

Saint Peter's Catholic Primary School

Inclusion Strategy – Summer Term 2026, Academic Year 2026-27

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	IMF funding summer term 2026 School year 2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	L Rinaldi-Oxley

Statement of intent

What matters to us and why?

Inclusion is always at the heart of our school. We are a diverse school and our focus is on supporting **all** the children in our school community so that they can **thrive** and be ready for their **next steps in life**. Children within our school can face a wide range of barriers.

How have we worked with our families and community to develop this strategy?

We work with a wide range of family groups, discussing barriers to education. We have taken into account **the things which matter most to our families** which aligns with our intent for all children to thrive.

There are seven key principles for inclusion and we have set out below how we focus on each of these areas in order to meet our overall intent.

Leadership and governance that embeds inclusion in planning and review

- Funding supports us to release staff and leaders to complete 3 x annual pupil progress meetings. We have a SENCO to lead SEND and analyse approaches to inclusion.
- Training is a priority and high-quality training is provided in areas such as autism, Inclusion, SEMH trauma informed practice, SEN pupil passport training, SEN- areas of need training, Dyslexia training and Zones of Regulation training.
- SLT and Governors regularly review our approaches to inclusion to consider impact.

Evidence based early intervention

- Early intervention is key and we have a clearly embedded approach, this includes highlighted pupils for SEND on a 'watch' list.
- We prioritise phonics interventions, oracy, handwriting and the fundamentals of maths.

Quality first teaching approaches

- Notional funding supports us to ensure all teachers are able to identify the expectations for supporting SEND learners within a mainstream environment through a quality first teaching approach and through SEND support.
- Pupil passports clearly identify reasonable adaptations for the learners with all areas of SEND need and the support staff in our inclusive strategy intent.

Enriching provision beyond the classroom (personal development)

- Notional funding supports our extra-curricular offer and enables us to have TA support for children accessing this offer where this is needed. We aim to remove any barriers to a wide enrichment experience for all (please see our PD plan).
- All children on the SEND register are closely observed at free times to ensure they are included with their peers, unless they chose their own space.
- All enrichment activities are monitored for engagement by vulnerable groups with changes being made as needed
- Notional funding has also allowed us to provide all children in KS2 with a personal learning journey bookmark which allows them to recall and record all enrichment activities

Safe and respectful culture of belonging and attendance

- We use notional funding to support administration work on attendance to reduce barriers.
- Our consistent approach to behaviour management ensures a culture of learning.

- Telephone and in- person support is offered to parents and extended families of children experiencing a range of difficulties, from teachers, SENDCO and senior leaders.
- We prioritise a culture of belonging and community.
- All classes teach about feelings and regulating emotions successfully.
- There is ELSA provision two afternoons a week to work on identifying emotions and strategies, so concentration for learning is not affected. TAs are used for meet and greets of some pupils who dysregulate easily on transition into school or prior to leaving home in the mornings.

Strong partnerships with families/ services, particularly around transition

- We meet with families to support them in any difficulties such as housing, relationships impacting family life, financial changes and bereavements etc.
- We have a wide range of planned transition with local nurseries and our secondary school. This is enhanced for SEND learners at each stage with extra staff provided, when necessary, to facilitate this.

Inclusive physical environments

- We have invested in a more neutral backing for displays in classrooms to reduce sensory overload and working walls for all pupils' ideas to be recorded and celebrated.
- We have also created access to adult support for sensory breaks as needed.
- We have invested in a widget package which is used throughout the school.
- Social stories are used to describe the use of spaces, to explain school rules and where key people can be found, or how we can explain processes such as fire drills.
- All classrooms have access to break aids for emotional regulation.
- All classes have prompts for pupils to follow based on The Zones of Regulation.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	15% of the whole school are on our SEND register (21% including EHCP), of these 25% are for Social, Emotional and mental health reasons, based on our 25/26 data. Of these we provide support and for pupils that are not on the register, but may

	need short amounts of support to reduce barriers to learning. Other pupils may suffer from the above for short periods and are identified and supported ensuring these periods of need.
2	Of the identified SEND pupils a further 25% have communication and Interaction barriers. This is an ever-growing number of pupils with ASD and other issues such as attachment. We recognise that for some pupils these issues may lie undetected or masked. Quality first teaching for SEND ensures it is right for others too.
3	Cognition and learning can impact children in making suitable progress – So we ensure that strong foundations are a priority.
4	School context: 25/26: 28 pupils on the register. 18 for SEND support (9.4% of the school, 64% of the register) 10 for EHCP and SENIF (5.2% of the school, 36% of the register). 26/27 (presently): 23 pupils on the register. 17 for SEND support (8.7% of the school, 74% of the register) 11 for EHCP and SENIF (5.6% of the school, 48% of the register).
5	24% of pupils have English as an additional language

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Investment in Bubble handwriting package as soon as available to focus on Early years -strong foundations in writing and confidence and fluency in ks2 (barrier 3). Handwriting practice books in EYFS	Targeted	£100
Widget package to be expanded to be accessible for more users and to support EAL learners (barriers 4 and 5).	Universal	£600
Staff training In supporting our strong foundations for all – Quality first teaching is seen as essential, and TAs are placed to support in classes where the need is greatest and also making EYFS and KS1 a priority building firm foundations for success (barrier 3). The use of Zones of Regulation to ensure pupils are able to self-regulate ready to learn in lessons (barrier 2).	Universal Universal	£6,070.75 £200

Additional resources to support social interaction and emotional regulation in outdoor spaces (barrier 2).	Targeted	£200
Provide ELSA sessions for two afternoons a week for pupils highlighted and referred onto the ELSA (barrier 1).	Targeted	£3200
Resources such as neutral backing for display boards, tripod grip pencils for F/S and KS1 (barrier 3).	Targeted	£235

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
To support learners across the school to develop strong foundations in early writing and reading.	Successful implementation across school of interventions for handwriting, bubble handwriting for KS2, handwriting practice books in EYFS. Quality Assurance through observations, book scrutiny governor learning walks, termly data drops and subject leader scrutiny of phonics and early writing shows an improving trend.
To develop adaptations and scaffolding across school. To reduce coloured backing on displays in classrooms so that many can be used as a working wall, as an aide to scaffolded support. To ensure that TA support is effectively used to enhance pupils to think and work independently with tools to support	Increased CPD on adaptive teaching. Quality assurance shows that widget is being used where appropriate, within each year group to provide planned scaffolds for pupils, particularly where pupils are on the SEND register or more vulnerable.
To use Zones of Regulation successfully to reduce barriers to communication and dysregulation, promoting pupils to equip themselves with strategies for different emotions.	Quality assurance - pupil and staff voice shows increased positive impact of Zones of Regulation.

To increase social interaction and self-regulation in outdoor spaces.	There will be an increase in the use of appropriate resources to support social interaction and self-regulation in outdoor spaces. Staff will be observant in encouraging socialisation of pupils if, and when it is needed.
To work with children and families to support social and emotional wellbeing and to reduce barriers to education. Through interactions of senior leaders, DSLs, all staff and particularly the ELSA.	Continued reduction in persistent absence for our most vulnerable. Referrals for Early Help completed in a timely fashion for those in need. Pupil and family voice show that those engaging in support, feel this has benefitted them.

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.