

St Mary's CE Primary School Inclusion Strategy

Inclusion Strategy

This statement details St Mary's CE Primary School 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	Curriculum and Standards committee

Statement of intent

At St Mary's CE Primary School, inclusion is a fundamental principle that underpins every aspect of our work. Our ultimate objective is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND) and additional needs, are fully included, achieve their potential, and develop the confidence, skills, and independence needed for future success. We are committed to removing barriers to learning, promoting equality of opportunity, and fostering a sense of belonging where every child is valued and empowered to thrive.

Our inclusion strategy provides a whole-school framework for identifying and meeting need through high-quality teaching, targeted support, collaborative working, and ongoing evaluation. By focusing on early intervention, effective provision, and continuous improvement, we ensure that all pupils can access a broad, ambitious curriculum and participate fully in school life.

The strategy is underpinned by the following seven principles of inclusion:

1. **Ambitious leadership and governance that embeds inclusion**
School leaders and governors champion inclusion at every level, ensuring it is central to decision-making, school improvement planning, and the allocation of resources. Expectations for achievement and participation are high for all pupils.
2. **Evidence-based support prioritising early intervention**
We use robust assessment, monitoring, and evidence-informed practice to identify needs at the earliest opportunity and provide timely support that prevents barriers to learning from escalating.
3. **High-quality adaptive teaching with a curriculum designed for all learners**
Inclusive classroom practice is the foundation of our provision. Teachers adapt teaching, learning experiences, and resources to meet diverse needs while maintaining access to an ambitious and challenging curriculum.
4. **Enriching provision beyond the classroom that all children can access**
We ensure that extracurricular activities, educational visits, leadership opportunities, and wider school experiences are accessible to all pupils, enabling them to develop socially, emotionally, and personally.
5. **A safe and respectful culture fostering belonging, attendance, and participation in learning**
We promote a positive and nurturing environment where diversity is celebrated, relationships are strong, and pupils feel safe, respected, and motivated to attend, participate, and succeed.
6. **Strong partnerships with families and wider services**
We work collaboratively with parents, carers, governors, and external professionals to ensure that support is coordinated, effective, and centred on the needs and aspirations of each child.
7. **Inclusive environments with continuous improvements to accessibility**
We continually review and improve our physical, sensory, communication, and learning environments to ensure that all pupils can access and engage fully with every aspect of school life.

Through these principles, our inclusion strategy ensures that every pupil is supported to belong, participate, achieve, and flourish within an inclusive school community where diversity is recognised as a strength and every learner matters.

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	Inconsistent quality of adaptive teaching across classrooms
2	Speech, language and communication difficulties affecting curriculum access
3	Pupils struggling to regulate emotions and behaviour, impacting participation
4	Physical or sensory barriers within the learning environment
5	Gaps in reading, literacy and curriculum access
6	Staff confidence in meeting diverse SEND needs

Activity in this academic year 2026-27

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>
Deliver whole-school CPD on adaptive teaching, scaffolding, metacognition and inclusive classroom practice. This is also includes the instructional coaching programme in school.	Universal	£13,500
Staff training on communication-friendly classrooms; use visual supports, vocabulary pre-teaching and targeted language interventions.	Targetted	£8,000
Enhance the relational practice training, nurture approaches, regulation resources and targeted emotional wellbeing support. This will then be incorporated into a whole school relational behaviour policy.	Universal	£4,000
Improve accessibility through environmental adaptations, sensory resources and inclusive classroom layouts.	Universal	£15,000
Further enhance and develop the school inclusion base	Targetted	£80,000

Create an ongoing inclusion CPD programme and targeted interventions; supported by SEND specialists, EEF inclusive practice resources and coaching	Universal	£60,000
SENDCO weekly release time for monitoring and management time.	Universal	£12,000

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
Consistent use of adaptive teaching strategies across all classrooms through monitoring and learning walks	- Pupils across school make the expected progress and attainment from their individual starting points. - Pupil voice and progress data indicate that pupils with SEND and additional needs are increasingly able to access learning, participate confidently and make expected progress within the classroom - Learning walks and lesson observations show adaptive teaching strategies are consistently evident in all classes.
Behaviour incidents and exclusions involving pupils with additional needs remain lower than national expectations.	- Learning walks and behaviour monitoring will show that staff consistently apply agreed inclusive behaviour and regulation strategies - Individual behaviour support plans will show measurable improvement against personalised targets - Pupil and parent surveys will evidence that pupils feel safe and happy in school. - Fixed-term suspensions will remain low in 2026-27.
All staff support the inclusion strategy confidently which has led to a sense of belonging for all pupils.	Attendance rates for all pupils and those with SEND are at least in line with national averages by 2026-27

	• Pupil and parent surveys evidence that their child has sense of belonging at St Mary's CE Primary School. • Staff surveys, learning walks and monitoring activities will demonstrate increased confidence and consistent application of inclusive practices across classrooms and wider school provision.
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