Inclusion Strategy
St Thomas More 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	1 September 2026
Date on which it will be reviewed	1 September 2027
Statement authorised by	Headteacher: Mrs P Le Breton ASIP: Mr N Fox

Statement of intent

Our Vision for Inclusion

We are committed to ensuring that every pupil, regardless of need, background, or starting point, receives a high-quality, inclusive education that enables them to thrive spiritually academically, socially, and emotionally.

The school's notional SEND budget and Inclusion funding (£192,227.26) will be primarily targeted towards strengthening our universal and targeted provision for pupils with SEND and additional needs.

Priority will be given to developing SEMH and nurture provision, recognising the increasing levels of anxiety, EBSA and emotional regulation needs across the school.

Funding will also support teaching assistant capacity, enabling timely interventions and effective classroom support for pupils with SEND and those who are disadvantaged. Investment in staff training and adaptive teaching will strengthen Quality First Teaching, ensuring that all pupils can access learning successfully.

Resources will also be allocated to early identification systems including provision mapping software, attendance support (working in partnership with the local authority) and inclusive curriculum adaptations to ensure barriers to learning are identified and addressed at the earliest opportunity. This approach reflects the school's commitment to inclusive practice and provides the strongest return on investment against our identified barriers to learning

Key Objectives

- To ensure that inclusion and equality of opportunity is understood to be the responsibility of all staff.
- A collective commitment that Quality First Teaching is the first step in meeting all pupil needs.
- To have clear mechanisms in place for early identification and intervention, with full involvement of pupils and parents/carers and effective systems to evaluate impact.
- A collective understanding that pupil wellbeing underpins achievement.
- To have consistently high expectations for all pupils so that all are enabled to make strong progress.

Context

Number on roll: 384
Disadvantaged pupils: 16%
SEND K: 21.7% 83 chn
SEND EHCP: 6.25% 21 chn (2 pending)
EAL: 12.5% 48 chn
LAC: 0.7% 3 chn
Young Carers: 1.5% 6 chn

Key Challenges

- Rising SEMH needs.
- Delayed speech and language development on entry.
- Persistent absence among vulnerable groups and rising rates of EBSA.
- Substantial proportions of EHCP and SEND K pupils with ASD.
- A significant cohort of Young Carers.
- Pupils requiring support with SEMH

Strengths

- Experienced teachers with strong subject expertise.
- Very effective safeguarding systems to ensure the welfare of all pupils and a good understanding of contextual safeguarding challenges.
- Strong pastoral support across the school and effective work with families (especially our most vulnerable).
- Highly skilled SENCO and Teaching Assistants.
- Effective inclusion-related CPD programme.

- Strong leadership in relation to Pupil Premium pupils; this cohort has rising attendance and improving outcomes.
- Trust support for leadership of inclusion: attendance, wellbeing and use of notional SEND, PP and IMF funding.
- Whole school attendance is above national.
- Attainment for KS 2– above national for combined, reading, writing and maths.

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	Some inconsistency in use of adaptive teaching for some teachers/classes.
2	Local systems mean there is often late identification of SEND needs.
3	Marginal gap in attendance and persistent absence for disadvantaged pupils.
4	Limited access to structured SEMH support in the face of rising anxiety and SEMH needs.
5	Further focus needed on ensuring that pupils with part-time timetables have effective curriculum provision and are subject to regular review.
6	Attendance for Pupil Premium pupils is 94.63% (but above national) compared to whole school 96.63% and SEND pupils 95.91%.

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.

Recommended Spending Plan (£192,227.26)

Description of activity	Activity type / rationale	Total budgeted cost
SEMH/Nurture Provision/ELSA (HLTA, SENDCo, SENDCo assistant, 2 additional LSAs in year group)	**Targeted** – SEMH is identified as the most significant challenge, with increasing anxiety, EBSA and a need for alternative provision. This impacts attendance, behaviour and learning. This investment aligns with EEF guidance emphasising the importance of creating positive, supportive learning environments and promoting pupil wellbeing to improve engagement and participation for vulnerable learners. [educatione...ion.org.uk]	£104,977.30
Additional Teaching Assistant Support	**Targeted** – Supports pupils with SEND K, ASD and communication difficulties and enables interventions and classroom inclusion. Deployment is informed by EEF guidance which recommends that teaching assistants supplement rather than replace teacher instruction and are used to scaffold independence and deliver structured support. [educatione...ion.org.uk]	£51,026.34
Adaptive Teaching and Inclusion CPD	**Universal** – Addresses the identified inconsistency in adaptive teaching and improves Quality First Teaching for all pupils. This reflects EEF guidance that pupils with SEND have the greatest need for excellent teaching and that adaptive teaching should be responsive to	£5,000

	pupil need whilst maintaining high expectations. [educatione...ion.org.uk], [educatione...ion.org.uk]	
Early Identification and Assessment	**Universal** – SEND screening, assessment tools, benchmarking, provision mapping and external advice. This aligns with EEF Recommendation 2: developing an ongoing, holistic understanding of pupils and their needs to ensure support is implemented at the earliest opportunity. [educatione...ion.org.uk]	£11,446.94
Attendance and Family Support	**Universal** – Contribution towards pastoral support, attendance interventions and support for vulnerable families, including local authority support. This reflects EEF evidence that improving attendance requires strong relationships with families, early identification of barriers and targeted support for those at risk of persistent absence. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net]	£10,000
Inclusive Curriculum Resources	**Universal** – Provision mapping software, assessment resources and trackers, learning platforms, education apps, visual supports, adapted resources, sensory equipment, communication tools and assistive technology. This supports EEF SEND guidance promoting strategies that enable pupils to access high-quality teaching and participate fully in the curriculum. [educatione...ion.org.uk]	£6,604.89
Staff Training for SEMH, Trauma and Autism	**Targeted** – Builds school-wide capacity and reduces reliance on external support. Includes KCSP training/CPD, positive handling	£5,000

	training, EP and Outreach support. This reflects EEF guidance that sustained professional development and effective implementation are essential to improving outcomes for pupils with SEND and additional needs. [educationе...ion.org.uk], [educationе...ion.org.uk]	

Total allocation - £194,055.47

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
Adaptive Teaching and Staff Development: Deliver a sustained programme of adaptive teaching CPD, instructional coaching and modelling of effective inclusive practice to strengthen Quality First Teaching for all pupils, particularly those with SEND.	• 90% of lessons demonstrate effective adaptive teaching strategies. • Increased staff confidence in meeting SEND needs through coaching and CPD. • SEND pupils make strong progress from their starting points.
Early Identification and Intervention: Strengthen early identification systems through screening, assessment, provision mapping and half-termly pupil progress reviews to ensure support is implemented promptly.	• Needs identified at the earliest possible stage. • Timely implementation of support and intervention plans. • Reduced number of late EHCP requests. • Parents report confidence in the school's response to identified needs.
Attendance and Family Support: Provide targeted attendance intervention, family support and pastoral guidance for vulnerable pupils, particularly those with SEND, Pupil Premium and EBSA-related needs.	• Whole-school attendance improves to 97% (96.63%). • Persistent absence reduces to 4.5% (5.33%). • Pupil Premium attendance improves to 96% (94.63%). • Pupil Premium persistent absence reduces to 10% (13.33%). • Authorised absence reduces to 1% (2.23%). • Unauthorised absence reduces to 0.5% (1.05%).

SEMH and Nurture Provision: Develop a sustainable SEMH offer through nurture provision, targeted interventions, HLTAs and specialist support for pupils experiencing emotional, behavioural and mental health difficulties.	• Improved pupil wellbeing evidenced through pupil voice and pastoral records. • Reduced waiting time for SEMH support. • Improved engagement in learning for identified pupils. • Reduced timescales for pupils returning from part-time to full-time timetables.
Behaviour, Inclusion and Pastoral Support: Strengthen inclusive behaviour systems through restorative approaches, emotional regulation support, staff training and targeted pastoral intervention.	• Reduction in suspensions and repeated behaviour incidents. • Improved wellbeing outcomes evidenced through pupil voice. • Increased engagement and participation of pupils identified as vulnerable. • Staff report greater confidence in supporting dysregulated pupils.
Curriculum Inclusion and Access: Improve curriculum accessibility through adapted resources, visual supports, assistive technology, targeted intervention groups and enhanced support for pupils.	• Improved attainment and progress for targeted pupils. • Increased access to the full curriculum for pupils with SEND. • Improved engagement in lessons and learning activities. • A greater proportion of pupils successfully reintegrate into full-time provision. Evidence for Learning app to document the learning journey of children with Communication and Language difficulties.

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)

Monitoring and Review

- Regular monthly review of Inclusion Strategy at SLT meetings.
- LGC oversight via Inclusion/SEND Link LGC Member.
- Lesson observations, learning walks and department reviews focused on inclusion strategies and impact.
- Reporting to Trust via ASIP visits.

Impact Measures

- Improved attendance, attainment and progress for SEND/disadvantaged pupils.
- Reduction in suspensions and behaviour incidents.
- Improved attendance data and reduced persistent absence across the whole school.
- Positive wellbeing outcomes in pupil and parent voice feedback.