



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.



- We are 'inclusive by design' in all that we do.
- Inclusion (including support for those children with SEND and those socioeconomically disadvantaged) is everyone's business.
- We have high aspiration and expectations for all pupils driven by our Christian Vision and values.

- Strong, consistent systems, processes and policies ensure that all children and their families feel a sense of belonging in our school from when they join the Parish Family.
- This is supported by work through Trauma Informed Approaches, Schools of Sanctuary and Global Neighbours.

- Our 10 'inclusive practice principles' are central to our 'Inclusion by Design' approach.
- They allow our inclusion strategy vision to be lived out and provide a clear framework for all school stakeholders to deliver and monitor its completion (with changing needs).
- All 10 principles hold equal importance and work as a cumulative whole to develop inclusive practice.

- Through CPD for all and specialist guidance when necessary, leaders quickly and accurately identify and support pupils who face barriers to their learning (supported by evidence).
- This includes those who are disadvantaged (through our robust pupil premium strategy), have EAL, SEND, LAC and are Young Carers.

SHARED INCLUSIVE VISION

COMMUNITY AND BELONGING

OUR INCLUSIVE PRINCIPLES

REMOVING BARRIERS



25/26 SDP priority – Through 'inclusion by design', to ensure the barriers our community face are mitigated. (LDST Pillar 3)

% of children with SEND	19.5%
% of children in receipt of PP funding	33%
% of SEND children double disadvantaged	44%

OUR SCHOOL CONTEXT

Inclusion By Design:

Church of England Primary School - St Helens
LDST
Liverpool Diocesan Schools Trust

- 'Inclusion by Design' is tangible through all aspects of our school.
- Predictability is central to our whole-school culture with highly organised and structured routines that support all learners. We refer to this as the Parish Way.
- Other aspects include (but are not limited to): our school timetable including sensory circuits for all, our equality objectives, accessibility plan (including the physical environment), school equality charter and our consistent learning environment.

CULTURE

How PEDAGOGY supports ALL pupils.

- CPD linked to inclusion is built into the schedule to be visited within each of the five CPD cycles. Bespoke CPD takes place according to role for ALL staff.
- A focus is placed upon adaptive teaching supported by cycles of instructional coaching.
- Subject specific CPD also takes place throughout the academic year with support for all areas of need – this includes those who are disadvantaged.

How the CURRICULUM supports ALL pupils.

- The meticulously planned curriculum is the progression model with high expectations for ALL pupils.
- All areas of the curriculum are available to all pupils with adaptive teaching (with a core focus on Strong Foundations).
- Our curriculum also incorporates our extensive 'Personal Development and Wellbeing' offer which is also inclusive in design to support all pupils (including those pupils who are socioeconomically disadvantaged, pupils with SEND and any other barriers to their learning or well-being).

How ASSESSMENT supports ALL pupils.

- Rigorous assessment procedures monitor achievement for all (supported by Trust Wide systems).
- We consider outcomes, progress in learning, engagement with our personal development opportunities, pupil voice and wider stakeholder voice.
- As a result, evidence-informed adaptations are made. This includes; adaptive teaching strategies, our QUEST principles, interventions (both academic and therapeutic) and curriculum adaptations.

9.) Targeted Intervention/Support:

The Inclusion Leader 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.

Our Inclusive Practice Principles

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.

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!

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.

