Inclusion Strategy

St Martin's Catholic Primary School and Preschool

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	10/11/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Sandra Cassidy Chair of Governors

Statement of intent

At St Martin's Catholic Primary School, our vision is that every child should **love to learn and learn to love**. We want every pupil, including those with SEND, disadvantaged pupils, children in care, pupils from the Traveller community, pupils with English as an additional language and pupils who join us during the school year, to feel safe, valued and successful.

Our ultimate objective is an inclusive mainstream offer in which barriers are identified early, high expectations are maintained and pupils achieve well from their starting points. This is especially important in our context: 43% of pupils are eligible for pupil premium, 25.9% have SEND, 4.2% have an EHCP, 5.5% are from the Traveller community and many pupils enter the Early Years significantly below national expectations. We will use our curriculum to promote social mobility and to address gaps in communication, attendance, learning and participation.

This strategy supports our school improvement priorities by developing oracy across the curriculum, reviewing the curriculum so that it meets the needs of pupils with SEND and disadvantaged pupils first, and embedding the writing framework. It builds on

strengths recognised in our previous inspection, including strong relationships, effective deployment of teaching assistants, bespoke adaptations, early identification, a graduated response and pastoral support through THRIVE and ELSA. It also responds to the areas identified for continued improvement: attendance, consistent curriculum implementation and provision in pre-school and Reception.

Our work is organised around the DfE's 7 principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

We have developed this strategy from assessment information, attendance and SEND information, staff knowledge, pupil voice, conversations with parents and carers, and our work with external services and local partners. Families are already involved through communication about individual support, assess-plan-do-review cycles and links with wider agencies. We will strengthen this partnership by seeking regular feedback from pupils and families about communication, accessibility, attendance and participation.

Our universal offer is the foundation of this strategy. It will be strengthened through consistent adaptive teaching, high-quality classroom talk, accessible curriculum planning and inclusive routines. Targeted support will be used where a pupil's needs cannot be met through the universal offer alone. We will focus on implementing fewer approaches well, evaluating their impact and ensuring that funding from the core budget and IMF is used transparently to improve inclusion for the whole school community.

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
1	**Communication and interaction.** A significant proportion of pupils enter school with low levels of speech, language and communication development.

	This affects their ability to understand instructions, express needs, participate in classroom discussion, develop relationships and access the curriculum. The school also has a high level of pupils with autism spectrum condition and related communication, sensory and interaction needs. Although communication boards, widgets, Elklan approaches, objects of reference, Blank's Level questioning, Chatty Toolbox and speech and language resources are already used effectively, consistent application across all classrooms and phases remains essential.
2	**Attendance and persistent absence.** Some pupils do not attend regularly enough to access essential teaching, relationships, routines, enrichment and pastoral support. Attendance difficulties may be connected to disadvantage, SEND, anxiety, family circumstances, health, transport, routines or other barriers beyond the school gates. Persistent absence can reduce attainment, participation and belonging, and requires early identification, supportive relationships with families and coordinated work with wider services.
3	**Increasing levels of SEND in Early Years, with more complex needs being identified.** Children are entering pre-school and Reception with increasingly complex developmental, communication, sensory, social-emotional and learning needs. Many children also begin significantly below national expectations. This creates a need for highly skilled early identification, purposeful continuous provision, accessible indoor and outdoor learning, effective transition and timely collaboration with families and specialist services.

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	Activity type	Total budgeted cost
Oracy and communication across the curriculum. Building on the school’s existing use of Wellcomm, communication boards, widgets, Elklan, objects of reference, Blank’s Level questions and the Chatty Toolbox speech and language package, the school will formalise a consistent communication and oracy framework from pre-school to Year 6. This will include agreed classroom language, visual support, modelling, explicit vocabulary teaching, structured partner talk, communication-friendly displays, opportunities for rehearsal before whole-class contribution and planned approaches for pupils who use augmentative or alternative communication. Staff will use assessment information to identify communication priorities and will moderate examples of practice across the school. The activity supports Priority 1, Develop Oracy across the Curriculum. It is informed by the Special Educational Needs in Mainstream Schools (EEF guidance report), which identifies communication and interaction as an important consideration in inclusive mainstream provision, and by evidence from the Promising Programmes (EEF) on dialogic teaching, where improving classroom talk can strengthen engagement, learning and attainment. **Principle: 3. high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 3**	universal	3,500 • Dialogic teaching training and staff coaching: £1,500 • Communication resources, widgets, visual supports: £1,000 • Release time for moderation and framework development: £1,000

Inclusive curriculum and adaptive teaching review. Building on the school's existing bespoke adaptations, effective deployment of teaching assistants and assess-plan-do-review process, leaders will review curriculum planning, teaching sequences, resources, assessment and intervention entry and exit points. Curriculum teams will identify the essential knowledge and vocabulary for each subject, anticipate barriers for pupils with SEND and disadvantage, and specify adaptations that preserve ambition rather than reducing entitlement. Teaching assistants will be deployed to promote independence and interaction with the teacher and curriculum, rather than creating unnecessary separation from peers. The review will prioritise reading, writing and mathematics, with particular attention to the school's writing priority, higher attainment in reading and ensuring disadvantaged pupils achieve as well as their peers. Staff will use a small number of agreed quality indicators during lesson visits, book scrutiny, pupil voice and progress reviews. Implementation will be staged and evaluated using the Guide to implementation (EEF), including consideration of readiness, staff development, implementation processes and impact. **Principle: 3. high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 3**	universal	**3,000** • Staff release for curriculum reviews: £1,500 • SEND-adapted curriculum resources: £1,000 • Monitoring and coaching activities: £500
Early Years inclusion and transition pathway. Building on existing early identification and graduated response arrangements, the school will strengthen a single pathway from pre-school into Reception and Key Stage 1 for children with emerging or identified additional needs. This will include enhanced transition information from families and previous settings, a communication and sensory profile where appropriate, agreed first-response strategies, accessible continuous provision and purposeful use of the school's outdoor environment. Staff will use observation and assessment to identify barriers to	universal	**2,500** • Communication and sensory resources: £1,200 • Enhanced transition and assessment materials: £500 • Staff release and specialist consultation: £800

engagement rather than waiting for failure, and will review the effectiveness of adaptations through assess-plan-do-review meetings. Families will be involved in setting priorities and reviewing progress. Where needs cannot be met through ordinarily available provision, the school will coordinate with the SEND local offer and relevant health, educational psychology, speech and language and early help services. The approach is consistent with evidence in the Special Educational Needs in Mainstream Schools (EEF guidance report), which emphasises early identification, a graduated approach and adapting teaching to meet need. **Principle: 2. evidence-based support prioritising early intervention. Barriers addressed: 1, 3**		
Inclusive attendance and belonging system. Building on the school's existing pastoral relationships, THRIVE and ELSA support, the school will strengthen its universal attendance culture so that every pupil experiences school as a safe, welcoming and purposeful place to be. Attendance information will be reviewed weekly and analysed by SEND, pupil premium, looked-after status, Traveller community, year group and other relevant characteristics. Leaders will use early indicators, including declining attendance, lateness and patterns around particular days or activities, rather than waiting for persistent absence. Staff will use consistent, supportive communication with families, celebrate improved attendance and ensure that pupils returning after absence are welcomed and helped to reconnect with learning. Pupil and family voice will be used to identify barriers and improve routines, transitions, lunchtime arrangements and reasonable adjustments. The approach will follow the DfE's support-first expectations in the Attendance toolkit for schools (DfE), including the use of data, culture, clear responsibilities, strong relationships and timely action. **Principle: 5. a safe and respectful culture fostering**	universal	**1,500** • Attendance rewards and engagement initiatives: £500 • Family support interventions and visits: £500 • Attendance tracking and monitoring tools: £500

belonging, attendance, and participation in learning. Barriers addressed: 2, 3		
Family and multi-agency inclusion partnership. Building on the school's existing links with parents and carers, assess-plan-do-review meetings and external support for vulnerable pupils, the school will formalise a termly inclusion partnership cycle. This will include accessible parent workshops and information about communication, attendance, SEND support and transition; structured pupil voice; clear routes for families to share concerns; and a record of agreed actions and review dates. For pupils whose needs cannot be met through the universal offer alone, the school will coordinate targeted plans with families, the SENDCo, attendance lead, pastoral staff and relevant local services. Plans will identify the pupil's strengths, barriers, reasonable adjustments, lead adult, desired outcomes and review evidence. The school will use the RISE support for inclusive mainstream education (DfE) and Inclusive mainstream fund: best practice for schools (DfE) to support collaborative improvement and ensure IMF-funded activity remains within the 7 principles of inclusion. Where targeted support is needed, the school will use the definition that: **"For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive." Principle: 6. strong partnerships with families and wider services. Barriers addressed: 1, 2, 3**	targeted	**1,059** • Parent workshops: £400 • Translation/accessibility resources: £259 • Multi-agency coordination and review meetings: £400

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 communicate more confidently and successfully across the curriculum.	Pupil voice, teacher assessment and communication profiles show improved

Pupils, including those with SEND and pupils in Early Years, will be able to understand, express, discuss and respond in ways appropriate to their developmental level and communication profile.	participation, vocabulary, listening, turn-taking and independence. Work scrutiny and lesson visits show consistent use of agreed communication supports. More pupils contribute to partner, group and whole-class discussion. Pupils who use communication aids demonstrate increased independent use across settings.
Teaching and curriculum access are consistently inclusive. Pupils with SEND and disadvantaged pupils will access ambitious learning alongside their peers, with adaptations that remove barriers while maintaining high expectations.	Curriculum reviews show that planning anticipates SEND and disadvantage. Lesson visits show consistent adaptive teaching, purposeful use of teaching assistants and accessible resources. Progress information shows that pupils with SEND and disadvantaged pupils make expected or better progress from their starting points, with narrowed gaps in reading, writing and mathematics where this is an identified priority.
Early Years pupils receive timely, coherent and effective support. Children entering pre-school and Reception with developmental, communication, sensory or learning needs will settle, engage and make progress from their individual starting points.	Transition information is complete and used before or soon after entry. Assess-plan-do-review cycles are initiated promptly where concerns arise. Continuous provision, including outdoor provision, shows purposeful opportunities across the seven areas of learning. Developmental assessments demonstrate progress in communication, personal, social and emotional development, physical development and early literacy and mathematics. Families report that support is timely and joined up.
Attendance improves, particularly for pupils at risk of persistent absence. Pupils will attend more regularly and experience improved belonging, wellbeing and participation in learning.	Whole-school attendance improves towards at least the national average and persistent absence reduces, with the school setting annual targets after confirming its baseline. Attendance of pupils with SEND,

	disadvantaged pupils, looked-after pupils and other identified groups is reviewed each half term. Pupils identified as at risk receive an agreed support plan before absence becomes entrenched. Attendance reviews show improved attendance or sustained engagement for pupils receiving targeted support.
Pupils feel safe, respected and included. Pupils will experience the school as a place where they belong, can participate and can seek help.	Pupil voice shows that pupils feel safe, valued and listened to. Behaviour records show that incidents are responded to consistently and fairly, with reductions in repeated incidents for pupils receiving support. Participation in clubs, leadership roles, trips, performances, sport and enrichment is monitored so that pupils with SEND, disadvantage and other identified barriers are represented. THRIVE and ELSA records, where appropriate, show improved wellbeing, emotional regulation and engagement.
Families and wider services work in partnership with the school. Families will understand how to access support and will contribute to decisions about their child's inclusion.	Attendance and inclusion communications are accessible, timely and understood by families. Parent and carer feedback demonstrates increased confidence in contacting the school and contributing to plans. Meetings record the pupil and family voice, clear actions, named responsibilities and review dates. Where external support is required, referrals and information-sharing are timely, lawful and coordinated.
Leadership and governance can demonstrate the impact and sustainability of inclusive practice.	Governors receive termly reports on activity, expenditure, attendance, attainment, progress, participation, wellbeing and behaviour for relevant cohorts. Leaders evaluate implementation and adapt provision

Inclusion will be monitored as part of school improvement and governance, with funding used transparently.	where impact is limited. Every IMF-funded activity is linked to one of the 7 principles of inclusion and is classified as universal or targeted. Evidence is used to inform the following year's strategy and budget decisions.

Review of the previous academic year

From From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.