



Inclusion Strategy

St Charles Catholic Primary School

Inclusion Strategy – Summer Term 2026, Academic Year 2026-27

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	IMF funding summer term 2026 School year 2026-27
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Felicity Knight

Statement of intent

What matters to us and why?

Inclusion is always at the heart of our school. We are a very diverse school and our focus is on supporting **all** the children in our school community so that they can **flourish** and be ready for their **next steps in life**. Children within our school can face a wide range of barriers.

How have we worked with our families and community to develop this strategy?

We work with a wide range of family groups, discussing barriers to education. We have taken into account **the things which matter most to our families** which aligns with our intent for all children to flourish.

There are seven key principles for inclusion and we have set out below how we focus on each of these areas in order to meet our overall intent.

Leadership and governance that embeds inclusion in planning and review

- Training is a priority and high-quality training is provided in areas such as ELSA, SEN pupil passport training, and SEN- areas of need training.
- SLT and Governors regularly review our approaches to inclusion to consider impact.

Evidence based early intervention

- Early intervention is key and we have a clearly embedded approach. This prioritises phonics interventions and training, Talk Boost and fine motor skills Interventions.

Quality first teaching approaches

- notional funding supports us to ensure all teachers are able to identify the expectations for supporting SEND learners within a mainstream environment at quality first teach approach and through SEND support.
- Pupil passports clearly identify reasonable adaptations for the learners with all areas of SEND need and these support staff in our inclusive strategy intent.

Enriching provision beyond the classroom (personal development)

- notional funding supports our extra-curricular offer and enables us to have TA support for children where this is needed. We aim to remove any barriers to a wide enrichment experience for all.
- All enrichment activities are monitored for engagement by vulnerable groups with changes being made as needed.

Safe and respectful culture of belonging and attendance

- We use notional funding for EWO expertise and to support administration work on attendance to reduce barriers.
- Telephone and in- person support is offered to parents and extended families of children experiencing a range of difficulties.
- We prioritise a culture of belonging.

Strong partnerships with families/ services, particularly around transition

- We run SEND parent workshops where the school SENDCo attends and the multi academy trust Educational Psychologist attends – the Educational Psychologist also attends our Spring Term Parents Evenings.
- We have a wide range of planned transition with the on-site pre-school and local nurseries and our feeder secondary schools. This is enhanced for SEND learners at each stage with extra staff provided and additional opportunities.

Inclusive physical environments

- We have invested in a range of physical resources to create calm inclusive spaces in all classrooms for either sensory support or emotional regulation.
- We have invested in a widget package which is extensively used throughout the school to signpost all areas of the school, describe the use of spaces, to explain school rules and to help scaffold pupils learning.

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	Challenges around social emotional and mental health/belonging: on average we provide support for SEMH and belonging to 12% of our whole school cohort based on 2025-26 data.
2	Cognition and learning barriers which impact children in securing strong foundations.
3	17% of children are on our school SEND register.
4	11.9% of pupils have English as an additional language.
5	Low points of entry when entering Reception Year.

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 (<i>noting evidence and barrier numbers addressed</i>)	Activity type	Total budgeted cost
Additional member of staff employed to support the Early years pupils and develop Strong Foundations and early interventions.(barriers 2 and 5)	Targeted	£5,000
Widget package to be expanded to be accessible for more users and to support EAL learners (barriers 3 and 4).	Targeted	£594.69
Staff training Continue to provide a wide range of CPD for support staf (barriers 2,3 and 4) Emphasis on phonics training (barriers 2 and 5).	Universal Universal	Whole school INSET time
Additional member of staff ELSA trained	Targeted	Training - £680 Staffing cost - £3,968

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
To support learners across the school to develop strong foundations in early writing and reading.	Successful implementation cross school of daily Handwriting practise. Quality Assurance of phonics and early writing shows an improving trend.
To develop adaptations and scaffolding cross school.	Quality assurance shows widget is being where appropriate within each year group to provide planned scaffolds for pupils, particularly where pupils are on the SEND register.
To fully utilise our 2 trained ELSA assistants to support the emotional wellbeing of our pupils.	Pupil and parent voice to show satisfaction in the school's support of children's wellbeing.
To work with children and families to support social and emotional well being and to reduce barriers to education.	Continued reduction in persistent absence for our most vulnerable. Pupil and family voice show that those using ELSA feel this has a benefit for them.