusive Teaching:

Teachers use ongoing assessment to adapt their teaching, resources, and support. Specific use of the Pupil Premium Strategy alongside adaptive teaching helps to remove barriers to learning and promotes progress for every pupil, including those with SEND and those who may be vulnerable. Representation is also carefully considered across the curriculum (to embody inclusive teaching).



10.) Achievement for All:

Achievement for all is considerably planned for through the aspirational curriculum, tailored support, and access to appropriate resources which help to secure positive outcomes for every child. Achievement is measured from children's starting points with a focus on those most disadvantaged.

1.) Culture of Community and Belonging

Through a range of practices including the Schools of Sanctuary programme and Trauma Informed Practices, we foster a culture of belonging and safety where all pupils (and families) feel valued, safe and understood. This is supported by policies and procedures including our attendance strategy and welcome policy.

2.) Regulation (through an Enabling Environment):

This is promoted through our Parish Spirit curriculum including delivery of the My Happy Minds Programme. Whole school approaches (such as Whole class sensory circuits, regulation stations and individual sensory diets) are used to support all pupils who experience dysregulation so that they can better prepare themselves for learning, reduce sensory overload, and achieve a regulated state.

3.) Staff Expertise

Staff are supported through ongoing Continuing Professional Development (CPD) that enhances their understanding of both the curriculum and how pupils learn. Within the teaching team, two members hold the NASENCO and two further practitioners are currently undertaking the NPQSEN. These staff members provide valuable support and expertise, helping to ensure that the needs of all pupils are identified and effectively met across the school while developing wider staff expertise.

4.) Early Identification – Review:

Early identification is a key priority in ensuring that all pupils receive the support they need to thrive. Through regular assessment, close observation, and collaboration between teachers, the SENCo, and families, potential barriers to learning are identified as early as possible.

5.) Purposeful Partnerships:

Staff are dedicated in supporting all pupils' needs through effective partnerships with parents, the LA local offer and outside agencies including MHST, TESSA Autism, and Behaviour Improvement Team. Partnerships are continually evolving and growing!

6.) Ambitious Curriculum:

The curriculum is ambitious in breadth and depth for all pupils. Any adaptations are made carefully to avoid limiting expectations for disadvantaged pupils or pupils with SEND. The knowledge and skills is progressive (with Reading as the Beating Heart) to ensure that all children are ready for the next stage of their learning. Obtaining foundational knowledge is the core focus for all pupils do that they can thrive in all areas of the curriculum.



Our Inclusive Practice Principles

1.) Culture of Community and Belonging:

Encapsulated by our School Vision of '**Learning Together in Faith, Hope and Love**', the 'caught' element of our inclusion strategy ensures that all pupils feel welcome, valued and respected. We aim for all school stakeholders to feel that they belong within our diverse school community.

Some examples of our whole-school approaches, central to our 'Inclusion' strategy (in addition to other school priorities) include:



Continual adaptation of policies to reflect best practice and cohesive approaches centered around behaviour to one another.

Widespread consideration of our welcome and sense of belonging leading to whole school accreditations



Work with TRAUMA INFORMED UK SCHOOLS and TIS accredited practitioners.



Embedding of RJ practices through trained practitioners.

This is delivered through an extensive CPD offer to staff (highlighted within our CPD overview).

Across the year, a plan of events to engage parents and carers is also created to ensure consistent messaging and stakeholder understanding.

We also ensure a sense of belonging when people join our Parish Family. This refers to how both our culture and physical environment contribute to a sense of belonging for all members of our school community.

#ParishPride

Wider strategies (such as improving attendance and developing positive behaviour) are also contained within our carefully considered Pupil Premium Strategy statement.

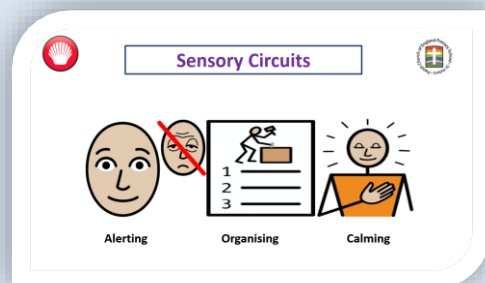
Inclusive approaches are carefully monitored and pupils who need support to improve their attendance, behaviour and attitudes to learning show improvements over time.



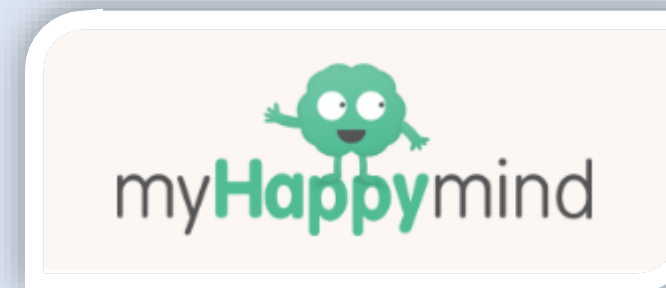
2.) Enabling Environments:

Supporting all pupils—especially those with additional needs and disadvantaged pupils—in managing their emotions and behaviours in addition to providing an enabling environment is key to enabling them engage in learning and feel safe in school.

We incorporate proactive approaches to help pupils develop self-regulation skills including consistent routines, clear expectations, whole class sensory circuits and access to calming spaces or sensory tools. Staff are trained to recognise signs of dysregulation and respond with empathy and appropriate interventions, such as co-regulation techniques or personalised support. By fostering a culture of understanding and emotional safety, we aim to empower pupils to engage more fully in learning and social interactions, promoting both academic success and well-being.

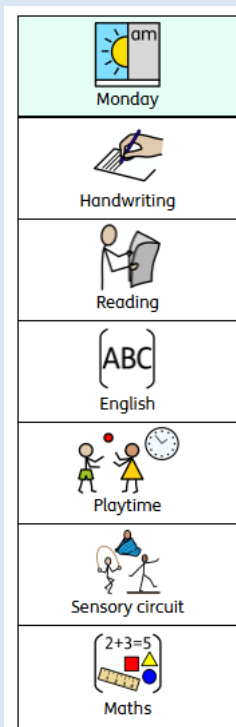


Communal sensory circuit spaces and regulation stations give students opportunities to release energy, improve focus, and regulate their emotions, helping them return to the classroom ready to learn.

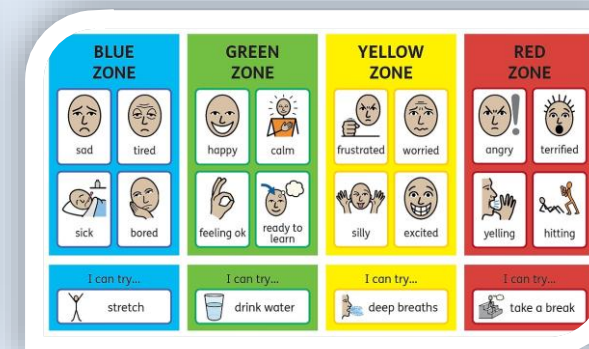
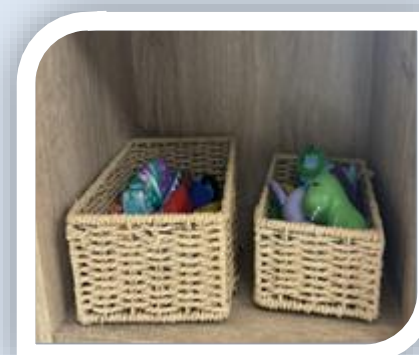


Our school places a strong emphasis on wellbeing and health (one of our seven Rainbow Promises). Children are taught the principles of resilience, self-awareness, and positive mental health to support lifelong wellbeing through the My Happy Mind programme.

Some children have individual sensory diets tailored to their individual needs, providing specific activities and strategies that help them regulate, engage, and thrive in the school environment.



Having calm corners in each classroom provides students with a safe, structured space to regulate their emotions, reduce stress, and regain focus. This supports positive behaviour, encourages self-management skills, and helps create a more supportive and productive learning environment for all.



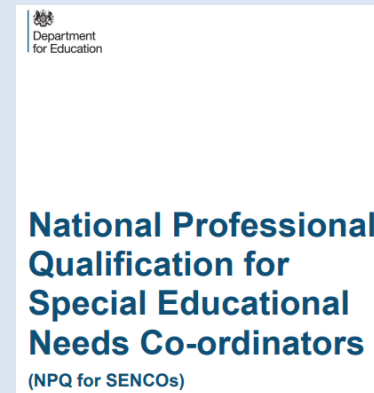
3.) Staff Expertise:

At Parish, staff professional development is rooted in the principles of Inclusion by Design. A core priority is to equip all staff with a deep understanding of how pupils learn and the importance of creating an inclusive curriculum—ensuring every pupil has the opportunity to achieve their full potential.



NASENCO

Staff are supported in developing inclusive practice through the expertise of the school's NASENCO-qualified Inclusion Lead, with additional guidance from senior leaders who also hold the NASENCO qualification and those studying the NPQSEN. Together, they provide practical, reflective support to embed inclusive approaches across the school.



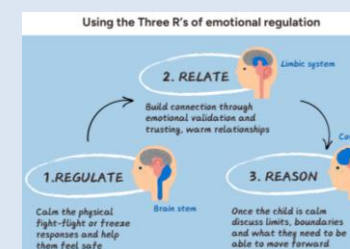
NPQSEN

Early identification is a fundamental principle of Inclusion by Design, making it essential for EYFS staff (and wider school staff) to be well-equipped with the knowledge required to support the youngest learners who may need additional assistance. By undertaking the NPQSEN, the lead practitioner in Nursery is enhancing their own expertise, which in turn informs and elevates the inclusive practice of all staff within the setting. Learning from the course is also widely shared across school.



Trauma Informed Practices

Two members of staff hold the diploma in trauma-informed practice, further enriching the school's expertise in understanding how adverse experiences can impact learning and behaviour. This collective knowledge has strengthened inclusive practices, ensuring that all pupils—especially those affected by trauma—feel safe, supported, and valued within a nurturing school environment. Over the last 18 months, extensive CPD has also taken place (driven by LDST) to ensure that all staff understand and can apply high-quality trauma-informed practice.



Autism In Schools Project

Parish is participating in the Autism in Schools project, aimed at enhancing the educational experience for autistic students. As part of this initiative, staff receive training to create more inclusive and supportive learning environments—focusing on improving the physical school environment, nurturing positive relationships, and ensuring access to early intervention and support resources.



High-quality professional learning is central to developing staff expertise in all areas. Contained within our CPD overview, a robust plan is in place to support understanding and application of strategies across the year. This is across all areas of Inclusion.



4.) Early Identification - Review:

At the review stage of the graduated response, we ensure that interventions and support strategies are regularly evaluated to determine their effectiveness in meeting each pupil's individual needs. Progress is monitored through ongoing assessment, pupil voice, and collaboration with families and relevant professionals. Review meetings are scheduled at agreed intervals, allowing for timely adjustments to provision, goal-setting, and next steps. This reflective process helps maintain a responsive, inclusive approach that keeps the pupil at the centre of planning and decision-making. This is also an integral feature of our Pupil Premium strategy statement which is continually reviewed.



Parental Voice:

Parents and carers are encouraged to complete the parental voice form to share any ongoing concerns about their child's additional needs with the class teacher or SENCO. This collaborative approach supports early identification and ensures that the appropriate provision can be put in place in a timely and informed manner. Our Inclusion email is also used to communicate in a timely manner with our SENCO and the wider inclusion team.

Parental Voice Form	
Child's Name	Class/Year Group
Parental concerns and comments	
Comments at home	
Comments at school	
Signed (and dated) by parent/carer: _____	
Signed (and dated) by class teacher/SENCO: _____	
Date of review: _____	



Inclusion Coffee Mornings:

Parents are regularly welcomed into school to attend coffee mornings, where inclusive practices are shared, information about support services is provided, and families have the opportunity to visit their children in class. These sessions strengthen home-school partnerships and promote a shared understanding of the school's inclusive ethos.



Teacher/Parent/ SENCO Meetings:

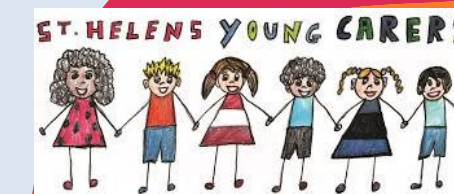
Teachers and the SENCO meet regularly with parents to review the support in place for their children. These ongoing discussions play a crucial role in the early identification of need and in determining the level of provision required. In some instances, Team Around the Child (TAC) meetings are convened, bringing together all agencies involved in supporting the child to collaboratively agree on next steps and desired outcomes.



Provision Review:

If a SEND need is identified, early identification places children on Wave 1 of the school's SEND Register, initiating targeted support at the earliest opportunity. In many cases, pupils are provided with a Pupil Passport that clearly outlines the additional support in place—such as adaptive teaching strategies, adult support, scaffolding, and both academic and therapeutic interventions—tailored to meet their individual needs.

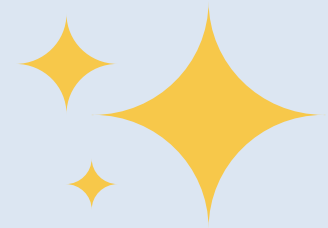
Other areas of provision review include identifying other barriers to learning including; being a Young Carer, having English as an Additional Language or being known or previously known to Social Care.



This is particularly important in supporting successful transition (particularly for those pupils with SEND and who are vulnerable) both within school or within the next stages of their education.



5.) Purposeful Partnership:



We view purposeful partnerships as vital in creating and sustaining our inclusive school environment. They enable the bringing together of expertise, resources, and perspectives of families, professionals, and the wider community. We seek to develop effective collaboration with parents and carers to ensure that support strategies are consistent between home and school, fostering a more holistic approach to each pupil's development. Working closely with external agencies—such as TESSA, speech and language therapists, occupational therapists, physiotherapists, specialist teachers and Mental Health Support Team—enables us to provide targeted interventions tailored to individual needs. Additionally, we will seek to develop partnerships with local organisations and community groups which can enrich the school experience, promote diversity, and create opportunities for all pupils to thrive. By valuing and nurturing these relationships, we aim to build a strong, inclusive culture that supports every learner. We also know that partnerships never stand still and are always looking to extend these partnerships even further.

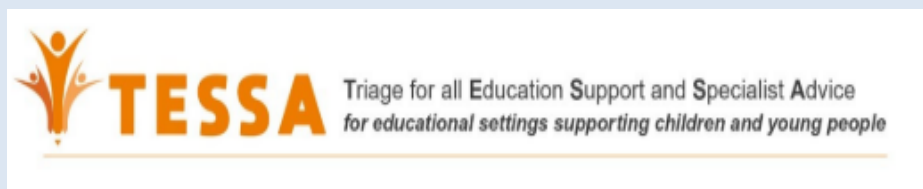
Parish Church of England Primary School - Pupil Passport

Name: [] D.O.B: [] Year Group: []

Pupil Voice

What's important to me? - Spending quality time with my friends and family - My toys at home - Trying my best in school	What I need you to know - My emotions can fluctuate easily, and I often feel upset if I am confused/may have misheard instructions/felt overwhelmed - Often I struggle to organise myself and need gentle, polite reminders - I can sometimes lack confidence in myself How you can help me - Provide me with positive praise and encouragement - Carefully consider scaffolding/adapting tasks to aid my memory and understanding - Break tasks down into smaller chunks, ensuring explanations are clear and at an appropriate pace. Use of modelled, visual examples are also beneficial How I can help myself - Ensure that I am in school each day so that I don't fall behind in my learning due to missing content - Read 4+ per week or more at home to build fluency and comprehension - Communicate with trusted adults regularly, particularly if I am feeling anxious or upset about a particular situation
Great things about me - I am a fantastic artist and love to participate in creative activities - Dancing and listening to music are things which makes me feel happy - I am a bubbly person and always go above and beyond to use marvellous manners	

The voice of pupils and their parents or carers is central to understanding and supporting individuals.



TESSA offers education support and specialist advice to all education settings in St Helens. This is a key partnership provided by our Local Authority alongside promoting the local offer.

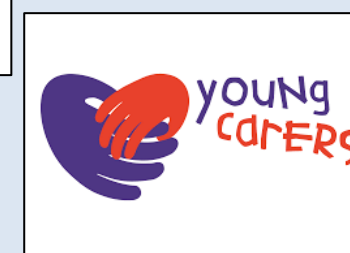
A significant partnership is Liverpool Diocesan School Trust (LDST) where we can share best practice, develop policies and take part in high-quality CPD.



We work closely with social workers, the virtual school and other professionals to provide multi-agency support for those pupils who are currently and previously known to social care.



Multi-agency working enables all those working with a child to work together to support the child. Just some of the partnerships (not an exhaustive list) we have developed within our local context include:



A very significant partnership is working closely with our partner school 'St James' in Haydock. Sharing expertise, CPD, resources and providing support is a vital partnership that allows us to live our vision for inclusion.



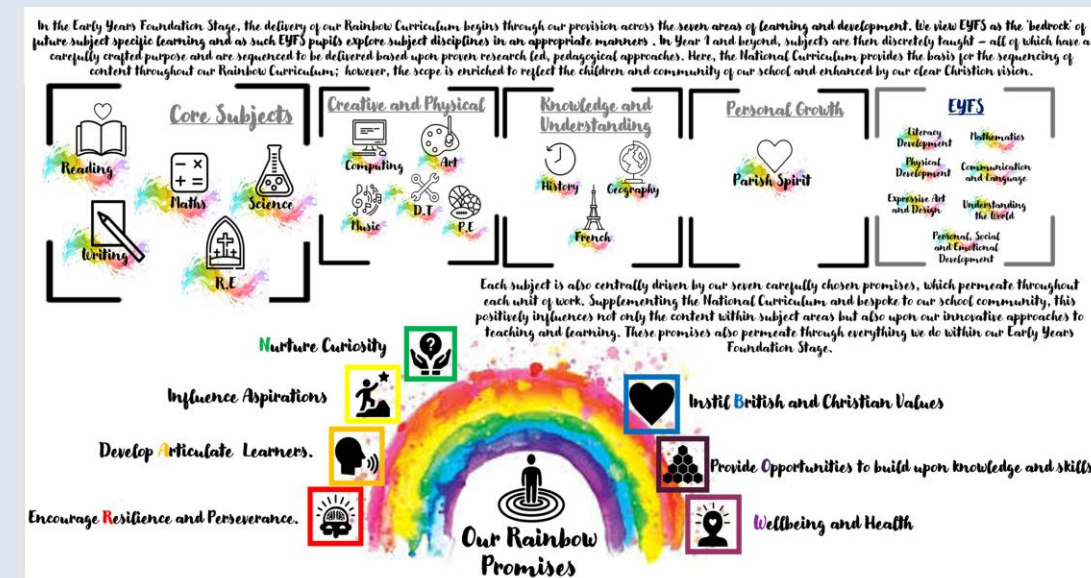
Our Rainbow Promises

Encourage **R**esilience and perseverance
Develop **A**rticulate learners
Influence aspirations
Nurture curiosity
Instil **B**ritish and Christian Values
Provide **O**pportunities to build upon knowledge and skills
Promote **W**ellbeing and health



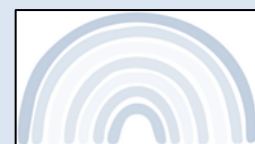
6.) Ambitious Curriculum:

Our Rainbow Curriculum has been designed by Parish C of E Primary School to provide a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. The purpose of our Rainbow Curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. The Rainbow Curriculum is designed to offer our children hope for the future in terms of their achievements and aspirations.



EYFS

In the Early Years Foundation Stage, the delivery of our Rainbow Curriculum begins through our high-quality provision across the seven areas of learning and development. We view EYFS as the 'bedrock' of future subject specific learning and as such EYFS pupils explore subject disciplines in an appropriate manners. This provides the building blocks of foundational knowledge with high-quality adult interaction at the core.



National Curriculum

In Year 1 and beyond, subjects are discretely taught – all of which have a carefully crafted purpose and are sequenced to be delivered based upon proven research led, pedagogical approaches. Here, the National Curriculum provides the basis for the sequencing of content throughout our Rainbow Curriculum; however, the scope is enriched to reflect the children and community of our school and enhanced by our clear Christian vision. This is an entitlement for all children.



Subject Champions

Subject leaders engage in ongoing CPD opportunities to deepen their expertise and ensure the curriculum is thoughtfully planned to meet its intended aims. This includes structuring learning sequences that allow sufficient time for teaching, practice, and retrieval, while also addressing gaps in pupils' knowledge to support sustained progress for all learners including those with SEND and those most disadvantaged.



SEND Toolkit

For some children working below age-related expectations, additional adaptations are made to personalise their learning through targets identified via individual assessments using the SEND Toolkit. Many of these targets are embedded within daily lesson outcomes, while more personalised goals are addressed through focused individual and group intervention sessions—all within the framework of an ambitious curriculum offer that maintains high expectations at every level.

Visit our Foundational Knowledge webpage (under Curriculum) to find out further information



A key ambition of our curriculum is how we aim to secure the foundational knowledge and skills in every child (by the end of Key Stage One and beyond if necessary) to give them the best chance of educational success right across the curriculum. We ensure that high-quality early education establishes the foundations for later success including academic achievement, good health and wellbeing. We recognise that this is particularly important for pupils who are disadvantaged and whose language and communication are delayed. Carefully designed curriculum resources, accurate use of assessment and high-quality teaching and learning approaches ensure that children can learn clearly defined foundational knowledge.



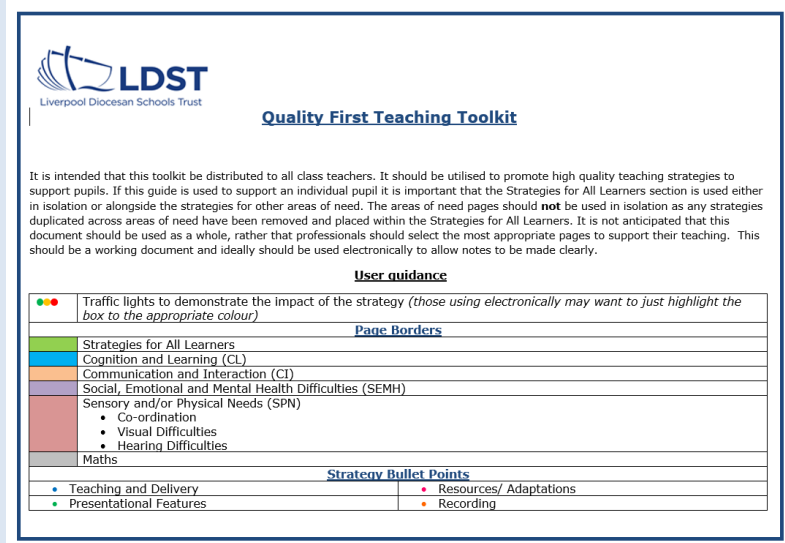


Central to inclusive teaching is the acquisition of foundational knowledge in referring to the 'knowledge that all children need to be able to communicate, read, write and calculate' by the end of Key Stage 1, as outlined in the Strong Foundations report. This includes the general knowledge that will help them to understand the world around them recognising that their physical, emotional and social development are also important (in addition to developing executive function). This is an entitlement for all children.

Ongoing Assessment and Reflection:
Teachers regularly assess learning and reflect on their practice to ensure that teaching strategies remain inclusive and responsive to pupils' evolving needs. This is supported by on going CPD and instructional coaching. Staff (supported by leaders) also know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils' needs



7.) Inclusive Teaching:



Quality First Teaching: Our Teaching and Learning toolkit of evidence–informed strategies and techniques supports teachers to ensure high–quality, inclusive teaching and learning takes place in all classroom settings. This is built upon high–quality research relating to supporting disadvantaged pupils and those learners with SEND (also supported by our SEND toolkit).

High Expectations for All:
Teachers maintain high aspirations for every pupil, including those with SEND, those with English as an Additional Language and those who are disadvantaged, seeking to provide the support needed to help them reach their potential. Any adaptations focus on pupils' long–term success rather than short–term fixes.

Adaptation and Personalisation: Lessons are planned with flexibility to consider reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs that reduce any barriers to learning. This includes use of Flash Academy (for learners with EAL) and assistive technology (where appropriate).



Opportunity: We ensure that every learner has access to the same learning opportunities (led by the class teacher), with adjustments made to remove barriers and ensure all pupils can participate fully. Break out spaces are also used fluidly to support children's regulation.



8.) Inclusive Opportunity:



Through our personal development strategy, all children have equal access to cultural and sporting experiences beyond the classroom in addition to a range of physical and experiential learning experiences built into the Rainbow Curriculum and Parish Spirit offer. Adaptations for individual pupils are made carefully to avoid limiting expectations and equity of experiences for children that are particularly vulnerable or disadvantaged (as a key component of our Personal Development Strategy).



Pots of Gold Experiences:

Parish pupils benefit from a rich variety of experiences beyond the classroom that promote respect for, and celebration of cultural diversity. Educational visits include the World Museum, local art galleries, theatres, and musical performances by the Philharmonic Orchestra. Each year these are reviewed with each visit linked to a Rainbow Promise.



Subject Specialist Teachers:

Through a carefully planned curriculum, pupils across all year groups benefit from specialist teaching in sports, art, dance, and music throughout the year. Subject specialists nurture pupils' individual skills and talents, offering tailored support, encouragement, and expert guidance to help them flourish in these areas.



Gifts of Gold:

These acts of courageous advocacy reflect our school's commitment to supporting a range of charities that directly impact our community. Pupils are encouraged to reflect on the positive difference they can make in the world through charitable action while also learning about the meaningful ways these organisations improve the lives of those most in need.

Class charities include: Knowsley Safari Park, Guide Dogs for the Blind, New Hope in Uganda and Willowbrook Hospice.



Inter School Sporting Activities:

Throughout the year, the PE subject champion ensures that the school is actively represented in local sporting competitions. All pupils, irrespective of ability or level of disadvantage, are encouraged and supported to take part—promoting inclusive participation and fostering a sense of teamwork and school pride.



Residential Trips:

Key Stage 2 pupils are offered a variety of residential trips, including visits to the Lake District, London, and Whitemoor Lakes. These experiences support personal development, independence, and a deeper connection to the wider world beyond the classroom.



Co-Curriculum Offer:

All pupils are encouraged to participate in a diverse range of after-school activities that promote sporting skills, creativity, and essential life skills. Participation is carefully planned and any barriers to attendance attempted to be overcome.

Find more information about the wide range of inclusive opportunities within our 'Personal Development and Wellbeing Strategy.'

Ongoing robust systems of tracking and monitoring from leaders ensures inclusive opportunity is at the heart of our school community.

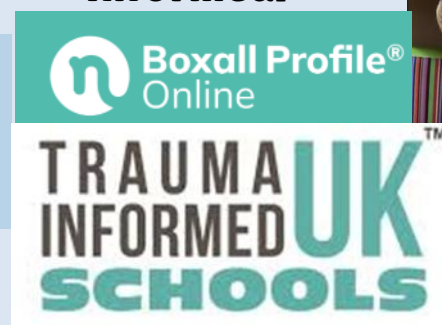
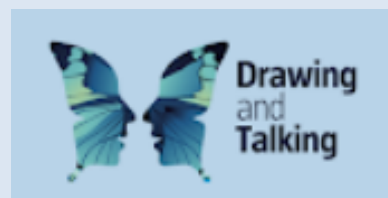


9.) Targeted Intervention/Support:

We provide a range of targeted interventions for child who require specific support in terms of both learning and wellbeing. This takes place in many different forms with a focus on overcoming both individual and group barriers to learning and or wellbeing. In addition to identified support within our Pupil Premium Strategy, a need for specific support may be identified through termly pupil progress meetings, concerns raised by staff working with a child, parents/carers, supervision processes, the child themselves or advice through assessment by professionals supporting the child. Nearly all interventions are delivered by trained staff within school, but some are provided by professionals who come into school to work with an individual child or a small group. A range of academic and pastoral interventions are offered in school. Most interventions will be short term and time limited; however, some children require more long-term targeted support with the impact always measured and analysed (through qualitative and quantitative data).

Targeted academic support is a key component of our Pupil Premium Strategy. A significant component of this is continually reconsidering the timetabling, roles and deployment of teaching assistants to effectively support pupils in the classroom and to deliver high quality targeted interventions based on outcomes and wellbeing support.

Pastoral Interventions support children's social, emotional and mental health needs and include social skills programmes, Lego therapy, Drawing and Talking Therapy, sessions with school Therapy Dog, bespoke work with a member of the school's pastoral team and support through the Mental Health Support Team. All interventions are evidence informed.



Further detail can be found within our 'Pupil Premium Strategy.'

Read Write Inc.

Academic interventions include 1:1 tutoring in phonics, Fresh Start phonics for children in upper Key stage 2, First Class Number for children in Key stage 1 and booster groups to support children to develop specific skills or to address specific gaps that have been identified. These are always evidence-informed and focus on the acquisition of foundational knowledge through evidence-informed intervention and support.



Some children may require more specialist targeted interventions and as a school we work closely with a range of agencies who come into school to work with individuals, this includes Speech and Language therapists, physiotherapists, specialist teacher of the deaf, TESSA Behaviour and EAL support.

1stClass@Number

for children who need a helping hand with mathematics

Read Write Inc.
Fresh Start



10.) Achievement for All:

Achievement for all is considerably planned for through the aspirational curriculum, tailored support, and access to appropriate resources which help to secure positive outcomes for every child including the most disadvantaged children, those children with SEND and any other barriers to learning.



EYFS

In the Early Years Foundation Stage, children develop secure knowledge and skills across the seven areas of learning, appropriate to their age and stage of development in line with our Rainbow Curriculum.

Through targeted support including Early Talk Boost, NELI and fast track phonics, pupils with lower starting points including disadvantaged pupils and those with SEND, achieve well.

We view EYFS as the 'bedrock' of future subject specific learning and as such EYFS pupils explore subject disciplines in an appropriate manner, preparing them well to reach a good level of development.



The Rainbow Curriculum at Parish is underpinned by the ambition of the Primary National Curriculum, ensuring that all pupils—regardless of background or starting point—have access to a broad, balanced, and enriching education. Through carefully sequenced, inclusive planning, the Rainbow Curriculum promotes high expectations, nurtures curiosity, and supports all learners to develop the knowledge, skills, and attitudes they need to succeed. It celebrates diversity, fosters resilience, and empowers every child to achieve their full potential both within and beyond the classroom.



Breaking down Barriers to Learning

Use of our Pupil Premium strategy is central to ensuring achievement for all including our most disadvantaged pupils and closing the disadvantaged gap.

Working closely with local services—including TESSA Autism, the Behaviour Improvement Team, SALT, Young Carers, and TESSA EAL—class teachers and subject champions ensure that the ambitious Rainbow Curriculum remains accessible to all pupils and reasonable adaptations can be made. This collaborative approach supports inclusive practice and ensures that every child is appropriately challenged to reach their full potential.



SEND Toolkit

For some children working below age-related expectations, additional adaptations are made to personalise their learning through targets identified via individual assessments using the SEND Toolkit. Many of these targets are embedded within daily lesson outcomes, while more personalised goals are addressed through focused individual and group intervention sessions—all within the framework of an ambitious curriculum offer that maintains high expectations at every level from individual starting points.

Work with external agencies including social workers and the virtual school ensure that achievement take place for all (with high-quality learning opportunities and experiences).



Our Core Evidence Base:

Below is a list of some of the evidence used to support the development of our 'Inclusion Strategy.' This is not an exhaustive list with additional expertise and professional learning also developed including NPQs.

- <https://inclusioninpractice.org.uk/report/>
- https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf
- <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>
- <https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>
- <https://www.bell-foundation.org.uk/resources/guidance/>
- <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment>
- <https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/>
- <https://www.barnardos.org.uk/research>
- <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils>
- <https://educationendowmentfoundation.org.uk/using-pupil-premium>
- <https://www.trauma-informed.uk/home/evidence-base>

