Inclusion Strategy Template

Inclusion Strategy – Our Lady's 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	2026-2028
Date this statement was published	11th November 2026
Date on which it will be reviewed	11th November 2027
Statement authorised by	Isabel Quinn (Headteacher)

Statement of intent

At Our Lady's Catholic Primary School, our vision is that every child will develop their unique potential and open their minds to what is possible. We are committed to ensuring that every pupil, including those with Special Educational Needs and Disabilities (SEND), additional needs, and those learning English as an Additional Language (EAL), feels valued, included and empowered to succeed. We recognise that some pupils face additional barriers to learning and participation, including SEND, communication and language needs, emotional wellbeing challenges, attendance difficulties and other vulnerabilities.

At Our Lady's, inclusion is not a separate provision but a fundamental principle that underpins everything we do. Through promoting inclusion for all, we provide the very best educational experience and support pupils' academic, social, emotional and personal development so they are prepared to contribute fully to life in modern Britain. Our ultimate objective is that all pupils, including those with SEND and additional vulnerabilities, make strong progress from their starting points, access learning successfully, participate fully in school life and achieve outcomes that reflect their individual potential. We want every pupil to feel safe, included and valued, developing

the confidence, independence and resilience needed to become active members of their community and be well prepared for the next stage of their education.

Our strategy works towards these objectives through high-quality teaching, adaptive practice, inclusive learning environments, specialist provision, targeted intervention and strong pastoral support. Through purposeful use of technology, effective partnerships with external agencies and a commitment to removing barriers to learning and participation, we strive to ensure that every pupil can access an ambitious curriculum and experience success. We are committed to continually reviewing and developing our inclusive practice. Our strategy is informed by the needs of our pupils, the expertise of our staff, evidence-informed approaches and our ongoing commitment to removing barriers to learning and participation. Our commitment to inclusion is underpinned by our core values and curriculum drivers.

Our ultimate objective is to create a school where every child belongs, participates and thrives. We recognise that every child is unique and that effective inclusion requires us to understand individual strengths, identify barriers early and provide the support needed for every pupil to succeed. Through our SEND Identification, Speech and Language Needs assessment and EAL provision, pupils receive the right support at the right time whilst remaining fully included within the life of the school. This approach is informed by national evidence and research.

The Education Endowment Foundation (EEF) identifies high-quality teaching, effective identification of need and carefully targeted support as the most effective approaches to improving outcomes for pupils with SEND. Similarly, the Inclusion in Practice Emerging Insights Report highlights five key features of inclusive schools: knowing children well, early and often; high-quality evidence-informed teaching; coherent targeted support; strong partnerships; and inclusion as a strategic whole-school responsibility. These principles are reflected in Our Lady's Catholic Primary School Teaching and Learning Policy, SEND Policy and wider inclusion practices.

Our approach is underpinned by the seven principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high-quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

Through ongoing reflection, evaluation and partnership, we will continue to develop an inclusive culture where every child is able to thrive, contribute and succeed as a valued member of Our Lady's Catholic Primary School community.

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	Growing numbers of pupils enter school with delays in communication, language, social interaction and school readiness. Assessment information, classroom observations and engagement with families indicate that these barriers can affect pupils' ability to communicate effectively, regulate emotions, build relationships and access learning successfully from the earliest stages of education.
2	A growing number of pupils experience difficulties with emotional regulation, sensory processing, attention, engagement and self-regulation. These barriers can impact readiness to learn, participation, attendance, independence and successful access to classroom learning and wider school experiences.
3	The complexity of pupil need is increasing. A greater number of pupils require personalised support, specialist provision, adaptive teaching approaches and targeted intervention in order to access learning, communicate effectively and participate fully in school life.
4	Some pupils experience significant barriers to communication, participation and independence due to speech, language and communication needs, neurodiversity, physical needs or other additional needs. These barriers can affect access to the curriculum, social interaction, self-advocacy and pupil wellbeing.
5	Some pupils require adaptations to learning environments, resources and methods of communication in order to access learning successfully. Increasingly diverse needs require ongoing development of inclusive environments, assistive technology and accessibility approaches to ensure equitable access for all learners.
6	A high percentage of pupils entering Our – Lady's have English as an Additional Language and have low levels of English language competence. As a consequence, it is critical to support early language development to ascertain if there are additional issues preventing access to the curriculum (for example undiagnosed SEN).
7	Early identification, effective partnership working and coordinated support are essential to meeting the increasingly diverse needs of pupils. Without robust systems for identifying need, monitoring provision and working collaboratively with families and external professionals, barriers may become more entrenched over time.

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	Activity type	Total budgeted cost
Access to Adviser support to improve teaching quality and staff expertise through coaching, mentoring and professional development. Support includes literacy planning, teaching and learning reviews, curriculum development and action planning to address identified areas for improvement. The adviser delivers high-quality CPD for teachers and teaching assistants to strengthen adaptive teaching, intervention delivery and inclusive classroom practice. This supports improved outcomes for disadvantaged pupils and pupils with additional needs through consistently high-quality teaching across the school. Links to Inclusion Principles: ☑ Principle 1: Ambitious leadership and governance that embeds inclusion ☑ Principle 2: Evidence-based support prioritising early intervention ☑ Principle 3: High-quality adaptive teaching with a curriculum designed for all learners.	Universal	
Inclusion Base. (COS advising and supporting) Development of a EYFS Base to provide additional support for children experiencing barriers to learning, communication, interaction, regulation and engagement. Investment includes specialist training for teachers and	Targeted	

teaching assistants, high-quality resources and adaptations to the learning environment. Resources have been selected to support sensory regulation, communication and language development, cause-and-effect learning, physical development, exploration and engagement, including climbing equipment, sensory and exploratory resources, and targeted intervention materials. The provision enables children to access personalised support while remaining connected to school life and the wider curriculum. Links to Inclusion Principles ☑ 2. Evidence-based support prioritising early intervention ☑ 3. High-quality adaptive teaching with a curriculum designed for all learners ☑ 5. A safe and respectful culture fostering belonging, attendance and participation ☑ 6. Strong partnerships with families and wider services ☑ 7. Inclusive environments with continuous improvements to accessibility.		
Forest School and Muddy Puddle Teacher training to develop staff expertise in delivering high-quality outdoor learning experiences that promote inclusion, wellbeing and engagement. Training enables staff to use the outdoor environment to support communication and language, physical development, social interaction, emotional regulation, resilience, problem solving and independence. The approach provides alternative opportunities for children who experience barriers within traditional classroom environments and supports engagement through hands-on, child-led learning experiences. Links to Inclusion Principles	Universal	

☑ 3. High-quality adaptive teaching with a curriculum designed for all learners ☑ 4. Enriching provision beyond the classroom that all children can access ☑ 5. A safe and respectful culture fostering belonging, attendance and participation ☑ 7. Inclusive environments with continuous improvements to accessibility.		
Inclusive Classrooms and Adaptive Learning Environments Investment in inclusive classroom environments and adaptive learning resources to remove barriers to learning and participation for all pupils. This includes the development of inclusion trolleys, flexible seating options, alternative workspaces, adapted desks and chairs, visual supports, now and next boards, sensory tools and accessibility resources. The provision enables teachers to respond effectively to individual needs through adaptive teaching and supports pupils with SEND, disadvantaged pupils and those experiencing barriers to engagement to access the curriculum successfully alongside their peers. The approach is complemented by staff training and ongoing review to ensure classroom environments remain responsive to the changing needs of pupils. Links to Inclusion Principles ☑ 3. High-quality adaptive teaching with a curriculum designed for all learners ☑ 5. A safe and respectful culture fostering belonging, attendance and participation ☑ 7. Inclusive environments with continuous improvements to accessibility	Universal	
Inclusion Base Investment in the development of the Inclusion Base, Years 1-3 and Rainbow Room to provide highly personalised support for pupils experiencing significant	Universal Targeted	

barriers to learning, communication, interaction, emotional regulation and participation. The Inclusion Base offers a flexible provision that enables pupils to access targeted support while remaining connected to their mainstream classroom Core funding and wider school community. Funding supports specialist staffing, training, resources, sensory and regulation equipment, communication tools, cause and-effect resources, physical development equipment, curriculum adaptations and personalised learning programmes. The provision is designed to identify and address needs at the earliest opportunity, build independence and develop the skills required for successful participation in mainstream learning and school life. Links to Inclusion Principles ☑ 2. Evidence-based support prioritising early intervention ☑ 3. High-quality adaptive teaching with a curriculum designed for all learners ☑ 5. A safe and respectful culture fostering belonging, attendance and participation ☑ 6. Strong partnerships with families and wider services ☑ 7. Inclusive environments with continuous improvements to accessibility		
Technology to Remove Barriers to Learning Investment in technology to improve accessibility, participation, communication and independence for all learners. Technology is used purposefully to remove barriers to learning rather than as an end in itself. Provision includes assistive technology, accessibility tools, dictation and speech-to-text tools, audio recording, screen recording, immersive reading tools and digital platforms that enable pupils to access learning in ways	Targeted	

that meet their individual needs. Technology supports personalised learning, adaptive teaching and increased independence for pupils with SEND, disadvantaged pupils, pupils with EAL and those experiencing other barriers to learning. This approach ensures that pupils can access an ambitious curriculum and demonstrate their understanding through a range of methods. Links to Inclusion Principles ☑ 3. High-quality adaptive teaching with a curriculum designed for all learners ☑ 5. A safe and respectful culture fostering belonging, attendance and participation ☑ 7. Inclusive environments with continuous improvements to accessibility		
Teaching Assistant-Led Interventions Investment in structured teaching assistant-led interventions to provide targeted support for pupils who require additional help to overcome barriers to learning. Interventions are carefully selected based on identified need and include Sounds-Write, Speech Link, Language Link, Sensory Circuits, pre teaching, Lego Therapy and social skills interventions. Teaching assistants receive ongoing training, coaching and monitoring to ensure interventions are delivered consistently and with fidelity. Intervention outcomes are tracked and reviewed regularly to evaluate impact and inform next steps, ensuring support is responsive and evidence informed. This provision complements high-quality classroom teaching and supports pupils to access the wider curriculum successfully. Links to Inclusion Principles ☑ 2. Evidence-based support prioritising early intervention ☑ 3. High-quality adaptive teaching with a curriculum designed for all learners	Targeted	

☑ 5. A safe and respectful culture fostering belonging, attendance and participation		
EduKey Provision Mapping Investment in EduKey to strengthen the identification, planning, monitoring and evaluation of provision for pupils with SEND and other vulnerable groups. EduKey is used to create and manage personalised provision maps, intervention records, support plans and review processes, ensuring that provision is accurately recorded and responsive to pupil needs. The platform provides a centralised system for tracking support, monitoring progress, evaluating impact and informing next steps. EduKey supports leaders, teachers and support staff to make evidence-informed decisions and ensures that inclusion provision is regularly reviewed and adapted in response to need. Links to Inclusion Principles Core funding ☑ 1. Ambitious leadership and governance that embeds inclusion ☑ 2. Evidence-based support prioritising early intervention ☑ 6. Strong partnerships with families and wider services Teaching Assistant-Led Intervention	Universal	
Makaton Training Makaton training for all staff to strengthen communication and inclusion of provision for pupils with SEND and other vulnerable groups. Makaton lead teacher trained to Level 4 with all other staff receiving Level 1 and 2. Links to Inclusion Principles Core funding ☑ 1. Ambitious leadership and governance that embeds inclusion ☑ 2. Evidence-based support prioritising early intervention		

☑ 6. Strong partnerships with families and wider services Teaching Assistant-Led Interventions		
Counselling Training Drawing and Talking Therapy training for one teacher to strengthen communication and inclusion of provision for pupils with SEND and other vulnerable groups. Links to Inclusion Principles Core funding ☑ 1. Ambitious leadership and governance that embeds inclusion ☑ 2. Evidence-based support prioritising early intervention ☑ 6. Strong partnerships with families and wider services Teaching Assistant-Led Interventions	Targeted	

Intended outcomes

Intended outcome	Success criteria
To improve the quality of teaching and targeted intervention across the school through high-quality professional development, coaching and support. Staff will be equipped to deliver adaptive teaching that meets the needs of all learners, including disadvantaged pupils and pupils with SEND. As a result, pupils will access the curriculum more successfully, make stronger progress and experience fewer barriers to learning.	• Staff demonstrate increased knowledge and confidence in adaptive teaching and inclusive practice. • Teaching assistants deliver targeted interventions effectively and consistently. • Teaching and learning reviews show improvements in the quality of classroom provision. • Literacy outcomes improve for identified pupils, including disadvantaged pupils and pupils with SEND. • Gaps in attainment and progress reduce over time through improved universal and targeted provision. • Inclusion is embedded within curriculum planning, teaching practice and school improvement priorities.
Inclusion Base (EYFS Specialist Provision) To provide early, targeted support for children with emerging SEND and developmental needs so that barriers to learning are identified and addressed at the earliest opportunity. The Inclusion Base will	Children demonstrate improved engagement, participation and sustained attention during learning activities. • Children show increased confidence, independence and readiness to learn within

develop children's communication, interaction, emotional regulation, independence, physical development and readiness for learning through highly skilled staff, specialist resources and an adapted environment. This will enable children to access learning more successfully, participate confidently in school life and make strong progress from their individual starting points.	both the Inclusion Base and mainstream classroom environments. • Improvements are seen in communication and language, social interaction and emotional regulation. • Children access and benefit from sensory and physical development opportunities, including climbing and exploratory play, to support regulation and development. • Staff demonstrate increased confidence and expertise in meeting the needs of children with SEND through specialist training and coaching. • Early identification processes lead to timely support and effective intervention. • Attendance and participation improve for identified pupils. • Parents report increased confidence in the support their child receives and work collaboratively with the school to achieve shared outcomes. • A greater proportion of children make expected or better progress towards their personalised targets and EYFS outcomes. • More children successfully access learning within mainstream provision through reduced barriers and improved independence.
Forest School and Muddy Puddle Training To increase staff capacity to deliver inclusive outdoor learning opportunities that support children's social, emotional, physical and cognitive development. Forest School will provide an alternative pathway for engagement, helping children develop confidence, resilience, communication skills and independence while reducing barriers to participation in learning. The provision will support improved wellbeing, self-regulation and readiness to learn for all pupils, particularly those with SEND and other vulnerabilities.	• Staff successfully complete Forest School training and demonstrate confidence in delivering outdoor learning experiences. • Children show increased engagement, participation and enjoyment in learning activities. • Improvements are seen in children's independence, resilience and problem-solving skills. • Children demonstrate improved emotional regulation, confidence and social interaction. • Pupils who experience barriers in the classroom engage positively in outdoor learning opportunities. • Increased opportunities are available for all children to access enriching and inclusive learning experiences beyond the classroom. • Staff use Forest School approaches to support wellbeing, communication and inclusion across the wider curriculum.

	• Attendance, participation and sense of belonging improve for targeted pupils.
Inclusive Classrooms and Adaptive Learning Environments To ensure that all classrooms provide accessible, inclusive and adaptive learning environments that enable pupils to engage successfully in learning regardless of need or starting point. With flexible seating, sensory supports, visual scaffolds and adaptive resources, pupils will experience reduced barriers to learning, improved independence, increased participation and greater success in accessing the full curriculum. Staff will be equipped to make responsive adaptations that meet the needs of individual learners while maintaining high expectations for all.	• All classrooms provide a range of inclusive resources and adaptations that support access to learning. • Pupils demonstrate increased engagement, participation and independence during lessons. • Staff confidently use adaptive strategies and resources to meet individual needs. • Pupils with SEND and other identified vulnerabilities successfully access age-related learning alongside their peers. • Learning walks demonstrate consistent use of visual supports, adaptive resources and inclusive classroom practices. • Reductions are seen in barriers linked to attention, sensory regulation, communication and participation. • Pupil voice indicates that children feel supported, included and able to access learning successfully. • Attendance, belonging and participation improve for identified pupils. • The attainment and progress of pupils with additional needs show improvement over time through enhanced universal provision.
Inclusion Base To provide early, targeted and personalised support that removes barriers to learning and enables pupils to successfully access education alongside their peers. Through specialist provision, skilled staff and adapted learning environments, pupils will develop communication, emotional regulation, independence, social interaction and readiness for learning. The Inclusion Base will enable pupils to participate confidently in classroom learning, make strong progress from their starting points and experience a genuine sense of belonging within the school community.	• Pupils demonstrate increased engagement and participation in learning activities. • Pupils show improved emotional regulation, self-confidence and independence. • Improvements are evident in communication, interaction and social development. • Pupils develop the skills required to access learning more successfully within mainstream classrooms. • Individual targets, personalised outcomes and EHCP outcomes show positive progress. • Staff demonstrate increased expertise in meeting complex and diverse needs. • Personalised strategies and adaptations are consistently implemented across provision. • Pupils access a wider range of learning experiences and curriculum opportunities. • Attendance, participation and wellbeing improve for pupils accessing the Inclusion Base.

	• Parents report increased confidence in their child's progress, support and school experience. • A greater number of pupils successfully transition between the Inclusion Base and mainstream provision as their needs develop. • Early intervention reduces the escalation of needs and enables pupils to thrive academically, socially and emotionally.
EduKey Provision Mapping To establish a robust and consistent system for identifying need, recording provision, monitoring impact and evaluating outcomes for pupils with SEND and other vulnerable learners. Through the effective use of EduKey, leaders and staff will have a clear overview of pupil needs and the provision in place, enabling timely intervention, informed decision-making and continuous improvement of support. This will ensure that resources are	• All pupils receiving additional support have provision accurately recorded and reviewed through EduKey. • Staff use EduKey consistently to record interventions, provision and support plans. • Leaders can clearly monitor provision, progress and outcomes across cohorts and vulnerable groups. • Provision reviews demonstrate that support is adapted in response to pupil needs and progress. • Intervention data is used to evaluate impact and inform future planning. • Emerging needs are identified quickly through regular monitoring and review. • Parents, staff and external professionals contribute effectively to review processes where appropriate. • Leaders can demonstrate the effectiveness and value of inclusion spending through robust provision mapping and impact evaluation. • Pupils receiving additional support make progress towards their personalised targets and identified outcomes.
Teaching Assistant-led Interventions To provide timely, targeted support that addresses identified barriers to learning and enables pupils to make accelerated progress towards age-related expectations and personalised outcomes. Through high-quality intervention delivery, pupils will develop the knowledge, skills and confidence needed to participate more fully in classroom learning, reducing gaps in attainment and improving engagement, independence and wellbeing.	• Interventions are delivered consistently and with fidelity by trained teaching assistants. • Pupils make measurable progress against identified intervention targets. • Intervention entry and exit assessments demonstrate positive impact. • Pupils show increased confidence, independence and participation in lessons. • Barriers to learning are identified and addressed at the earliest opportunity. • Teaching assistants demonstrate increased confidence and expertise in delivering evidence-informed interventions.

	• Progress gaps reduce for disadvantaged pupils, pupils with SEND and other vulnerable learners. • Intervention outcomes are regularly reviewed and used to inform future support. • Increasing numbers of pupils successfully access and achieve within the mainstream curriculum following intervention support.
Technology to Remove Barriers to Learning To use technology strategically to remove barriers to learning, communication and participation so that all pupils can access the curriculum successfully regardless of need or starting point. Pupils will develop greater independence, confidence and engagement through the use of accessible tools and personalised approaches. Technology will enable pupils to communicate more effectively, demonstrate their learning in different ways and participate fully in school life, resulting in improved outcomes and increased equity across the school.	• Pupils access technology independently to support learning and communication. • Assistive technology and accessibility tools are embedded within daily classroom practice. • Pupils with SEND, EAL and other barriers to learning can access learning more successfully through technology. • Staff confidently use technology to adapt teaching and remove barriers to participation. • Pupils demonstrate increased engagement, independence and confidence in learning. • Technology enables pupils to record, communicate and demonstrate understanding in a variety of ways. • Learning walks evidence purposeful use of technology to support accessibility and inclusion. • Pupils report that technology helps them to access learning and achieve success. • Progress and participation improve for pupils who require additional support through technology. • Technology contributes to a more equitable learning environment where all pupils can access the curriculum and flourish.
Makaton Training Makaton training for all staff to strengthen communication and inclusion of provision for pupils with SEND and other vulnerable groups. Makaton lead teacher trained to Level 4 with all other staff receiving Level 1 and 2.	• Pupils demonstrate increased engagement and participation in learning activities. • The attainment and progress of pupils with additional needs show improvement over time through enhanced universal provision. • Reductions are seen in barriers linked to attention, sensory regulation, communication and participation. • Pupil voice indicates that children feel supported, included and able to access learning successfully. • Staff demonstrate increased expertise in meeting complex and diverse needs.

Counselling Therapy Drawing and Talking Therapy training for one teacher to strengthen communication and inclusion of provision for pupils with SEND and other vulnerable groups.	• Pupils demonstrate increased engagement and participation in learning activities. • The attainment and progress of pupils with additional needs show improvement over time through enhanced universal provision. • Reductions are seen in barriers linked to attention, sensory regulation, communication and participation. • Pupil voice indicates that children feel supported, included and able to access learning successfully. • Staff demonstrate increased expertise in meeting complex and diverse needs. • Individual targets, personalised outcomes and EHCP outcomes show positive progress.