



## St Mary's CE Inclusion Strategy

### School Vision

*At our school, our vision is to inspire and grow a compassionate community of excellence. A happy place where children shine for God, for each other, and for themselves.*

Inclusion is fundamental to this vision. We are proud to serve a community with **high levels of SEND and socio-economic disadvantage**, and we see this as a strength that shapes our deeply inclusive practice. We are unwavering in our belief that **every child can succeed**.

Our inclusive intent is to ensure that:

- All pupils, including those with SEND and those experiencing disadvantage, **access a broad, ambitious and knowledge-rich curriculum**.
- Barriers to learning are **rapidly identified and effectively removed**.
- Every pupil is supported to achieve their **full potential academically, socially and spiritually**.
- We uphold **high expectations for all**, ensuring no learner is limited by circumstance or need.

Our curriculum is designed so that:

- It is **coherently planned and sequenced**, enabling all learners to build knowledge over time.
- It is **fully inclusive**, with adaptation built into teaching rather than added on.
- Pupils develop both **academic excellence and strong personal values**, aligned with our culture of love and compassion.

### Implementation

#### High Quality Teaching (First Quality Teaching)

- Teachers ensure **clear explanations, modelling, and carefully scaffolded learning**.
- Lessons are designed with **inclusion at the core**, not as an afterthought.
- Formative assessment is used skilfully to **identify misconceptions and adapt teaching in real time**.
- Staff are trained to use **evidence-informed strategies** that support pupils with SEND and disadvantage.

#### Adaptive Teaching

- Teachers use a range of adaptive strategies, including:
  - Structured scaffolding and visual supports
  - Explicit vocabulary teaching
  - Flexible grouping and guided practice

- Pre-teaching and overlearning where appropriate
- Adaptation ensures pupils stay within the **same ambitious curriculum**, rather than being given less demanding work.

### Targeted Support and Intervention

- A **graduated approach (Assess – Plan – Do – Review)** is consistently used.
- Interventions are:
  - **Timely and precise**
  - **Evidence-informed**
  - Regularly reviewed for impact
- Pupils with SEND are supported to develop **independence**, avoiding over-reliance on adult support.

### Removal of Barriers

Given our context, we actively address:

- Language and communication needs
- Attendance and punctuality
- Emotional wellbeing and trauma
- Limited access to enrichment opportunities

We work closely with:

- Families
- External professionals
- Pastoral and safeguarding teams

to ensure that barriers are reduced swiftly and effectively.

### Personal Development

In line with our vision of a **compassionate community**, we ensure that:

- Pupils develop **confidence, resilience, and independence**.
- They learn the importance of **kindness, respect, and service to others**: To be givers rather than takers.
- Spiritual, moral, social, and cultural development is **woven throughout school life**.
- All children, regardless of need or background, access **enrichment opportunities** that broaden their horizons.

Our inclusive approach ensures pupils feel:

- **Safe**
- **Valued**
- **Proud of who they are**

## Behaviour and Attitudes

Our culture of love underpins all behaviour systems.

We ensure that:

- Expectations are **high, clear, and consistently applied**.
- Behaviour is understood through a **relational and trauma-informed approach**.
- Pupils with additional needs are supported to **self-regulate and succeed**.
- Attendance is prioritised, particularly for vulnerable groups.

As a result, pupils:

- Demonstrate **positive attitudes to learning**
- Show **respect and care for one another**
- Feel a strong **sense of belonging**

## Leadership and Management

Leaders at all levels:

- Place inclusion **at the heart of school improvement**.
- Ensure that staff receive **high-quality professional development** in SEND and adaptive teaching.
- Use assessment and monitoring to **evaluate the effectiveness of provision**.
- Hold a clear focus on improving outcomes for:
  - Pupils with SEND
  - Disadvantaged pupils

The SENCO plays a key strategic role in:

- Leading provision
- Supporting staff
- Working with families and external agencies

Governors and trust leaders ensure:

- Accountability for outcomes
- Effective use of resources
- Alignment with trust principles

## Impact

Through our inclusive approach:

- Pupils with SEND and those from disadvantaged backgrounds **achieve well from their starting points**.

- Gaps in attainment are **identified and narrowed** over time.
- Pupils develop the knowledge, skills, and character to **succeed in the next stage of education and beyond**.
- Children are confident, compassionate individuals who **live out our vision daily**—shining for God, for each other, and for themselves.

## Conclusion

Inclusion is not an intervention—it is our daily practice. Through **high-quality teaching, high aspirations, adaptive provision, and the relentless removal of barriers**, we create a **happy and loving environment where every child thrives**.

Our school is a place where **excellence is expected, compassion is lived, and every child belongs**.

This policy is written in line with the following statutory guidance and legislation:

**Children and Families Act (2014)**

**SEND Code of Practice: 0–25 years (2015)**

**Equality Act (2010)**

**Education Act (2011)**

**Keeping Children Safe in Education (latest version)**

**Ofsted Education Inspection Framework (EIF)**

In accordance with the **SEND Code of Practice (2015)**, the school:

Uses a **graduated approach**: *Assess – Plan – Do – Review*

Ensures that **high-quality teaching is the first response to supporting all pupils**

Identifies and supports pupils with SEND at the earliest opportunity

Works in partnership with **parents/carers and external agencies**

Under the **Equality Act (2010)**, the school:

Does not discriminate against pupils with **protected characteristics**

Makes **reasonable adjustments** to ensure all pupils can access education

Promotes **equality of opportunity and inclusion**

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To be reviewed July 2027