

St Catherine's C of E Primary School

Inclusion Strategy 2026–2029

Every Child Flourishing

Vision

At St Catherine's, inclusion means recognising every child as an individual and creating the conditions in which they can flourish.

As a Church of England primary school, we are committed to providing an education in which every pupil is welcomed, valued and able to access rich, ambitious and meaningful opportunities. Our inclusive approach reflects our Christian vision and our commitment to dignity, compassion, aspiration and responsibility towards others.

We recognise that children may experience barriers to learning, wellbeing or participation for many different reasons. These may include special educational needs and disabilities (SEND), disadvantage, involvement with children's social care, attendance difficulties, emotional or mental health needs, communication needs, physical or sensory needs, English as an additional language, family circumstances or changes within a child's life. Our approach is based on knowing our children and families well, recognising strengths and barriers early and responding in ways that enable pupils to participate meaningfully in the life of their class and school.

We recognise that equality does not mean giving every child the same. Equity means understanding individual strengths, needs and circumstances and making appropriate adaptations, reasonable adjustments and provision so that pupils have equitable opportunities to learn, participate and make meaningful progress from their starting points. Our ambition is simple:

Every Child Flourishing.

Our Approach to Inclusion

At St Catherine's, four commitments provide a shared approach to inclusive practice:

RECOGNISE

Know the child.

We recognise individual strengths, needs and barriers and seek to identify emerging difficulties early.

REMOVE

Address the barrier.

We consider what can reasonably change within teaching, provision, the environment or wider school experience to improve access and participation.

INCLUDE

Create meaningful opportunities.

We enable pupils to participate in ambitious learning, relationships and the wider life of St Catherine's.

EMPOWER

Develop the individual.

We support pupils to develop communication, confidence, self-awareness, regulation and increasing independence.

Recognise → Remove → Include → Empower

These four commitments provide St Catherine's distinctive approach to inclusion and are reflected across the seven themes for inclusive practice adopted across An Daras Trust.

Our Inclusion Principles

At St Catherine's:

- Inclusion is the responsibility of every member of staff and a strategic priority for leaders and governors.
- High-quality inclusive and adaptive teaching is the foundation of provision for all pupils.
- We maintain high expectations while recognising that pupils may require different approaches, resources, adaptations or levels of support to succeed.
- We seek to identify and respond to barriers early rather than waiting for difficulties to become established.

- Where pupils require additional or different provision because of SEND, we use a graduated Assess – Plan – Do – Review approach.
- Reasonable adjustments are made according to individual need and reviewed as needs change.
- Attendance, engagement, behaviour, wellbeing and progress are considered together when developing our understanding of a child.
- Behaviour may communicate an underlying need, difficulty or barrier and will be considered within the wider context of the child.
- Pupils should have access to an ambitious, broad and balanced curriculum, with appropriate adaptations made to support successful participation.
- Support should develop pupils' skills and independence rather than create unnecessary reliance on adults.
- Difference is recognised, understood and valued, and respectful relationships are promoted throughout the school.
- Pupils should feel safe, know how to seek help and have access to trusted adults when they need support.
- The views of pupils and families are central to understanding need, planning provision and evaluating its impact.
- Inclusion extends beyond lessons to friendships, play, educational visits, residential, clubs, sport, performances, leadership opportunities, collective worship and the wider life of the school.
- Decisions about provision are informed by evidence of need and impact rather than diagnosis alone.

Our Seven Areas of Inclusive Practice

Our four commitments are brought to life through seven interconnected areas of inclusive practice.

1. Ambitious Leadership and Governance

Inclusion is a whole-school responsibility.

The Head of School, Executive Headteacher, SENDCo and wider leadership team maintain strategic oversight of inclusion and consider the experiences and outcomes of pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care and others experiencing barriers to learning or wellbeing.

The SENDCo contributes to strategic school development as well as coordinating the graduated response and statutory SEND processes.

Subject and curriculum leaders are responsible for considering how pupils with SEND and other vulnerabilities access, participate and make progress within their curriculum areas. Inclusion is therefore not the responsibility of the SENDCo alone.

Governors maintain strategic oversight of inclusion and consider information relating to:

- SEND and the effectiveness of provision.
- Disadvantage.
- Attainment and progress.
- Progress from individual starting points.
- Attendance and persistent absence.
- Behaviour and suspensions.
- Participation in wider opportunities.
- Pupil and parent/carer voice.
- Equality and accessibility.

Funding, including SEND and Pupil Premium funding, will be used strategically to address identified barriers and improve outcomes.

Leaders will use school self-evaluation, monitoring and the annual Inclusion Action Plan to identify priorities for further development.

2. Evidence-Based Support and Early Intervention

RECOGNISE the child and respond early

Effective inclusion begins with knowing our pupils well.

We recognise that barriers may become apparent through changes in progress, communication, behaviour, emotional regulation, attendance, relationships, wellbeing or engagement.

We will:

- Use assessment, observation and professional knowledge to recognise emerging strengths and needs.
- Listen to pupils and families and value their knowledge and experiences.
- Use effective transition arrangements when children enter St Catherine's and as they move between classes, key stages and schools.

- Consider information about attendance, engagement, behaviour, wellbeing and progress together to identify emerging patterns.
- Maintain clear and current pupil profiles where individual strategies and reasonable adjustments are required.
- Use appropriate assessment approaches for pupils working significantly below age-related expectations or following highly personalised pathways.
- Use the statutory Engagement Model where this is appropriate.
- Recognise that presenting behaviour may indicate an underlying communication, learning, sensory, emotional or environmental need.
- Seek advice from specialist professionals when school-based assessment indicates that further expertise is required.
- Review interventions and additional provision to establish whether they are making a meaningful difference.

Where SEND is identified, the graduated Assess – Plan – Do – Review approach will be used to understand need, agree outcomes, plan provision and evaluate its impact.

A diagnosis is not required before appropriate school-based support or reasonable adjustments can be considered.

Our aim is for support to be timely, proportionate and increasingly precise.

3. High-Quality Teaching for All

REMOVE barriers within everyday teaching

High-quality inclusive and adaptive teaching is the foundation of our approach.

We aim for pupils to access the same ambitious curriculum as their peers wherever this is appropriate, while recognising that the route to successful learning may look different for individual children.

Inclusive classroom practice may include:

- Clear explanations, modelling and worked examples.
- Appropriate scaffolding.
- Effective formative assessment.
- Retrieval and opportunities for overlearning.
- Flexible grouping according to learning need.
- Adapted language and communication.
- Visual supports and structured routines.

- Pre-teaching of key knowledge or vocabulary.
- Adapted resources or methods of recording.
- Assistive technology.
- Sensory and regulation support.
- Appropriate levels of challenge.
- Additional processing time.
- Purposeful deployment of additional adults.

Teachers remain responsible for the progress and participation of all pupils in their class, including pupils receiving additional support.

Where targeted or specialist provision is required, this should complement high-quality classroom teaching rather than unnecessarily replace access to it.

Additional adults will scaffold learning and participation while creating opportunities for pupils to develop confidence and increasing independence.

Developing our staff

Inclusive practice depends upon knowledgeable and confident staff.

Professional development will respond to the needs of the school's current cohort and may include:

- Adaptive teaching.
- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health needs.
- Sensory and physical needs.
- Emotional regulation.
- Reasonable adjustments.
- Effective use of additional adults.
- Supporting independence.

Coaching, modelling, professional discussion, specialist advice and formal training will be used to strengthen inclusive practice within everyday teaching.

4. Accessible and Enriching Provision Beyond the Classroom

INCLUDE pupils in the whole life of St Catherine's

Being included means more than being physically present in a classroom.

We want pupils to be active members of their class and school community and to experience the relationships and wider opportunities that make primary education rich and memorable.

We will consider access to:

- PE and sport.
- Educational visits and residential.
- Clubs and extracurricular activities.
- Outdoor learning.
- Music, arts and performances.
- Collective worship and school celebrations.
- Pupil leadership and school council.
- Social times and play.
- Community activities.
- Wider curriculum and enrichment opportunities.

Where a pupil experiences a barrier to participation, we will consider reasonable and proportionate adaptations rather than beginning from an assumption that the child cannot participate.

This may include consideration of communication, sensory, physical, emotional, medical or financial barriers.

We will increasingly monitor participation across vulnerable groups so that patterns of under-representation can be recognised and addressed.

5. A Safe and Respectful Culture

INCLUDE, understand and support

Children are most able to flourish when they feel safe, respected and understood.

St Catherine's promotes a culture in which difference is valued and pupils are supported to develop positive relationships, emotional awareness and respect for themselves and others.

We recognise that behaviour, attendance and emotional wellbeing cannot always be understood in isolation. Where concerns arise, staff will consider what the child may be communicating and whether an unmet need or barrier is contributing.

We will:

- Maintain clear, consistent and relational expectations.

- Promote respectful relationships and challenge discrimination, bullying and exclusion.
- Support pupils to develop emotional literacy and regulation.
- Provide appropriate opportunities and spaces for regulation where required.
- Ensure pupils know how and where to seek help.
- Use trusted relationships to support pupils experiencing vulnerability.
- Work with pupils and families where anxiety, SEND, emotional need or other circumstances create barriers to attendance.
- Make reasonable adjustments to behaviour and attendance approaches where appropriate.
- Consider safeguarding, SEND, wellbeing and contextual information together when this is relevant to understanding a child.
- Support successful reintegration following absence, suspension or periods of reduced access where required.

The aim is not simply for children to be present, but for them to feel safe enough to engage, participate and flourish.

6. Strong Partnerships with Families and Services

RECOGNISE expertise and work together

Families are essential partners in inclusion.

We will:

- Listen to parents and carers and value their knowledge of their child.
- Communicate openly and sensitively about strengths, needs, provision and progress.
- Involve families in planning and reviewing additional provision.
- Endeavour to ensure families understand the support being provided and the reasons for it.
- Celebrate progress and success alongside discussing concerns.
- Seek feedback about families' experiences of inclusion at St Catherine's.
- Provide opportunities for families to influence wider school development.
- Use approaches such as 'You asked, we acted...' to demonstrate how feedback has informed practice.

Where additional expertise is required, we will work collaboratively with relevant education, health and social care professionals, the local area partnership, the Virtual School where appropriate and Trust specialist services.

External advice will be considered carefully and used to develop and strengthen the provision pupils receive within school.

Effective partnership does not mean that all parties will always agree. Where views differ, communication will remain respectful, transparent and focused on the child's strengths, needs and outcomes.

7. Inclusive Environments and Accessibility

REMOVE environmental barriers

We recognise that the physical, sensory and communication environment can either create or reduce barriers.

We will regularly consider:

- Physical accessibility.
- Classroom organisation.
- Levels of visual and sensory stimulation.
- Quiet and regulation spaces.
- Communication-friendly environments.
- Accessible signage and visual supports.
- Adapted furniture and equipment.
- Assistive technology.
- Accessibility of learning resources and information.
- The individual accessibility needs of pupils participating in the wider life of the school.

Adaptations will be made according to identified need rather than applying the same approach to every child.

Our Accessibility Plan supports longer-term improvements to curriculum access, the physical environment and accessible information.

Accessibility will also be considered when planning changes to buildings, curriculum provision, communication systems and wider school opportunities.

Empowering Our Pupils

EMPOWER children to understand themselves and become increasingly independent

Our ultimate aim is not simply to provide support, but to help children develop the skills and confidence they need to participate increasingly independently in school life.

We recognise that independence will look different for different children.

We will:

- Help pupils recognise and celebrate their individual strengths.
- Develop communication skills and provide appropriate communication systems where required.
- Teach pupils ways to communicate when they need help, clarification, additional processing time or a break.
- Support emotional literacy, self-awareness and regulation.
- Give pupils meaningful choices and opportunities to express their views.
- Develop independence in learning and everyday routines.
- Ensure adult support promotes participation rather than unnecessary dependence.
- Involve pupils in planning and reviewing support in ways appropriate to their age and development.
- Recognise and celebrate progress from individual starting points.
- Prepare pupils carefully for transitions between classes, schools and phases of education.

Pupil voice will be accessible. We recognise that spoken discussion and written questionnaires will not be appropriate for every child, and approaches will be adapted so that pupils who communicate differently can meaningfully contribute.

Transitions

Transitions can create particular barriers for some pupils and are therefore an important part of inclusive practice.

We will plan proactively for:

- Entry into nursery or Reception.
- Movement between classes and key stages.
- Changes of staff or learning environment.
- Entry to St Catherine's during the school year.
- Reintegration following significant absence or periods of reduced access.

- Transition to secondary education.
- Changes in placement where these are agreed to be necessary.

For pupils requiring additional support, transition planning will involve the pupil, family, relevant staff and external professionals where appropriate.

Information about strengths, needs, successful strategies and reasonable adjustments will be shared effectively so that support does not unnecessarily begin again at each transition point.

Monitoring the Impact of Our Strategy

We will evaluate inclusion using a broad range of evidence rather than relying on attainment data alone.

This will include:

- Academic attainment and progress.
- Progress from individual starting points.
- Progress towards SEN Support and EHCP outcomes.
- Attendance and persistent absence.
- Behaviour and suspension information.
- Engagement in learning.
- Participation in trips, clubs, sport and enrichment.
- Pupil voice.
- Parent/carer voice.
- Independence and communication.
- Successful transitions.
- The impact of reasonable adjustments and additional provision.

Leaders will consider patterns between groups while recognising that percentages for small cohorts must be interpreted carefully. Individual pupil evidence will therefore remain important when evaluating the experiences and outcomes of vulnerable pupils.

Governors will receive regular information about the impact of the strategy and provide appropriate support and challenge.

Strategic Priorities 2026–2029

St Catherine's already has established strengths in inclusive practice. During the lifetime of this strategy, our priorities are to further develop and refine this provision.

1. Strengthen early identification and intelligent use of information

Develop increasingly coherent systems for recognising emerging barriers through assessment, observation, pupil and family voice, attendance, behaviour, engagement and progress information.

2. Further develop inclusive and adaptive teaching

Continue to strengthen formative assessment, adaptive teaching and staff expertise so that a wide range of pupils can successfully access ambitious learning within their classrooms.

3. Develop meaningful assessment for pupils with complex needs

Ensure pupils working significantly below age-related expectations or following highly personalised pathways have appropriate assessment systems which recognise and demonstrate meaningful progress from their individual starting points.

4. Strengthen outcomes for disadvantaged and vulnerable pupils

Use evidence to identify specific barriers and gaps, provide appropriately targeted support and evaluate whether provision is improving pupils' learning, participation, attendance and wider experiences.

5. Develop participation and accessibility

Develop our understanding of how pupils with SEND and other vulnerabilities access the wider curriculum, enrichment and school life and respond where barriers or patterns of under-representation are identified.

6. Strengthen pupil and family influence

Develop accessible and meaningful opportunities for pupils and families to contribute to individual provision and wider school development, including pupils who communicate in different ways.

From Strategy to Action

This strategy sets the direction for inclusion at St Catherine's from 2026–2029.

It should be read alongside relevant school documents, including the:

- SEN Information Report.
- SEND Policy.
- Accessibility Plan.
- Pupil Premium Strategy.
- Attendance Policy.
- Behaviour Policy.

- Safeguarding and Child Protection Policy.
- Equality information and objectives.
- School Improvement and Self-Evaluation processes.

A separate annual Inclusion Action Plan will identify the specific priorities, actions, responsibilities, timescales and success measures for each academic year.

Annual priorities will be informed by school self-evaluation, pupil outcomes and experiences, current cohort needs, pupil and family voice and Trust and local priorities.

This enables St Catherine's to respond to changing cohorts and emerging needs while maintaining a consistent strategic direction.

The strategy will be reviewed annually and formally evaluated at the end of its three-year period.

Every Child Flourishing

At St Catherine's we will:

RECOGNISE

the individual child, their strengths, needs and the barriers they may experience.

REMOVE

barriers through thoughtful adaptation, reasonable adjustments and appropriate support.

INCLUDE

children meaningfully in ambitious learning, relationships and the wider life of their school.

EMPOWER

children to develop confidence, communication, self-awareness and increasing independence.

Through these commitments, and through our shared responsibility for inclusive practice, we aim to create a school in which every child is known, valued, supported and given the opportunity to flourish.