

St Catherine's C of E Primary School

Inclusion Action Plan 2026/27 – At a Glance

Linked to our Inclusion Strategy 2026–2029: Every Child Flourishing

Our focus for 2026/27

This annual action plan identifies the key actions for 2026/27 arising from the **Inclusion Strategy 2026–2029**, the school's self-evaluation and the needs of the current cohort. It supports the seven Trust themes for inclusive practice through St Catherine's approach:

RECOGNISE → REMOVE → INCLUDE → EMPOWER

Priority	Key actions 2026/27	Lead / Review	Success / Impact
1. Strengthen early identification and intelligent use of information	• Bring together progress, attendance, behaviour, engagement and wellbeing information to identify emerging barriers and vulnerable pupils early. • Use regular inclusion discussions to agree actions and review impact. • Ensure pupil profiles clearly identify strengths, barriers, reasonable adjustments and effective strategies. • Use the graduated response consistently where SEND is identified.	SLT / SENDCo Half-termly	Emerging needs and patterns are identified promptly. Support is matched to the identified barrier and reviewed for impact. Staff can confidently identify and use agreed strategies and reasonable adjustments.
2. Develop meaningful assessment for pupils with complex needs	• Continue to develop effective use of the Engagement Model where appropriate. • Introduce developmental journals for identified pupils where these provide a meaningful way of evidencing progress. • Develop an autism	SENDCo / Class Teachers Termly	Identified pupils have assessment approaches matched to their needs. Small but meaningful steps of progress are visible and inform teaching, provision and next steps. Staff and families have a clearer

	progression framework to support assessment and next-step planning where appropriate. • Use appropriate assessment approaches for pupils working significantly below age-related expectations or following highly personalised pathways.		understanding of individual progress.
3. Further develop inclusive and adaptive teaching	• Use STEPLab coaching and deliberate practice to strengthen precise formative assessment and responsive teaching. • Develop consistent use of modelling, scaffolding, communication support and reasonable adjustments. • Ensure additional adults scaffold learning while promoting pupil independence. • Include accessibility and the experiences of pupils with SEND and other vulnerabilities within subject and curriculum monitoring.	SLT / Subject Leaders / SENDCo Termly	Monitoring demonstrates increasingly precise adaptation in response to pupil need. Pupils with SEND and other barriers successfully access ambitious learning alongside their peers wherever appropriate. Adult support promotes increasing participation and independence.
4. Strengthen outcomes for disadvantaged and vulnerable pupils	• Use assessment and provision mapping to identify specific barriers and gaps for disadvantaged and vulnerable pupils. • Target teaching and additional provision according to identified need, including the current	SLT / PP Lead / SENDCo / EYFS Lead Half-termly	Disadvantaged and vulnerable pupils make strong progress from their individual starting points. Identified gaps reduce over time. Leaders can demonstrate the impact of targeted provision and

	disadvantaged gap within EYFS. • Ensure targeted interventions have a clear purpose, starting point and review of impact. • Adapt or discontinue provision where evidence shows insufficient impact.		funding rather than participation in intervention alone.
5. Develop participation and accessibility	• Monitor the participation of pupils with SEND, disadvantaged pupils and other vulnerable groups in trips, clubs, sport, enrichment, leadership and wider school opportunities. • Identify physical, sensory, communication, emotional or financial barriers to participation and make reasonable adjustments where appropriate. • Consider accessibility within classrooms and shared environments as part of ongoing monitoring.	SLT / SENDCo / Subject & Curriculum Leaders Termly	Vulnerable pupils have equitable access to the wider life of the school. Patterns of under-representation are identified and acted upon. Reasonable adjustments increase access and meaningful participation.
6. Strengthen pupil and family influence	• Embed the ‘You asked, we acted...’ approach and parent/pupil forum. • Develop accessible approaches to pupil voice, including for pupils with SEND and those who communicate differently. • Ensure pupil and family views contribute to planning and reviewing individual provision. • Use feedback to inform wider developments	SLT / SENDCo / Named Governor Termly	There is clear evidence that pupil and family views influence provision and school development. Families understand the support being provided. The views of pupils who cannot readily access conventional surveys or discussion are represented meaningfully.

	in inclusive practice.		
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Monitoring and Review

Progress will be reviewed termly by SLT and governors, drawing on:

- progress and attainment
- individual SEND outcomes
- attendance and persistent absence
- behaviour and suspensions
- engagement
- participation
- pupil voice
- parent/carer voice
- independence
- successful transitions

Evaluation will consider both group-level information and individual pupil evidence, recognising the limitations of percentage measures where cohorts are small.

The impact of this plan will inform the school's SEF, annual review of the Inclusion Strategy and priorities for the 2027/28 Inclusion Action Plan.

Every Child Flourishing

RECOGNISE strengths, needs and barriers early.

REMOVE barriers through thoughtful adaptation and timely support.

INCLUDE pupils meaningfully in learning and wider school life.

EMPOWER pupils to develop confidence, communication and independence.