Inclusion Strategy

Inclusion Strategy – St Cuthbert's CE 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	2026-2027
Date this statement was published	Dec 2026
Date on which it will be reviewed	Dec 2027
Statement authorised by	E Coolican

Statement of intent

As a Christian school we nurture an understanding that we are all of equal value and infinite worth. This very much underpins our objectives for pupils with SEND at St Cuthbert's. We aim for every child to make the progress necessary for them to attain their optimum outcomes across the curriculum. We aim to not only develop children's academic skills but to ensure they receive a holistic educational experience, which enhances their Spiritual, Moral, Social and Cultural development, enabling them to make firm steps towards being global citizens and courageous advocates.

Our inclusion strategy ensures that all stakeholders have a clear understanding of the needs of our SEND pupils, this is achieved through regular monitoring of their progress and the impact of interventions that are put in place. As a staff, we carefully consider the areas children need support in and use this to inform our actions. We strongly believe in the vital role all staff play in supporting our pupils with SEND and have heavily invested in High Quality Teaching in line with recommendations in BwD High Quality Inclusive teaching framework, breaking down the barriers to learning that many of our children with SEND experience. Our Pupil Wellbeing Coordinator also plays a vital role in supporting our children and their families to overcome wider barriers including attendance.

We aim to overcome commonly occurring barriers through ensuring consistent quality first teaching across all year groups, supporting children in broadening their

vocabulary and expressive language, implementing focused, research-based interventions for targeted children, and ensuring attendance for all groups of children is above 95%.

Our inclusion strategy is underpinned by the seven principles of inclusion with a particular focus on Principle 2 (evidence-based support prioritising early intervention), Principle 3 (high quality adaptive teaching with a curriculum designed for all learners), Principle 5 (a safe and respectful culture fostering belonging, attendance, and participation in wider learning) and Principle 6 (strong partnerships with families and wider services). Overarching all of these is Principle 1 (ambitious leadership and governance that embeds inclusion).

This inclusion strategy has been informed by staff, pupil and parent voice, particularly the parents of children with SEND and information gathered from data analysis, monitoring activities and pupil progress meetings. Commonly occurring barriers have been identified and prioritised based upon the number of children impacted and the research demonstrating impact of identified strategies.

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	**Speech, language and communication needs (SLCN)** A growing proportion of children enter EYFS with communication and language below age-related expectations (around 39% below expected on entry in 2025/26, 86% below expected on entry in 2026). This limits early reading, access to curriculum vocabulary and peer interaction, and prevalence has risen over the last three years.
2	**Social, emotional and mental health (SEMH) and self-regulation** An increasing number of pupils need support to regulate their emotions and engage in learning. This is linked to low-level disruption, anxiety-related absence, and difficulties at transitions and unstructured times such as lunchtimes. Needs are growing in complexity.
3	**Cognition and learning, literacy gap in reading and writing** Disadvantaged pupils and pupils with SEND make slower progress in reading and in writing, and the gap widens between key stage 1 and key stage 2. Weak vocabulary limits reading comprehension across the curriculum, and

	difficulties with transcription and getting ideas down on paper limit independent writing.
4	**Attendance and belonging for vulnerable groups** Persistent absence is higher among pupils with SEND and disadvantaged pupils than for the school, and some pupils report a low sense of belonging, which affects their participation and engagement.
5	**Sensory and environmental accessibility** Many pupils, including those with autism and sensory needs, find busy, high-stimulus environments and unstructured times difficult, creating barriers to focus, regulation and participation.

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 *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Principle 2 — evidence-based support prioritising early intervention. Early language provision: • WellComm to identify speech, language and communication needs early. • Structured WellComm intervention delivered by trained teaching assistants. • Roscoe assessment to inform intervention delivered by trained teaching assistant. • SALT programmes for identified individuals delivered by trained teaching assistants. Evidence: Speech and Language UK and EEF oral language guidance. Barriers 1, 3.	Universal and targeted	HLTA 2x afternoon- £2079.40
Principle 3 — high-quality adaptive teaching with curriculum designed for all learners. • Whole-staff CPD utilising BwD High Quality Inclusive Teaching Framework in order to develop	Universal	CPD- £1600 RSW costings- £1950.00

high-quality adaptive teaching (scaffolding, explicit modelling, flexible grouping, use of visuals and assistive technology), delivered across the year with subject-leader release time. • Implementation of Ready, Steady, Write to support all learners in developing their oracy and writing. Clear structures and consistent routines across units of work. Clearly planned opportunities to develop oracy and structured writing opportunities. Evidence: EEF 'Special Educational Needs in Mainstream Schools' and the EEF Teaching and Learning Toolkit. Barriers 1, 2, 3, 5.		
Principle 3 — high-quality adaptive teaching, using assistive technology to support all learners. • Independence in writing through assistive technology: Targeted use of Clicker (Crick Software) to remove the transcription barrier and help pupils with SEND, reluctant or weaker writers and EAL pupils to plan, compose and edit their own writing, using vocabulary banks, writing grids, predictive text and speech feedback, with staff training and curriculum-aligned Clicker resources. • Independence and support in reading through assistive technology in developing fluency and comprehension skills using the Lexia Reading Programme. Evidence: EEF guidance on using digital technology to support learning,	Targeted, with universal access	Lexia- £1500 per annum Clicker- £1200 per annum

and DfE best-practice on using technology to support pupils with SEND. Barriers 3, 1.		
Principle 5 — a safe and respectful culture fostering belonging, attendance and participation. • Whole-school approach to emotional regulation and belonging: consistent regulation routines and shared language, staff training. • ELSA, Nurture and Lego Therapy for identified pupils to support with identifying and regulating emotions and addressing issues such as self-esteem, friendship etc. • Whole school approach to improving attendance, oversight given by Pupil Wellbeing Coordinator in collaboration with SENDCO and Headteacher. Evidence: EEF 'Improving Behaviour in Schools' and Mentally Healthy Schools targeted support. Barriers 2, 4, 5.	Universal and targeted	ELSA TA x morning- £2176.71
Principles 6 and 1 — strong partnerships with families and wider services, and ambitious leadership and governance through better data and early identification. • Family partnership and early identification: Embedding the graduated 'assess–plan–do–review' approach, and strengthening data systems for earlier identification of need.	Universal	£500

• Evidence: DfE best-practice guidance; EEF graduated approach. Barriers 1, 2, 4.		
Principle 7 — inclusive environments with continuous improvements to accessibility. Inclusive environments and accessibility: • Visual timetables and communication aids in every classroom, • Reduced visual clutter, consistency across school • Neutral colour schemes to reduce cognitive overload • Consistency across all areas of school to support psychological safety • Use of widget across school • Sensory/regulation resources. Evidence: DfE best-practice guidance and EEF. Barriers 5, 2, 1.	Universal	£1500

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
Improved early language outcomes. More EYFS pupils reach the expected level in Communication and Language by the end of Reception, and pupils receiving Speech and Language WellComm intervention make accelerated progress.	The gap to national for the Communication and Language Early Learning Goals narrows; at least 80% of pupils meet their WellComm target on the programme's pre/post assessment.
Stronger, consistent adaptive teaching. Inclusive, adaptive practice is embedded in every classroom so	Learning walks and work scrutiny show adaptive strategies embedded in at least 90% of lessons observed; pupils with

pupils with SEND access the curriculum alongside their peers.	SEND remain in class learning alongside peers for the majority of the timetable.
Improved literacy outcomes for disadvantaged pupils and pupils with SEND. The progress gap in reading and in writing narrows between KS1 and KS2, and more pupils write independently.	An increased proportion of SEND and disadvantaged pupils meet the expected standard in reading and writing; targeted pupils make accelerated progress and produce more independent, extended writing, including with Clicker support. Children accessing the Lexia reading programme make accelerated progress.
Improved regulation, belonging and attendance. Pupils are better able to regulate, feel they belong, and attend more regularly.	Recorded behaviour incidents at unstructured times reduce; persistent absence for SEND and disadvantaged pupils moves towards the whole-school rate.
Earlier identification and stronger family partnership. Needs are identified and met earlier, without reliance on statutory processes.	A higher proportion of needs are met through the universal and targeted offer; families report positive experiences of support and transition at review points.

Review of the previous academic year

The academic year 2026-2027 is the first year of the School Inclusion Strategy. The impact of the Inclusion Strategy will be evaluated in year 2 (2027-2028).