Inclusion Strategy – St William of York 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	2026/27
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	M Murphy (Headteacher) G Prendergast (Chair of Governors)

Statement of intent

At St William of York Catholic Primary School, our vision is to cultivate an inclusive mainstream environment where every child feels a deep sense of belonging, is supported to overcome barriers to learning, and achieves their full potential. We believe that inclusion is a collective responsibility embedded within high-quality universal provision, backed by timely, evidence-informed targeted support that does not rely solely on formal diagnosis.

Our Inclusion Strategy directly addresses the Department for Education's 7 Principles of Inclusion:

1. Ambitious leadership and governance that embeds inclusion across all school improvement planning and governance review cycles.

2. Evidence-based support prioritising early intervention through a formalised assess–plan–do–review pathway (EEF guidance).

3. High quality adaptive teaching with a broad curriculum designed accessibly for all learners.

4. Enriching provision beyond the classroom ensuring full access to extracurricular opportunities, trips, and leadership roles.

5. A safe and respectful culture fostering belonging, high attendance, emotional wellbeing, and positive participation.

6. Strong partnerships with families and wider services collaborating closely with specialist local services including Liverpool Speech & Language Services, Sefton Mental Health Schools Team (MHST), and OSSME.

7. Inclusive environments with continuous physical, digital, and pedagogical accessibility improvements.

To develop this strategy, we consulted with our school community, engaging families, staff, governors, and local specialist partners. By integrating our Inclusive Mainstream Fund (IMF) allocation alongside our core budget and notional SEN budget, we ensure that resources are strategically deployed to build a sustainable, high-impact core offer for all pupils.

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	Speech, Language, and Communication Needs (SLCN) & Vocabulary Acquisition: A growing trend in early speech, language, and communication delays upon entry (particularly in EYFS and Key Stage 1), impacting pupils' ability to access the core curriculum, express emotions, and engage in peer interactions. Specialist input from Liverpool Speech & Language Services is integrated into classroom routines to support early language development.
2	Overall Attendance, Social-Emotional Wellbeing & Readiness for Learning: While attendance for pupils with SEND and those eligible for Free School Meals (FSM) remains broadly in line with national averages, raising overall attendance across the entire cohort remains a key strategic priority. Some pupils experience persistent absence, anxiety-related barriers post-transition, or require extra support with emotional regulation, belonging, and social participation. Specialist guidance from OSSME and Sefton MHST is deployed to support positive engagement across both universal culture and targeted mentoring pathways.

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)*
1. Inclusion Leadership, Governance, and Impact Review The Headteacher, Inclusion Lead and governors will establish a termly inclusion review cycle linked to the school improvement plan and the Inclusion Quality Mark (IQM) process. This will bring together data on attendance, persistent absence, attainment, progress, behaviour, wellbeing, participation, SEND, disadvantage, and intervention tracking. Existing tracking of disadvantaged pupils against GLD, phonics, MTC, and national benchmarks will be extended to evaluate wider cohort impact, identify SEND trends, and record actions with named leaders. • Principle: Ambitious leadership and governance that embeds inclusion. • Evidence: EEF Using Research Evidence guidance. • Barriers Addressed: 1, 2	**Universal**	£1500
2. Consistent High-Quality Adaptive Teaching & Accessible Curriculum Delivery	**Universal**	£11,405.70

Building on school improvement work in Ready Steady Write, whole-school oracy, RED RE, foundation subjects, and EYFS progression, the school will implement a shared adaptive teaching framework. Staff development, coaching, and lesson reviews will focus on explicit instruction, modelling, scaffolding, flexible grouping, pre-teaching/revisiting vocabulary, clear routines, visual supports, and checks for understanding. Classroom adaptations will ensure targeted support does not replace access to a broad curriculum. Liverpool Speech & Language Services and OSSME expertise will be translated into practical classroom strategies (such as communication boards, visual timetables, and supportive environment adjustments). • Principle: High quality adaptive teaching with curriculum designed for all learners. • Evidence: EEF Special Educational Needs in Mainstream Schools, Speech & Language UK Resource Library • Barriers Addressed: 1, 2		
3. <u>Whole-School Attendance, Belonging, and Participation Approach</u> Strengthening overall cohort attendance through a consistent graduated response: daily attendance oversight, weekly reviews of pupils at risk of persistent absence, supportive contact with families, attendance plans for pupils facing anxiety or attendance barriers, and planned reintegration support. Relational, non-stigmatising approaches will reinforce core values of compassion, justice, and respect. OSSME guidance will support strategies to promote school engagement. Pupil voice, belonging surveys, and extracurricular participation will be monitored alongside attendance. • Principle: A safe and respectful culture	**Universal**	

fostering belonging, attendance, and participation. • Evidence: DfE Attendance Toolkit for Schools, DfE IMF Best Practice Guidance. • Barriers Addressed: 1, 2		
4. Family Partnership and Accessible Engagement Offer Formalising a family engagement plan centred on listening, accessibility, and practical support. Includes termly opportunities for families to share views on inclusion, clear information on SEND and learning support, flexible communication routes, targeted invitations, and workshops on early reading, language development, wellbeing, and attendance. Selected external professionals (child counsellor, Sefton MHST, Liverpool Speech & Language, OSSME) will contribute to family information sessions and signposting. • Principle: Strong partnerships with families and wider services. • Evidence: DfE IMF Best Practice Guidance, The Difference Content Hub case studies. • Barriers Addressed: 1, 2	**Universal**	-
5. Graduated, Evidence-Informed Targeted Support and Review Formalising a graduated Assess–Plan–Do–Review pathway for pupils whose needs cannot be met through universal provision alone. Targeted plans specify identified barriers, intended outcomes, responsible adults, intervention frequency, and review dates. Provision includes pre-teaching, targeted language support, nurture/emotional regulation work, attendance mentoring, and supported reintegration. Access to specialist support (child counsellor, Sefton MHST, Liverpool Speech &	**Targeted**	-

Language Services, and OSSME) is coordinated through this unified pathway rather than duplicated. • Principle: Evidence-based support prioritising early intervention. • Evidence: EEF Special Educational Needs in Mainstream Schools, EEF Promising Programmes, Mentally Healthy Schools Targeted Support. • Barriers Addressed: 1, 2		

Total: £12,905.70

(School allocation £13,500)

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
1. Improved classroom access and vocabulary acquisition for pupils with SLCN	• Lesson observations show consistent application of adaptive scaffolding, visual routines, and vocabulary pre-teaching recommended by Liverpool Speech & Language Services. • Phonics screening and EYFS GLD outcomes for pupils receiving language support demonstrate positive upward progress trajectories. • 80%+ of pupils on targeted language plans meet their short-term communication goals within 2 review cycles.
2. Increased overall cohort attendance and overall reduction in persistent absence	• Overall school attendance rates show steady improvement toward whole-school targets, while maintaining strong performance for SEND and FSM cohorts. • Pupils experiencing post-transition or anxiety-related attendance barriers demonstrate improved attendance and successful reintegration, supported by OSSME and pastoral frameworks.

	• School belonging surveys reflect increased scores in pupil safety, inclusion, and wellbeing.
3. Embedded whole-school inclusion leadership and governor oversight	• Termly inclusion review cycles systematically track academic, pastoral, attendance, and intervention data for SEND and disadvantaged cohorts. • Governing board receives robust, termly inclusion reports embedding pupil and parent voice.
4. Enhanced family satisfaction and engagement in SEN and inclusion support	• Increased parent/carer attendance at inclusion drop-ins, workshops, and review meetings. • Positive feedback in annual parent surveys regarding accessible communication and collaborative SEND planning.
5. Timely, measurable impact through targeted Assess–Plan–Do–Review pathways	• 100% of targeted interventions have defined baseline measurements, clear outcomes, named lead staff, and termly review dates. • Multi-agency input (OSSME, Liverpool Speech & Language, Sefton MHST, child counsellor) is fully integrated into targeted plans without duplication. • Evidence of targeted support functioning effectively as an add-on within the adaptive teaching model, enabling pupils to achieve learning goals alongside peers in high-quality universal provision.

Review of the previous academic year

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.