Inclusion Strategy

Inclusion Strategy – St Paul's Catholic 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	August 2026
Date on which it will be reviewed	July 2027
Total IMF received	£39,900
Statement authorised by	Governors 22/9/26

Statement of intent

At St Paul's Catholic School, inclusion is a lived expression of our Catholic mission: that every person is made in the image and likeness of God and therefore possesses inherent dignity, worth, and potential. We are committed to creating a community where every child—particularly the most vulnerable—is known, valued, and supported to flourish academically, spiritually, and socially. Guided by the

Gospel and rooted in Catholic Social Teaching, we ensure that all students, regardless of background, need, or starting point, experience a rich, ambitious, and fully accessible education.

Inclusion at St Paul's means that:

- all students access a broad, ambitious curriculum
- barriers to learning are systematically identified and removed
- disadvantage does not determine destiny
- and every learner is enabled to achieve excellence

Through high-quality teaching, early and effective support, and a culture of belonging, we nurture confident, compassionate, and resilient young people who are equipped to contribute to the common good. **Every learner is known, valued and enabled to thrive.** We will create an inclusive school where every child, including those with SEND, can access high-quality teaching, experience belonging, develop their independence and achieve their potential.

Inclusion is **everyone's responsibility**, embedded within leadership, governance, planning and school improvement. Our SENDCO has a strong voice on the Senior Leadership Team, with the time and capacity to lead strategically, develop staff expertise and ensure that inclusion remains at the heart of decision-making.

We will identify and respond to need **early and effectively**, using evidence-informed approaches and targeted intervention so that barriers to learning are addressed quickly. Our staff will have the knowledge, training and confidence to provide **quality-first teaching**, supported by effective use of assessment, quality assurance and professional development.

We believe that inclusion extends **beyond the classroom**. Every learner will have opportunities to participate fully in enrichment, trips, extracurricular activities and personal development, with the right support in place to ensure that SEND learners are not excluded by barriers that can be removed.

We will foster a **safe, respectful and welcoming culture** where every child feels that they belong. We will work proactively with families and specialist services to improve attendance, remove barriers and ensure that pupils are supported to engage successfully in school life.

Our partnerships with families, primary schools and external services will be **open, purposeful and collaborative**. We will listen to families, provide opportunities for dialogue and ensure that transitions are carefully planned, with additional support where needed so that every learner can move confidently through each stage of their education.

Finally, we will create **inclusive physical environments** that enable all learners to access, navigate and participate in school safely and independently. We will continually consider how our spaces, resources and routines can reduce barriers and promote dignity, independence and belonging.

Our ambition is not simply to provide additional support for some learners, but to build a school where inclusion is woven through everything we do — our leadership, teaching, relationships, environments and opportunities.

We want every learner to feel: *I belong here. I can succeed here. I am supported here. My voice matters here.*

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	**Remove barriers to education and learning so every child experiences a sense of belonging and achieves ambitious outcomes line with their peers.** Outcomes for SEND and Disadvantaged students remain lower than those who are not SEND or Disadvantaged. The number of students who are persistently absent from school, is also higher for SEND and Disadvantaged students. Sixth Form students have access to the 16-19 bursaries means tested and 16-19 government funded. This removes barries and supports students to access education, learning and post 18 pathways. Year 7 Retreat Days at St Joseph's Church, held within the first few weeks of the Advent Term include sessions on belonging, building community and identifying gifts and skills that they can share with their peers. Co-ordinated by the Chaplain, Pastoral Team and Year 10 Mazzarello Mentors. All pupils will have access to a Careers appointment with a Level 6 Careers advisor, supporting each pupil as they begin to consider their options Post 16. SEND and Disadvantaged are prioritised when appointments are arranged.
2	**Identify needs early and deliver evidence-based support through both the Strong Foundation Strategy and formative testing/assessments in school.** Approximately 10% of the Year 7 cohort have insecure English, phonics and maths which has resulted in our planned Strong Foundations Programme. Our transition programme is in depth and detailed to ensure that we are able to identify and appropriately support needs early on. We use evidence-based assessment screeners and interventions to support students to close gaps as early and as effectively as possible. In Sixth Form, our Strong Foundations Strategy supports both internal students transitioning from Year 11 and newcomers joining St Paul's from other institutions. Transition information, prior attainment, SEND, disadvantage, medical needs, attendance and other identified barriers are considered during enrolment and the opening weeks of Year 12 to ensure that needs are identified early.

	Assessment, attendance, engagement and pastoral information are then reviewed throughout Years 12 and 13, with Sixth Form leaders working collaboratively with Heads of Department, subject teachers, tutors, the SENDCO and pastoral staff to identify students requiring additional academic or pastoral support.
3	**Ensure the curriculum, teaching and wider provision are accessible and enriching.** A small number of children will have a Strong Foundations passport which covers identified academic and/or SEMH support (projected currently to be 6 students). These are shared with teaching staff to ensure that their needs and contextual information are fully understood and that needs can be met within the mainstream classroom using high-quality teaching and adaptations where necessary. In Sixth Form, Strong Foundations Passports are also used where appropriate for students with identified academic, SEND, medical, pastoral or transition needs. These provide staff with a concise overview of the student's strengths, barriers to learning, effective strategies, appropriate support and agreed review points. This enables staff to make appropriate adaptations through high-quality teaching whilst maintaining ambitious expectations for all students.
4	**Build strong family and professional partnerships.** Strong family and professional partnerships are key in a student's education. Meeting with new Year 7 SF parents in July before their children come to St Paul's is critical in forging these trusting relationships with key staff. The ambition is to support families in the use of IT systems and how to support their child at home with school. Regular learning plans review meetings allows parents to be involved in their child's education and to seek support where necessary. A termly SEND parents coffee morning is held in school – this is an opportunity for SEND parents to meet with the SENCO and other professionals to discuss support both inside and outside of school for their child. School Chaplain plays a key role in Deanery Parishes – building up family links through Sunday worship and significant family religious celebrations. Building and maintaining key professional partnerships is critical to ensure students are getting the help and support they need.
5	**Continuously improve physical and cultural accessibility and belonging** The establishment of the new Inclusion Hub and Strong Foundations classroom illustrates a firm commitment to inclusion. The space provides a safe space for students to access throughout the school day and is supervised by staff who have a strong knowledge of student's needs and how to support them. The inclusion hub is close to the school reception, a decision that was made to ensure that students who may experiencing anxiety around school have easy access in the morning without having to walk through the school

	building. The space is also designed to be easily accessible for any students with physical disabilities. The inclusion hub is also open during break and lunch to provide students with a space where they can socialise with peers in a space that is calm and quiet. Sixth form students run a 'friendship group' during this time for any students who may require some support with developing strong peer relationships and feeling a sense of belonging within school.

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)*	**Barrier No.**	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Leadership and governance that embeds inclusion in planning and review funding supports us to have the SENDCO on SLT as an Assistant Principal to lead on Inclusion. She has a much reduced teaching load allowing her to lead strategically and to co-deliver the NOLA programme. She is able to plan and	1-5	Universal	£96,997 includes on costs

deliver CPD for staff and teaching assistants.			
Evidence based early intervention notional funding is used for phonics interventions and ongoing phonics training as well as ensuring the Inclusion Lead Mental Health lead prioritise students with the greatest need.	2,3	Targeted	Little Wandle Code - £998 Mental Health staffing - £41,404
Quality first teaching approaches notional funding supports us to give the SENDCO, who is an Assistant Principal, time to quality assure teaching and to use the quality assurance to plan and deliver a comprehensive CPD program	2,3	Universal	As above
Enriching provision beyond the classroom (personal development) notional funding supports our extra-curricular offer and enables us to have teaching assistant support for students on trips and to give them time to support in school activities	4,5	Universal	
Safe and respectful culture of belonging and attendance we use national funding for Educational Welfare expertise and to support administration work on attendance to reduce barriers.	4,5	Universal	£7,000
Strong partnerships with families/ services, particularly around transition We host SEND coffee mornings once per term with staffing though notional funding. We have a wide range of planned	4	Targeted	

transition with local primaries. This is enhanced for SEND learners at each stage with extra staff provided.			
Inclusive physical environments including the Inclusion Room, Strong Foundations classroom, Sixth Form Strong Foundations space, and changes to the existing hub space for NOLA (National Outdoor Learning Award).	5	Targeted	£39,000

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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>Evidence-based support that prioritises early intervention
SF classroom used also to complete interventions for SEMH and to reduce barriers to strong foundations (belonging/ QFT and an inclusive physical environment. Also meets planned intervention models).</td><td>• Persistent absenteeism figures to decrease for SEND from the current figure of 23.3% and disadvantaged students' current figure of 29%.
• SF students to improve their reading age by at least one year.
• Reduction in the number of consequence points recorded for SEMH students.</td></tr>
<tr><td>High-quality teaching, with a curriculum designed for all learners
A dedicated Strong Foundations Classroom where TA/staff can lead interventions for Phonics, literacy and maths two lessons per week in very small groups. Additionally, a tier of students who need less</td><td>• Gap between SEND and disadvantaged outcomes to further close.
<table><tr><th>A8 2025</th><th>A8 2026</th></tr><tr><td>All 5.5</td><td>All 5.1</td></tr><tr><td>DA 4.2</td><td>DA 4.0</td></tr><tr><td>Gap 1.3</td><td>Gap 1.1</td></tr></table></td></tr>
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support than our Strong foundations students, will receive four 20-minute sessions per week to work on improving their reading. We also support students completing assessments in class to be given extra support such as a reader. Employment of a HLTA with extensive primary experience to teach our SF programme.	<table><tr><td>SEND 3.7</td><td>SEND 3.6</td></tr><tr><td>Gap 1.8</td><td>Gap 1.4</td></tr></table> Strong foundations students to have maths and English scores in line with peers. Improvements in reading ages for those identified at lagging behind chronological age. Those identified for SF programme have an average reading age of 7.5 years. After 1 academic year of support the average age should improve to at least 8.5 years.
Inclusive Sixth Form provision and successful progression Students with additional needs and identified barriers are supported to access, participate in and succeed within Sixth Form education and progress successfully to appropriate Post-18 destinations.	• Sixth Form students requiring additional support are identified early through transition, enrolment, assessment, attendance and pastoral information. • Strong Foundations Passports are implemented and reviewed for identified students where appropriate. • Attendance, engagement, retention and attainment are monitored for SEND, disadvantaged and other identified vulnerable groups. • Appropriate reasonable adjustments and examination access arrangements are implemented where required. • Students with additional needs are supported to participate fully in enrichment, work experience and the wider life of the Sixth Form. • Students are supported towards ambitious and appropriate Post-18 destinations, including university, apprenticeships, employment and further training. • Improved retention and attendance of SEND disadvantaged and other identified vulnerable students, with barriers to participation identified and addressed at an early stage.

	• Students with additional needs develop a strong sense of belonging within the Sixth Form and feel known, supported and confident in accessing help when required. • Students develop greater independence, confidence and self-advocacy, enabling them to manage their learning and wider Sixth Form responsibilities successfully. • SEND, disadvantaged and other identified vulnerable students make successful transitions beyond Sixth Form, with sustained destinations in higher education, apprenticeships, employment or further training. • Increased retention of SEND, disadvantaged and other vulnerable students from Year 12 into Year 13, supporting students to remain successfully in Sixth Form education. • Strong Foundations supports a successful transition into Sixth Form, with students who face additional barriers identified early and increasingly able to access learning independently. • Students identified through Strong Foundations demonstrate increased confidence, independence, organisation and engagement as they progress through Sixth Form. • SEND, disadvantaged and vulnerable students have equitable access to leadership, enrichment, mentoring, volunteering and wider personal development opportunities within the Sixth Form. • Increased representation of students with additional needs and from disadvantaged backgrounds in Sixth Form student leadership and responsibility roles. • Students report a strong sense of belonging and feel known, supported and able to access help when needed. • SEND, disadvantaged and vulnerable students access ambitious Post-18 opportunities, including university, apprenticeships, employment and further training.

	• Post-18 destinations are sustained and appropriate, with targeted transition support provided for students who may experience additional barriers when leaving Sixth Form. • Students develop the confidence and self-advocacy skills needed to communicate their needs and access appropriate support as they transition into higher education, training or employment. • Increased engagement with parents/carers of students requiring additional support, particularly at key transition and intervention points.
Accessible and enriching provision beyond the classroom Convert the current hub into a Future Pathways/NOLA classroom with space and capacity for practical work-close to the outdoor learning spaces	• Students who are identified for NOLA to improve attendance figures. • Reduction in oncalls or behaviour points. • Reduction in students needing to access to mental health support. • Improved sense of school belonging demonstrated through school belonging survey.
A safe and respectful culture that fosters belonging and attendance The new inclusion hub provides a space that students can access throughout the day if they need support with emotional regulation or anxiety. Our school mental health lead provides a service that can be accessed by all students on a one to one basis or group sessions.	• Persistent absenteeism figures to decrease for SEND and disadvantaged students from 23.3% for SEND and disadvantaged students' current figure of 29%. • Overall attendance for SEND and disadvantaged to be in line with peers with disadvantaged moving from the current figure of 91% to non-disadvantaged at 96%. SEND moving from 92% to non-SEND figure of 95.5%. • Behaviour incidents recorded on Arbor reduce to be in line with peers.
Inclusive environments, with continued improvements to accessibility New Inclusion space bringing inclusion into the main building nearer to reception. This signals the importance of inclusion but also	• A decrease in behaviour incidents that are related to emotional dysregulation.

supports students who are coming into school creates anxiety. Students can be brought straight to the Inclusion Room without having to walk all the way to the current hub. A nice space to engage parents, close to reception. Many parents are also anxious due to their own experiences of school or anxiety for the child moving or being in a big school	• Persistent absenteeism figures to decrease for SEND and disadvantaged students 23.3% for SEND and disadvantaged students' current figure of 29%. • An increase in parental engagement seen at coffee mornings, parents' evenings.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*