

Inclusion Strategy – St Saviour’s Catholic Primary and Nursery 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	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher and Governing Body
Inclusion Maintenance Fund Allocation (2026/27)	£9,091

Statement of intent

At St Saviour’s Catholic Primary and Nursery School, we are committed to ensuring that every child, particularly those with additional needs and SEND, experiences a school environment where they feel valued, are supported and able to thrive within an ambitious, inclusive mainstream education. Our vision is to create a culture at St Saviour’s where inclusion is not an additional provision for a small group of pupils, but the foundation of an excellent education for all. We believe that every child has strengths, potential and the right to access a rich curriculum alongside their peers, with barriers to learning identified early and removed through high-quality teaching, appropriate adaptations and effective partnerships with families and external professionals. These fundamental principles shape the teaching, learning and relationships across our school.

Our Inclusion Strategy reflects the Department for Education's vision for an inclusive education system and has been developed using the Inclusive Mainstream Fund (IMF) guidance. It is informed by the seven principles of effective inclusion and by evidence from the Education Endowment Foundation (EEF), particularly the guidance on Supporting Pupils with SEND in Mainstream Schools, which identifies high-quality teaching as the most important lever for improving outcomes for pupils with additional needs. The strategy also reflects the SEND Code of Practice (2015), the Equality Act 2010 and St Saviour’s commitment to relational, evidence informed practice.

Through this strategy we will continue to strengthen our universal provision so that inclusive practice is embedded in every classroom, whilst ensuring that targeted support is available where it is needed most. Our whole-school approach prioritises early identification, adaptive teaching, communication-rich classrooms and environments, inclusive curriculum design, positive relationships, pupil wellbeing and attendance. We recognise that improving inclusion benefits every pupil and that the expertise of all staff is fundamental to achieving this.

The strategy has been developed through evaluation of school improvement priorities, analysis of pupil needs and engagement with stakeholders. It will be reviewed annually to evaluate its impact on participation, progress and outcomes for all pupils, particularly those with SEND and additional needs.

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	An increasing number of pupils, particularly in our EY, require support to develop vocabulary, receptive and expressive language, communication and interaction skills. Universal language-rich teaching and targeted interventions are required to ensure pupils can fully access the curriculum.
2	Some pupils have had limited educational opportunities that affect their readiness to learn. We are committed to identifying these barriers early and providing ambitious, evidence-informed support that enables every pupil to access, participate in and succeed within our broad and balanced curriculum.
3	The complexity and prevalence of social communication and interaction needs has increased over time. Pupils benefit from predictable routines, visual supports, structured teaching approaches and opportunities to develop communication and independence within inclusive classrooms.
4	Some pupils experience barriers relating to emotional regulation, anxiety and wellbeing, affecting engagement and participation. Strong and positive relationships, consistent routines and graduated pastoral support help develop resilience, emotional regulation and trust, removing barriers to learning.
5	A small number of vulnerable pupils require additional support to improve attendance, develop positive relationships and experience a strong sense of belonging so they can fully participate in school life.

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	IMF Principle(s)	Activity type	Total budgeted cost
1. Sustain and continually refine high quality adaptive teaching so that provision remains responsive to the diverse and changing needs of all pupils, supported by ongoing professional development. Addresses barriers 1 and 2.	Supports IMF Principles 1 and 3. Informed by the EEF guidance 'Special Educational Needs in Mainstream Schools', which identifies high-quality teaching as the first response to meeting SEND, together with the EEF Five-a-Day approach.	Universal.	Core budget + IMF.
2. Further enhance communication rich classrooms through explicit vocabulary teaching, visual supports, use of Widgit symbols, oral rehearsal and structured talk. Addresses barriers 1, 2 and 3.	Supports IMF Principles 3 and 4. EEF evidence highlights language development as fundamental to learning and the DfE identifies communication as a predictable barrier that should be addressed through ordinarily available provision.	Universal.	Core budget + IMF.
3. Embed relational practice, emotional regulation approaches and inclusive behaviour systems to strengthen pupils' sense of belonging, participation and their attendance.	Supports IMF Principle 5. DfE guidance recognises that safe, respectful environments and strong relationships improve engagement, attendance and participation.	Universal.	Core budget.

Addresses barriers 3,4 and 5.			
4. Further enhance the use of our Personal Profiles, reasonable adjustments and adaptive classroom resources by continually reviewing and refining provision to meet pupils' evolving needs and barriers to learning, alongside their strengths and success; ensuring all pupils can access the same ambitious curriculum as their peers. Addresses barriers 1-5.	Supports IMF Principles 3, 4 and 7. The SEND Code of Practice and IMF guidance emphasise removing barriers through reasonable adjustments rather than reducing curriculum ambition.	Universal.	Core budget + IMF.
5. Deliver targeted interventions across the curriculum, which supplement, rather than replace, high-quality classroom teaching. Interventions will be selected using assessment information and regularly reviewed for impact. Addresses barriers 1-5.	Supports IMF Principles 2 and 3. This reflects EEF guidance that targeted interventions are most effective when carefully matched to need and delivered alongside high-quality teaching.	Targeted.	Core budget.
6. Improve attendance, participation and a sense of belonging for vulnerable pupils through relational practice, pastoral support and early intervention. Attendance, behaviour and participation information will be reviewed to identify barriers and evaluate impact. Addresses barriers 4 and 5.	Supports IMF Principle 5. DfE guidance recognises that inclusion should be evaluated through attendance, engagement, participation and belonging as well as attainment.	Universal and Targeted.	Core budget.

7. Monitor and evaluate the effectiveness of the Inclusion Strategy through learning walks, pupil voice, parent feedback, attendance, behaviour, SEND reviews and attainment information. Findings will inform future school improvement priorities. Addresses barriers 1–5.	Supports IMF Principle 1. DfE IMF guidance recommends ongoing evaluation to ensure resources strengthen ordinarily available provision and improve outcomes for pupils with SEND.	Universal.	Core budget.
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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
High-quality inclusive teaching is consistently embedded across the school.	Lesson observations, learning walks and book scrutinies demonstrate consistent implementation of adaptive teaching and inclusive classroom practice in line with our whole-school approaches.
Pupils with SEND and additional needs access the full curriculum alongside their peers.	Monitoring demonstrates that reasonable adjustments and adaptive strategies enable pupils to participate fully in lessons, enrichment opportunities and the wider school life.
Early identification of additional needs leads to timely support.	Ongoing assessment records, pupil progress meetings and SEND records show that needs are identified promptly and appropriate support is implemented at the earliest opportunity.
Improved attendance, engagement and sense of belonging for vulnerable pupils.	Attendance data, behaviour records, pupil voice and parent feedback demonstrate improved participation, wellbeing and belonging for identified pupils.
Improved outcomes for pupils with SEND and additional needs.	Assessment records demonstrate good progress from individual starting points. Provision is regularly reviewed and adapted in response to pupil progress.
Increased staff confidence and expertise in inclusive practice.	Monitoring demonstrates an increased confidence in implementing adaptive teaching, reasonable adjustments and inclusive classroom practice.
Strong partnerships with families and external professionals.	Parent feedback reports that they feel informed, involved and valued in decision-making, with collaborative planning evident through Personal Profiles and regular parent-teacher meetings.

Review of the previous academic year

This is the first year that St Saviour's has published an Inclusion Strategy using the Department for Education's Inclusive Mainstream Fund template. For this reason, there is no previous strategy against which to evaluate impact.

During the 2026–2027 academic year, leaders will collect evidence through learning walks, pupil voice, attendance information, behaviour data, SEND reviews and attainment information to evaluate the effectiveness of the strategy. This evidence will inform the annual review and future priorities for strengthening ordinarily available provision and improving outcomes for all pupils, particularly those with SEND and additional needs.

Further information (optional)

This Inclusion Strategy should be read alongside the following policies and documents, which together describe the St Saviour's whole-school approach to inclusion:

- SEND Policy
- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Objectives
- Supporting Pupils with Medical Needs Policy
- Attendance and Punctuality Policy
- Safeguarding Policy

These policy documents demonstrate St Saviour's School commitment to providing an ambitious, inclusive education where all pupils are supported to participate, achieve and develop independence.

This strategy will be reviewed annually by senior leaders and governors, taking account of feedback from pupils, parents, staff and external professionals, together with evidence from participation, behaviour, attainment and wider indicators of inclusion. Findings from the review will inform the next annual Inclusion Strategy and the school's continuing programme of school improvement.