

Inclusion Strategy

The Holy Family 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	2026-27
Date this statement was published	07.09.2026
Date on which it will be reviewed	07.09.2027
Statement authorised by	Headteacher: M. Underhill ASIP: P. Begley

Statement of intent

As a Catholic primary school serving an area of high deprivation, our vision for inclusion is rooted in the belief that every child is uniquely created in the image of God and has the right to achieve their full potential.

We are committed to ensuring that all pupils, including those with SEND and additional needs, are known, valued and supported to flourish academically, socially, emotionally and spiritually. Our aim is to create a school where barriers to learning, participation and achievement are identified early and removed through a strong commitment to inclusion. We recognise that many pupils face challenges linked to SEND, disadvantage, attendance, wellbeing and wider family circumstances.

Through a whole-school approach, we work collaboratively to ensure every pupil can access the opportunities they need to succeed. Inclusion is a shared responsibility involving leaders, teachers, support staff, governors, families and external agencies. Together, we maintain high aspirations and remain ambitious for all pupils, regardless of their starting points.

We are committed to caring for the whole child, recognising that children learn best when they feel safe, supported and valued. Our inclusion strategy is built on proactive, evidence-informed practice, with a strong focus on the early identification of need and timely intervention. Through regular assessment, pupil progress meetings and a graduated approach to SEND, we ensure provision is responsive and effective. Alongside targeted support, we prioritise high-quality adaptive teaching so that pupils can learn successfully alongside their peers.

Knowing that we are all educators together, this strategy has been shaped through engagement with pupils, families, staff, governors and community partners. Their contributions reflect our shared commitment to inclusion, high expectations and opportunity for all. Together, we will continue to remove barriers, celebrate diversity and create a school community where every pupil is empowered to thrive.

Context

- Number on roll: 201
- Disadvantaged pupils: 63%
- SEND K: 19%
- SEND EHCP: 3.05 %
- EAL: 19%
- CLA: 1%
- Young Carers: 6%

Key Challenges

- High SEMH needs.
- Delayed speech and language development on entry.
- Persistent/severe absence among vulnerable groups.
- Substantial proportions of EHCP and SEND K pupils presenting with neurodiverse symptoms.
- Funding cuts resulting in a reduction of support staff

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Contextual barriers leading to fewer vulnerable pupils passing the YR4 MTC than their non-PP peers
2	Lower than national attendance and persistent/severe absence gaps for disadvantaged pupils.
3	Limited access to Speech & Language support

4	Limited access to structured SEMH support in the face of rising anxiety and SEMH needs.
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Activity in this academic year

Description of activities		Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
1	Staff to deliver small-group interventions focused on multiplication fact recall. Provide access to TTRS during school time. Staff to provide breakfast club/after-school practice opportunities for pupils without reliable access at home. Purchase and loan devices where appropriate. Provide staff to run parent workshops explaining the MTC and demonstrating practical ways families can support multiplication learning. Provide staff professional learning on effective multiplication fluency teaching. Raise pupil motivation and confidence by introducing celebration events, certificates, class challenges and personal-best targets etc. Monitor attendance of vulnerable pupils accessing interventions and provide staff to provide catch-up opportunities. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support	Targeted	£21,272 approx.
2	Analyse DfE and school attendance data regularly to identify trends, vulnerable groups and pupils at risk of persistent absence. Implement robust attendance monitoring, including first-day calling, weekly reviews and targeted attendance plans. Work closely with KPAS and other external agencies to provide timely support for families experiencing barriers to attendance. Strengthen parental engagement through attendance meetings, home visits and regular communication.	Universal	£47,267 approx.

	Launch and embed the Attendance Warriors initiative, celebrating good and improved attendance through rewards, assemblies and class competitions. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools		
3	Commission a suitably qualified Speech and Language practitioner to deliver targeted and evidence-informed speech, language and communication interventions for identified pupils. Provide whole-staff professional development on Developmental Language Disorder (DLD) to enhance awareness, early identification, and the implementation of effective classroom support strategies. Deliver specialist training for teaching and support staff to develop expertise in supporting pupils who are minimally speaking, ensuring communication needs are understood and appropriate approaches are consistently implemented. Develop and resource a communication-friendly learning environment through the procurement and implementation of appropriate communication aids, visual supports, intervention materials and assistive technologies. Establish a graduated approach to Speech, Language and Communication Needs (SLCN), ensuring interventions, staff practice and resources are aligned to identified pupil needs and regularly evaluated for impact. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	Targeted/Universal	£117,435 approx.
4	Provide professional learning and ongoing coaching for relevant staff to design and deliver evidence-informed social skills, emotional literacy and self-regulation interventions for identified pupils. Commission counselling provision to deliver targeted therapeutic support for pupils presenting with social, emotional and mental health (SEMH) needs, alongside guidance and support for parents and carers where appropriate. Further enhance emotional wellbeing interventions, including ELSA (Emotional Literacy Support Assistant) and Drawing and Talking Therapy, to strengthen pupils' emotional resilience, self-awareness and readiness to learn.	Universal	£147,875 approx.

Establish a graduated programme of pastoral support, including regular pupil check-ins, mentoring, breakfast provision and soft-start arrangements, to improve attendance, wellbeing, engagement and access to learning. Develop, resource and appropriately staff nurturing and regulation spaces to provide safe, supportive environments for pupils requiring emotional regulation support, particularly during unstructured times such as breaktimes and lunchtimes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel		
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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
1	Vulnerable pupils improve times tables recall, confidence and mathematical attainment, leading to accelerated progress and a narrowing of the disadvantage gap in maths.	100% of identified vulnerable pupils access targeted times tables teaching at least 3 times per week. Identified pupils demonstrate increased fluency and accuracy in multiplication recall in termly assessments. The attainment gap between vulnerable pupils and their peers in multiplication and division reduces over the academic year. Pupils report increased confidence in mathematics through pupil voice surveys.
2	Increased attendance and engagement in learning for vulnerable pupils, resulting in improved progress, attainment, wellbeing and access to the wider curriculum.	Overall attendance for vulnerable groups increases to at least 92%. Persistent absence (PA) rates reduce by 2% from baseline. Severe absence (SA) rates reduce by 10% from baseline (<i>excl. pupils with SEN on p/t timetables</i>) Improved attendance correlates with improved progress and attainment measures. Increased participation in enrichment activities, interventions and wider school opportunities. Pupil and family engagement with attendance support plans improves.
3	Pupils with speech, language and communication needs are identified and supported more effectively, leading to improved communication, classroom participation,	100% of pupils identified with SLCN receive appropriate school-based support and monitoring. Speech, language and communication targets are reviewed termly and show measurable progress. Teachers consistently implement communication-supportive strategies within classrooms.

	literacy development and access to learning despite external service limitations.	Pupils demonstrate improved expressive and receptive language skills. Increased classroom participation and confidence is evident through observations and pupil voice. Literacy outcomes for pupils with identified communication needs improve over time.
4	Pupils with SEMH needs develop improved emotional regulation, resilience and wellbeing, resulting in greater engagement, reduced barriers to learning and improved attendance, behaviour and academic outcomes.	All pupils identified with SEMH needs have appropriate support plans and interventions in place. Pupils accessing SEMH support demonstrate improved emotional regulation against baseline measures. SEMH-related behaviour incidents reduce. Attendance and engagement improve for pupils with SEMH needs. Pupil wellbeing surveys indicate increased feelings of safety, belonging and emotional wellbeing. Staff confidence in supporting SEMH needs increases through training and implementation of agreed strategies. The proportion of pupils requiring high-level SEMH intervention decreases over time due to effective early support.