Inclusion Strategy

Inclusion Strategy – St Joseph's RC 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	2026/27
Date this statement was published	26th September 2026
Date on which it will be reviewed	26th September 2027
Statement authorised by	Sophie Bridge

Statement of intent

At **St Joseph's Catholic Primary School**, our ultimate objective for inclusion is to ensure that every child is known, valued, loved and supported to achieve their full potential, regardless of their starting point, background, disability, additional need or SEND. We are committed to creating a nurturing environment where every child experiences a true sense of belonging and is encouraged to grow academically, socially, emotionally and spiritually. Our SEND policy reflects this commitment by ensuring that barriers to learning are identified and addressed as early as possible, enabling pupils to access learning, develop confidence and achieve success.

Our inclusion strategy works towards these objectives through a graduated and pupil-centred approach. High-quality teaching remains the foundation of our provision, with all staff taking responsibility for the progress and development of every learner. Through the Assess, Plan, Do, Review cycle, we identify needs early, implement appropriate support and carefully monitor impact. The strategy emphasises adaptive teaching, targeted interventions, staff training and effective deployment of resources. As a small school, we are able to know each child personally, allowing us to respond quickly and sensitively to individual needs while maintaining high expectations for all. Strong collaboration between teachers, teaching assistants, the SENDCo, governors and external agencies ensures that support is tailored, effective and continually reviewed.

The seven principles of inclusion are central to our strategy. We promote belonging by ensuring every child feels welcomed, respected and valued within our Catholic community. Participation is encouraged through equitable access to learning, enrichment activities and wider school life. We maintain high aspirations and support achievement for all through ambitious curriculum planning and personalised provision where needed. We recognise and respond to individual differences, using regular assessment and person-centred planning to understand each child's strengths and barriers. Positive relationships and collaboration are fostered between staff, pupils, families and external professionals to secure the best outcomes. We actively remove barriers through adaptive practice and appropriate interventions, ensuring accessibility and equity for all learners. Finally, we promote respect and equality, celebrating diversity and ensuring that every child is treated with dignity and compassion.

The development of our inclusion strategy has been shaped through meaningful engagement with families and the wider school community. We recognise parents as essential partners in their child's education and involve them at every stage of the SEND process, from assessment and target setting to review meetings and annual reviews for pupils with EHCPs. Parent feedback, ongoing communication and collaborative planning help us ensure that provision reflects the needs and aspirations of our families. We also work closely with governors, health professionals, educational psychologists, therapists, Lancashire Local Offer services and other external agencies to strengthen our provision and ensure that children receive coordinated support. This partnership approach reflects our belief that inclusion is a shared responsibility and enables us to build a community where every child can thrive, feel valued and fulfil their potential.

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

	communication is poor. Delays in assessments and involvement from external agencies can significantly slow down the identification of needs and the support available. Some waiting lists are now stretching to several years.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Thrive Approach (Barriers 1, 3, 4)	Targeted	£3200
A more focused approach to Wellcomm especially for pupils in EYFS and those with SEND (Barriers 1 & 2)	Targeted	£759
Development of 'calm corners' in each classroom (Barriers 1, 4)	Universal	£200
Training and updates for staff in PIVATs and creation of PIVATs for other subjects so we can provide more personalised learning for pupils (Barriers 1, 3)	Universal	£150
Reading at home initiatives (Barriers 2)	Universal	£2545.80
Focus on oracy across the curriculum (Barriers 2)	Universal	£95
Staff CPD continued for SEND areas (Barriers 3)	Universal	£200
New services being used for specialist teacher services and educational psychologists (Barriers 5)	Targeted	£4200
Subsidised trips (Barrier 4 & 5)	Targeted	£400
Free breakfast club places (Barrier 4)	Targeted	£2632.50
Uniform (PE kit) (Barrier 1 & 4)	Targeted	£100

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils with additional needs have their needs met through personalised learning and adaptive teaching	• Teachers know the individual needs, strengths and barriers to learning of pupils with additional needs. • Lessons are adapted effectively so that pupils can access the same learning as their peers. • Pupils with additional needs are engaged in learning, participate confidently and experience success. • Personalised targets are identified, reviewed regularly and inform classroom practice. • Pupils make progress from their individual starting points across the curriculum. • Staff work collaboratively with parents, the SENCO and external agencies to meet pupils' needs effectively.
Pupils with language difficulties will have barriers removed due to support, intervention and regular opportunities to practice	• Pupils with identified language difficulties are identified promptly and appropriate support is in place. • Staff use strategies recommended by speech and language professionals and other external agencies consistently in lessons. • Targeted interventions provide regular opportunities for pupils to develop vocabulary, communication and language skills. • Teachers and support staff provide frequent opportunities for pupils to rehearse, discuss and practise language across the curriculum. • Adaptive teaching approaches enable pupils to access learning, participate fully and communicate with increasing confidence. • Pupils demonstrate improved understanding and use of vocabulary appropriate to their age and stage of development.

	• Progress is monitored regularly through assessment, intervention records and pupil outcomes, with support adapted where necessary. • Parents and carers are engaged in supporting language development through shared targets and strategies. • Pupils make measurable progress from their individual starting points and barriers to learning are reduced.
Staff have the appropriate knowledge and training to manage and develop pupils with SEND	• Staff receive regular SEND-focused CPD that is relevant to the needs of pupils within their class or phase. • Staff demonstrate a secure understanding of the needs, strengths and barriers to learning of pupils with SEND. • Teachers consistently implement adaptive teaching strategies and appropriate scaffolds to enable pupils with SEND to access the full curriculum. • Staff confidently use recommendations provided by the SENCO and external professionals to support pupils effectively. • Teaching assistants provide targeted support that promotes independence and progress rather than over-reliance on adult assistance. • Staff contribute effectively to the assess plan–do–review cycle and use assessment information to adapt provision • Learning environments are inclusive, with high expectations maintained for all pupils, including those with SEND. • Monitoring activities demonstrate that staff consistently apply SEND strategies across classrooms. • Pupil outcomes, engagement and participation show that staff knowledge and training are having a positive impact on progress and inclusion
Children develop strategies to regulate their own emotions, developing their own resilience and finding strategies which	• Pupils can identify and talk about their emotions using age-appropriate language.

work for them. Pupils make use of the resources in school well	• Pupils demonstrate an increasing range of self-regulation strategies when faced with challenges, setbacks or strong emotions. • Pupils can explain which strategies help them to remain calm, focused and ready to learn. • Pupils show resilience by persevering with challenging tasks and seeking support appropriately when needed. • Behaviour incidents linked to emotional dysregulation reduce over time. • Pupils make independent use of agreed classroom and school resources, such as sensory tools, calm spaces, visual prompts and emotional support resources. • Staff consistently model and reinforce emotional regulation and resilience strategies. • Pupils return to learning more quickly following periods of upset or challenge. • Pupil voice demonstrates that children feel supported and know where to access help when needed. • Parents and staff report improvements in pupils' emotional wellbeing, confidence and ability to manage difficulties.

Review of the previous academic year

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