

Inclusion Strategy – St John Fisher RC 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	1 September 2026
Date on which it will be reviewed	1 September 2027
Statement authorised by	Nicole Hadfield (Headteacher)

Statement of intent

At St John Fisher RC Primary School, inclusion is at the heart of our Catholic mission and underpins every aspect of school life. Inspired by the belief that every child is uniquely created in the image of God, our ambition is for every pupil, particularly those with additional needs and SEND, to belong, participate, achieve and flourish academically, socially, emotionally and spiritually. We are committed to removing barriers to learning, maintaining high expectations for all and ensuring every child has equitable access to an ambitious curriculum and the wider life of the school.

Our Inclusion Mapping Framework provides a strategic approach to achieving these objectives. It is built upon high-quality inclusive teaching, early identification of need, effective deployment of resources and evidence-informed practice. Leaders use provision mapping, pupil progress meetings, assessment information and pastoral reviews to identify need, allocate support and evaluate impact, ensuring provision remains responsive and continually improves outcomes for pupils. Adaptive teaching, timely interventions, assistive technology, reasonable adjustments and strong pastoral support enable pupils to develop increasing independence whilst accessing the full curriculum.

Our strategy reflects the seven principles of inclusion.

Inclusive leadership is demonstrated through shared accountability across leaders, governors and staff, with strategic monitoring and continual evaluation of provision. Early identification and intervention ensure emerging needs are recognised quickly through robust assessment, graduated response processes and collaboration with specialist services. High-quality teaching is the foundation of our inclusive practice, with adaptive teaching, effective deployment of teaching assistants and evidence-informed professional development ensuring learning is accessible for all. We promote a culture of belonging through positive relationships, strong pastoral support, high expectations for behaviour and attendance, and an unwavering commitment to pupils' wellbeing. Inclusive environments are created through accessible classrooms, visual supports, sensory provision, assistive technology and reasonable adjustments that enable pupils to participate confidently in learning. Enrichment opportunities, leadership roles and wider curriculum experiences ensure all pupils develop confidence, aspiration and cultural capital. Finally, meaningful partnerships with families, governors, parish, health professionals, local authority services and Trust networks ensure that support is coordinated, responsive and centred on the needs of each child.

Families and the wider school community have played a central role in shaping our inclusion strategy. Regular communication, person-centred reviews, EHCP parent meetings, parental surveys and collaborative planning ensure that parent and carer voice informs decision-making and future priorities. Pupil voice is valued through review meetings and daily practice, while partnerships with external agencies, the Local Authority SENCO Cluster, the St Teresa of Calcutta Trust SEND Professional Learning Network, health professionals, Caritas and other community organisations strengthen our capacity to meet the diverse needs of our pupils. Together, we continue to refine and develop an inclusive culture where every child is known, valued and supported to realise their potential.

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.

	Barrier to learning
1	Speech, Language and Communication Needs (SLCN) affecting pupils' ability to communicate effectively, understand language and access the curriculum
2	Cognition and Learning Needs, including difficulties with literacy, numeracy, memory and processing, which can impact pupils' progress across the curriculum
3	Social, Emotional and Mental Health (SEMH) needs, including emotional regulation, anxiety, resilience and self-confidence, which may affect engagement, behaviour and readiness to learn.
4	Sensory and Physical Needs, requiring reasonable adjustments, specialist resources, adaptive equipment and accessible learning environments.
5	Disadvantage and Socio-economic Factors, including financial hardship and limited access to wider enrichment opportunities, which may impact attendance, aspiration and educational outcomes.
6	Attendance and Persistent Absence for a small number of vulnerable pupils, reducing continuity of learning and increasing the risk of underachievement.
7	English as an Additional Language (EAL), where pupils require additional support to develop academic vocabulary, language acquisition and full curriculum access.
8	Vulnerability and Family Circumstances, including pupils known to social care or experiencing adverse childhood experiences, which can affect wellbeing, engagement and achievement.
9	Inconsistent Access to Adaptive Teaching, recognising the need to further strengthen high-quality adaptive practice across all curriculum subjects so that every pupil consistently accesses ambitious learning.
10	Access to Assistive Technology, where greater use of technology can further promote independence and improve curriculum access for pupils with additional needs.

Activity in this academic year

We will prioritise the following activities this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

These priorities will be monitored through provision mapping, pupil progress meetings, learning walks, work scrutiny, attendance analysis, parent and pupil feedback, intervention evaluations and governor monitoring. Success will be measured through improved participation, stronger attendance, increased independence, narrowing attainment gaps and positive outcomes for all pupils with additional needs and SEND.

Provision / Activity	What this looks like in practice	Who it supports	Universal or Targeted?	Inclusion theme(s)	What difference does this make?	Total budgeted cost
Strategic inclusion leadership and provision mapping	Leaders use provision mapping, pupil progress meetings, assessment information and pastoral reviews to identify need, allocate support and evaluate impact. Provision is reviewed termly and adjusted in	SEND, disadvantaged and vulnerable pupils	Universal & Targeted	Leadership and governance; Early identification and intervention	Ensures provision is responsive, resources are deployed effectively and barriers are addressed before needs escalate.	Core budget & Notional SEN budget

	response to pupil outcomes.					
Strategic collaboration and benchmarking	Leaders attend and build on existing relationships with LA SENCO Cluster and STOC SEN PLN groups	SEND, disadvantaged and vulnerable pupils	Universal & Targeted	Leadership and governance; Early identification and intervention	Ensures provision is responsive, resources are deployed effectively and barriers are addressed before needs escalate.	Core budget & Notional SEN budget
Adaptive teaching embedded across the curriculum	Teachers use scaffolding, modelling, retrieval practice, visual supports, vocabulary pre-teaching, flexible grouping and responsive questioning. CPD and monitoring ensure consistency.	All pupils, particularly SEND, disadvantaged and low prior attainers	Universal	High-quality teaching	Improves curriculum access, increases independence and reduces reliance on adult support.	Core budget

Teaching assistant deployment aligned to pupil need	TAs are strategically deployed to support learning through pre-teaching, guided practice, precision teaching and structured interventions. Impact is reviewed through assessment and pupil progress discussions.	SEND, disadvantaged pupils and those at risk of underachievement	Universal & Targeted	High-quality teaching; Early identification and intervention	Accelerates progress, strengthens confidence and prevents pupils from falling further behind.	Core budget & Notional SEN budget
Early identification and graduated response	Assessment data, teacher referrals, SEND reviews, pupil voice and parental concerns are used to identify emerging needs. Support follows an assess-plan-do-review cycle.	Pupils with emerging SEND, SEMH or learning needs	Targeted	Early identification and intervention	Enables timely intervention and improves long-term outcomes by addressing needs at the earliest opportunity.	Core budget, Notional SEN budget & IMF Budget (Access to Private Educational Psychologist £4,500)

Speech, language and communication support	Targeted interventions (led by weekly sessions with SALT), language-rich classrooms, vocabulary development and access to specialist advice support pupils with communication needs.	Pupils with speech and language needs and EAL learners	Universal & Targeted	Early identification and intervention; Partnerships	Improves communication, confidence and access to the wider curriculum.	SEN budget & IMF Budget SALT £13,104
Attendance and family support	Attendance is monitored closely by attendance staff with early intervention, family meetings, pastoral support (via Caritas social Worker), home visits where appropriate and	Pupils with attendance concerns and vulnerable families	Targeted	Culture; Partnerships	Improves attendance, reduces persistent absence and strengthens engagement with school.	Core budget & Notional SEN budget

	multi-agency collaboration.					
Behaviour, SEMH and wellbeing provision	A consistent behaviour approach is complemented by pastoral support, mentoring, emotional literacy work and targeted SEMH interventions. Staff view behaviour as communication and respond proactively.	All pupils, particularly those with SEMH needs	Universal & Targeted	Culture (attendance, behaviour and belonging)	Improves self-regulation, relationships, engagement and readiness to learn.	Core budget & Notional SEN budget
Inclusive environments and reasonable adjustments	Visual timetables, adapted classroom environments, sensory supports, calm spaces and individual adjustments are	All pupils, particularly those with SEND	Universal & Targeted	Inclusive environments	Reduces anxiety, supports regulation and enables pupils to participate fully in school life.	Core budget & Notional SEN budget

	used to meet identified needs. Use of assistive technology to support independent curriculum access.					
Partnerships with parents and external agencies	Strong relationships with families are supported through regular communication (via EHCP parents half termly meetings) and parental surveys, review meetings and collaborative planning. Leaders work closely with health, social care and educational professionals.	SEND, disadvantaged and vulnerable pupils	Targeted	Partnerships	Creates a coordinated approach to support and improves outcomes for pupils and families.	Core budget & Notional SEN budget

Transition support	Enhanced transition arrangements include information sharing, additional visits, pupil profiles and personalised planning for vulnerable pupils.	EYFS, Year 6, SEND and vulnerable pupils	Targeted	Partnerships; Leadership and governance	Supports continuity of provision, reduces anxiety and promotes successful transitions.	Core budget
Enrichment and wider opportunities	Pupils access clubs, educational visits, leadership roles (School Council & Playground Pals), faith opportunities (Caritas Ambassadors & Pupil Chaplains) and wider curriculum experiences. Financial barriers are reduced where possible.	All pupils, particularly disadvantaged pupils	Universal	Enrichment and wider provision; Culture	Develops confidence, aspiration, cultural capital and a strong sense of belonging.	Core budget & Notional SEN budget

Intended outcomes

Intended Outcome	Success Criteria
Strengthen high-quality adaptive teaching High-quality adaptive teaching is consistently embedded across all subjects, enabling pupils with additional needs and SEND to access an ambitious curriculum.	• Learning walks and book scrutiny demonstrate consistently effective adaptive teaching. • Teachers confidently use scaffolding, modelling, retrieval practice, flexible grouping and responsive questioning. • Pupil voice demonstrates that pupils understand their learning and feel well supported. • Reduced reliance on adult support as pupils become increasingly independent.
Improve early identification and graduated response Pupils' needs are identified early and appropriate support is implemented promptly through a robust Assess–Plan–Do–Review process.	• Emerging needs are identified through assessment and pupil progress meetings. • Intervention plans are reviewed termly and demonstrate measurable impact. • Increasing numbers of pupils meet or exceed personalised outcomes. • External referrals are timely and appropriate where required.

Enhance communication and language provision. Pupils with speech, language and communication needs develop confidence and improve their ability to access learning.	• SALT programmes are implemented consistently. • Vocabulary development is evident across the curriculum. • Pupils demonstrate improved communication skills and participation in lessons. • Progress data shows improvements in identified language targets.
Increase the use of assistive technology. Assistive technology improves curriculum access, independence and participation for pupils with additional needs.	• Appropriate assistive technology is available and used effectively. • Staff demonstrate confidence in its implementation. • Pupils independently use technology to support learning. • Pupil voice evidences increased confidence and independence.
Strengthen attendance, wellbeing and belonging. Pupils attend regularly, feel safe, valued and develop positive attitudes towards learning.	• Attendance of SEND and disadvantaged pupils improves. • Persistent absence reduces. • Behaviour incidents remain low. • Pupil surveys demonstrate a strong sense of belonging and wellbeing. • No suspensions or exclusions unless exceptional circumstances arise.

Strengthen partnerships with families. Families are active partners in planning, reviewing and evaluating provision.	• Increased participation in EHCP parent meetings and SEND parent forums. • Parent survey outcomes demonstrate high levels of satisfaction. • Parents report feeling listened to and involved in decision-making. • Communication is timely, consistent and effective.
Develop inclusive leadership Leaders evaluate inclusion effectively and use evidence to improve outcomes for pupils.	• Provision mapping is reviewed termly. • Governors receive regular inclusion reports. • SEND priorities are reflected within the School Development Plan. • Leaders actively contribute to LA SENCO Cluster and STOC SEND Professional Learning Network, implementing effective practice within school.
Broaden enrichment and wider participation Pupils with SEND fully participate in all aspects of school life and develop confidence, aspiration and cultural capital.	• Participation rates in clubs, educational visits and leadership opportunities increase for pupils with SEND. • Financial or accessibility barriers are removed wherever possible. • Pupil voice demonstrates increased confidence, enjoyment and belonging. • All pupils have equitable access to faith life, enrichment and wider curriculum experiences.

Review of the previous academic year (2025-2026)

During 2025–2026, St John Fisher RC Primary School continued to strengthen its inclusive practice, ensuring that pupils with additional needs and SEND were well supported to access an ambitious curriculum and participate fully in school life. Inclusion remained central to the school's Catholic mission, with leaders maintaining high expectations for all pupils whilst removing barriers to learning through early identification, adaptive teaching, targeted interventions and strong multi-agency working. This was recognised through the school's self-evaluation, where inclusion was judged to be securely at the **Expected Standard**, with many features moving towards **Strong**.

Significant progress was made in embedding high-quality inclusive teaching. Teachers used assessment effectively to adapt learning, SEND passports became more embedded within classroom practice, provision mapping was strengthened, and pupil progress meetings ensured that interventions were regularly reviewed and adjusted to meet changing needs. The graduated approach (Assess–Plan–Do–Review) was consistently implemented, supported by strong partnerships with external agencies, including Speech and Language Therapy, Educational Psychology, Caritas and Local Authority services. The school maintained a strong culture of belonging. Pupils reported that they felt safe, listened to and well supported, while relationships with families continued to strengthen through regular communication, person-centred reviews and collaborative planning. Vulnerable pupils benefited from effective pastoral support and coordinated multi-agency working, ensuring barriers to attendance, wellbeing and learning were addressed promptly. Attendance continued to improve, although persistent absence for some vulnerable groups, particularly pupils with SEND and disadvantaged pupils, remains an area for continued focus.

Academic outcomes demonstrated a number of strengths. Phonics outcomes remained consistently strong, with Year 2 achieving 100% of pupils meeting the expected standard. Year 4 Multiplication Check outcomes were above national averages, and Key Stage 2 Reading outcomes remained a strength. However, analysis identified continued variation in Writing, Mathematics and Greater Depth outcomes, particularly for some pupils with SEND and other vulnerable learners. These findings reinforced the need to further strengthen adaptive teaching, vocabulary development, communication and language, and curriculum access across all subjects. Self-evaluation also identified opportunities to further strengthen inclusive practice by embedding greater consistency in adaptive teaching, expanding the use of assistive technology, enhancing communication and language provision, increasing parent engagement, broadening inclusive enrichment opportunities and continuing to develop staff expertise through professional development. These priorities have directly informed the 2026–2027 Inclusion Mapping Framework.

Overall, the school successfully maintained a highly inclusive culture where pupils with additional needs and SEND were known, valued and supported to flourish. The impact of provision is evident in pupils' positive wellbeing, strong relationships, improved

participation and effective transition between phases. The priorities identified for 2026–2027 build upon these secure foundations and are designed to move inclusive practice from securely effective towards exemplary, ensuring every pupil can achieve their full academic, personal and spiritual potential.