

Inclusion Strategy – St Richard’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	2026–2027
Date this statement was published	7 September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Colin Taylor, Headteacher

Statement of intent

At St Richard’s Catholic Primary School, inclusion is rooted in our mission, ‘To use our gifts from God to help others and bring joy and peace to the world.’ and in our Gospel values. We are committed to ensuring that every pupil, including pupils with SEND, disadvantaged pupils, pupils with EAL and children experiencing social, emotional or family vulnerability, is welcomed, known, supported and enabled to participate fully in school life.

Our objective is to remove barriers early so that pupils can attend regularly, access an ambitious curriculum, develop a strong sense of belonging and make strong progress from their individual starting points. Inclusion is therefore a whole-school responsibility rather than a separate SEND provision. High-quality adaptive teaching is our first response. This is strengthened by early identification, precise assessment and targeted academic, pastoral, communication and SEMH support where needed.

Our strategy reflects the seven principles of inclusion through strong leadership and governance; early identification and evidence-informed intervention; high-quality adaptive teaching; equitable access to enrichment; a focus on belonging, attendance and participation; partnership with families and external services; and accessible, supportive learning environments. Staff use pupil progress, attendance, behaviour, safeguarding and participation information to identify overlapping barriers and evaluate whether provision is making a measurable difference.

We recognise the particular context of St Richard’s: levels of pupil-based deprivation are high, the proportion of pupils eligible for Pupil Premium is above national levels, pupil mobility is significant, and some cohorts contain substantial numbers of pupils with SEND, EAL, persistent absence and Early Help/social-care involvement. Our response combines high expectations with practical support, including breakfast provision, support with uniform and enrichment costs, speech and language intervention, Thrive/nurture approaches and close multi-agency working.

Families are central partners. Leaders work with parents through attendance meetings, SEND processes, pastoral support and regular communication, while pupil voice helps us understand whether children feel safe, included and able to access opportunities. We will review the impact of this strategy through attainment and progress, attendance and persistent absence, behaviour, engagement, enrichment participation, pupil/parent voice and evidence of belonging and wellbeing.

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	Disadvantage and economic hardship. Around 36% of pupils across the school are eligible for Pupil Premium and of that total percentage 37% are SEND. Some families require support with food, uniform, breakfast provision, trips and residential. Financial barriers can affect readiness to learn, wellbeing and equitable participation in enrichment.
2	For our SEND pupils that are presenting an increasing complexity of need. Cohorts include pupils on SEN Support, pupils being monitored for emerging needs and pupils on or progressing through EHCP pathways. Some pupils have overlapping SEND, disadvantage, SEMH, safeguarding or attendance needs, requiring precise adaptive teaching and coordinated provision.
3	Local systems contribute to delays in identifying SEND needs, provide insufficient support for families following identification, and do not adequately reflect the needs of our children within funding structures. This can hinder early intervention and collaborative planning, while placing additional pressure on school-based provision and limiting the resources available to meet pupils' SEND and additional needs effectively.
4	Communication, language, early literacy and curriculum access. Screening identifies speech and language needs, while some pupils enter school with limited early experiences. EAL is significant in several cohorts. Pupils may require explicit vocabulary teaching, systematic phonics, modelling, scaffolding and opportunities to revisit prior learning.
5	Attendance and persistent absence. Although whole-school attendance has improved and persistent absence has reduced, attendance remains a barrier for a smaller group of vulnerable, disadvantaged and SEND pupils. Poor attendance can compound academic, social, emotional and safeguarding concerns.
6	Social, emotional, mental-health, behaviour and safeguarding barriers. A small number of pupils experience dysregulation, trauma, family instability or multi-agency involvement. These needs can affect concentration, relationships, behaviour, attendance and sustained engagement with learning.
7	A lack of sustained parental engagement with the school and wider support services creates barriers to effective collaboration and continuity of provision for pupils with SEND.

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 (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget allocations</i>)
Strengthen high-quality adaptive teaching across all subjects through CPD, coaching, learning walks, book scrutiny and pupil voice. Use scaffolding, modelling, retrieval, practical approaches and explicit vocabulary teaching; continue the EYFS-to-Year-1 adaptive bridge. Addresses 2, 3 and 5.	Universal	£162,902 – core/IMF
Maintain systematic early identification and graduated response: SEN monitoring, provision mapping, accurate census identification, pupil-progress meetings and termly evaluation of interventions. Stop or adapt provision that does not show impact. Addresses 2, 3 and 5.	Universal and targeted	£56,987 – core/IMF
Provide targeted communication, language and literacy support, including Speech and Language Link, systematic Little Wandle phonics and additional intervention for identified pupils. Addresses 2 and 3.	Targeted	£3,589 – core/IMF as applicable
Provide SEMH and regulation support through Thrive, ELSA/nurture, Drawing & Talking, CBT-informed strategies, mentoring, restorative approaches and bespoke behaviour/risk plans. Addresses 2 and 5.	Universal and targeted	£2,500 – core/IMF as applicable
Strengthen attendance through daily monitoring, weekly analysis by group, early family contact, personalised attendance plans, breakfast/calm starts, staged procedures and multi-agency support. Use RISE Attendance Hub learning to evaluate practice. Addresses 1, 4 and 5.	Universal and targeted	£1,500 – core/IMF as applicable
Remove practical and financial barriers through breakfast provision, uniform/basic-needs support	Targeted	£1,950 – core/IMF as applicable

and financial support for trips, residential and curriculum experiences. Addresses 1, 4 and 6.		
Establish a whole-school enrichment tracker and Enrichment Charter/Offer. Monitor participation of PP, SEND and vulnerable pupils and actively remove financial, practical and accessibility barriers. Addresses 1, 2 and 6.	Universal and targeted	£1,061 – core/IMF as applicable
Strengthen family, pupil and multi-agency partnership through pupil voice, parent meetings, Early Help, STLS, health, counselling, social care and other services. Use professional challenge and information sharing where necessary to secure appropriate support. Addresses 2, 4 and 5.	Universal and targeted	£13,680 – core/IMF

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
Vulnerable pupils, including SEND and disadvantaged pupils, make strong progress from their starting points and access the full curriculum.	Termly pupil-progress evidence shows targeted pupils making expected or better progress; gaps between identified groups and peers reduce; interventions are evaluated termly and adapted/stopped where impact is limited.
Attendance and participation improve for pupils with additional needs and vulnerable groups.	Whole-school attendance is at least in line with national figures; persistent/severe absence reduces; PP and SEND attendance is monitored and improves; priority families have timely, evidenced plans and support.
Pupils with communication, language, EAL and early-literacy barriers access learning successfully.	Screening and assessment show progress from starting points; phonics remains strong; targeted pupils demonstrate improved vocabulary, communication and curriculum access; classroom monitoring shows consistent adaptive practice.
Pupils with SEMH, regulation or behavioural needs are safe, engaged and increasingly able to regulate and participate in learning.	Repeated/serious incidents reduce for identified pupils; pastoral measures show improved regulation and readiness to learn; pupil voice indicates pupils feel safe, listened to and know where to seek help.
All pupils have equitable access to enrichment and wider school life.	A central tracker records participation by pupil group; gaps for PP, SEND and vulnerable pupils reduce; financial/accessibility barriers are addressed; pupil voice demonstrates increased confidence, belonging and enjoyment.
Inclusive practice is consistently understood, implemented and evaluated across the school.	Staff can identify priority pupils, barriers and agreed strategies; provision maps and vulnerable-pupil information are current; learning walks show high-quality adaptive teaching; SLT and governors review measurable inclusion outcomes at least termly.

Review of the previous academic year

This is the first Inclusion Strategy produced using the DfE Inclusive Mainstream Fund template, so there is no previous strategy against which to report. Existing school evidence nevertheless provides a baseline: attendance has improved over time; persistent absence has reduced; phonics outcomes have remained strong; and case studies demonstrate positive impact from personalised pastoral, safeguarding, attendance and behaviour support. These findings have informed the priorities and success criteria above.

Further information (optional)

This strategy should be read alongside the school's SEND Information Report/Policy, Pupil Premium Strategy, School Improvement Plan, Attendance Policy, Behaviour Policy, Safeguarding arrangements and curriculum information. Funding figures will be updated when the school's confirmed IMF allocation and relevant core-budget commitments are available.