

Inclusion Strategy

St Mary's Catholic Primary, Knaresborough

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	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Tomlinson

Statement of intent

At St Mary's Catholic Primary School we are committed to ensuring that all pupils, including those with SEND and additional needs, can access, participate in and achieve success within our ambitious curriculum. Building on Ofsted's recognition of our high expectations for all pupils and our strong inclusive culture, this strategy focuses on removing barriers to learning, strengthening adaptive teaching and ensuring that every child experiences a strong sense of belonging and achievement.

Our approach is underpinned by the Seven Principles of Inclusion, promoting presence, participation and achievement for all, valuing diversity, fostering positive relationships, encouraging collaboration with families and professionals, and ensuring that every pupil is respected, supported and enabled to flourish as a unique child of God. Through this commitment, we strive to create a learning environment where every child feels valued, included and empowered to reach their full 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

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Literacy difficulties reduce access to the full curriculum Current SEND data shows: • Only 14.3% of SEND pupils achieve EXS+ across all subjects. • 60% are below EXS in reading. • 80% are below EXS in writing. • 68.5% are below EXS in GPS.
2	Increasing complexity of SEND needs across school requires consistent adaptive practice
3	Some pupils experience barriers to engagement, attendance and participation

Activity in this academic year

Description of activity	Activity type	Total budgeted cost
Whole-school adaptive teaching framework Develop and implement a consistent adaptive teaching framework across the school, providing staff with clear expectations, practical strategies and exemplar practice to ensure lessons are accessible, ambitious and appropriately scaffolded for all learners.	Universal	£750
Vocabulary-rich curriculum Strengthen the explicit teaching of vocabulary across all subjects through carefully planned pre-teaching, repeated exposure, word-rich classroom environments and opportunities for pupils to apply and revisit new language in meaningful contexts.	Universal	£450
Reading fluency and language focus Plan reading time into class timetables to improve reading fluency, comprehension and oral language skills, ensuring that pupils who are at risk of falling behind receive timely and effective support.	Targeted	£2500
Assistive technology and alternative recording methods Embed the use of assistive technology. In particular, speech-to-text software and word processing to remove barriers to learning and enable pupils to demonstrate their understanding.	Targeted	£1000
Adaptive teaching learning walks Conduct regular learning walks with a focus on adaptive teaching, identifying strengths, sharing best practice and providing developmental feedback to ensure consistent implementation across the school.	Universal	£500
Staff training in cognition and learning, communication and interaction, sensory and SEMH needs Deliver a structured programme of professional development to increase staff confidence and expertise in meeting a wide range of SEND needs, including cognition and learning, communication and interaction, sensory processing and social, emotional and mental health needs.	Universal	£1500
Consistent use of Inclusion passports Ensure all staff use inclusion passports consistently to understand individual strengths, needs, reasonable adjustments and effective support strategies, enabling pupils to receive the right support across all areas of school life.	Targeted	£500

SEND attendance reviews Introduce half-termly attendance reviews for pupils with SEND to identify patterns of absence, remove barriers to attendance and put in place early support where concerns arise.	Universal	£500
Pupil voice and belonging surveys Gather and analyse pupil voice regularly to understand pupils' experiences of inclusion, wellbeing and belonging, using the findings to inform school improvement priorities and provision.	Universal	£500
Family support and co-production Develop meaningful partnerships with families through regular communication, opportunities for parent workshops (coffee mornings) and collaborative planning, ensuring that parents and carers are active partners in supporting their child's development and success.	Targeted	£1000

High Needs Funding total £9, 200

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
SEND pupils achieving EXS+ across all subjects increases from 14.3% to at least 25%.	At least 25% of pupils on the SEND register achieve EXS+ across reading, writing and mathematics by July 2027. Termly assessment data demonstrates accelerated progress for identified SEND pupils. Evidence from book scrutiny and pupil progress meetings shows SEND pupils successfully accessing age-related learning with appropriate adaptations.
Reduction in SEND pupils below EXS in writing.	The proportion of SEND pupils working below EXS in writing reduces by at least 10%. Writing assessments show improved outcomes across all year groups. Book scrutiny demonstrates improved independence, stamina and application of taught writing skills by SEND pupils.
Increased attendance for SEND pupils.	SEND attendance rises to at least 95% and remains above national SEND averages. Persistent absence among SEND pupils decreases from the previous academic year. Attendance reviews evidence early intervention and successful support for identified pupils and families.
Improved pupil voice regarding belonging and inclusion.	At least 90% of SEND pupils report that they feel safe, included and valued within school. Pupil voice surveys show improved responses relating to belonging, participation and support.

	SEND pupils demonstrate increased participation in enrichment activities, leadership roles and wider school life.
Consistent adaptive teaching evident across school.	Learning walks, lesson visits and book scrutiny show adaptive teaching strategies consistently embedded in all classrooms. Teachers routinely use pupil passports and identified reasonable adjustments. Monitoring demonstrates that SEND pupils are successfully accessing the same ambitious curriculum as their peers. Staff confidence in adaptive teaching increases as evidenced through coaching records and staff surveys.

Review of the previous academic year

TBC