Inclusion Strategy Template

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

Inclusion Strategy Saint Francis 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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Gosia Brown

Statement of intent

At Saint Francis Catholic Primary School inclusion is at the heart of everything we do. Rooted in our Catholic faith and Gospel values, we believe that every child is uniquely created by God and deserves to feel valued, respected, supported and loved. We are committed to creating a nurturing environment where all children and families are welcomed, celebrated and enabled to flourish

At Saint Francis we have the highest expectations of all of our pupils. Our intent is that being a pupil at St Francis enables each child to realise their full potential in all areas –

spiritual, intellectual, emotional, physical, cultural and social, equipping each one with the necessary skills for family living, work, leisure and life in the wider community of parish and society.

We know children arrive with different experiences and needs, and we will work hard to remove any barriers that stop them making progress and reaching their potential.

Our approach to inclusion is underpinned by three key aims and reflects the 7 principles of inclusion:

- **Belonging-** At Saint Francis we work hard to know every child and family as individuals so that they feel recognised, accepted and genuinely cared for and that they belong to the life of St Francis and our community. We believe that strong partnerships between home and school lead to successful outcomes for our children.
- **Ambition**- We have high academic and personal expectations for every child, irrespective of their background or need. All staff work together to ensure that children achieve their very best, identifying any barriers to learning and working to reduce them as quickly as possible.
- **Confidence-** Our children feel able to try, fail and improve; they have the self-belief to participate actively in learning and in school life. Inclusion is embedded into our daily practice and provision so that all children feel confident to succeed and thrive.

Through our inclusion strategy we aim to:

- Strengthen early intervention and targeted provision
- Further embed adaptive, high-quality teaching
- Enhance wellbeing, belonging and attendance
- Develop inclusive environments and provision beyond the classroom

This reflects both:

• The Inclusive Mainstream Fund best practice guidance
• The school's Catholic mission of dignity, inclusion and care for all

St Francis developed its inclusion strategy in partnership with families, the parish and local agencies so that belonging, ambition and confidence sit at the heart of everything we do. Families and community partners helped diagnose barriers to learning, co-design key actions and agree measures of success. This partnership approach reflects our Franciscan ethos — welcoming everyone, recognising dignity and working together to remove obstacles to learning.

Our vision is that every child leaves St Francis with the confidence, knowledge and independence to move successfully to the next stage of education and life.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Speech and language: children in EYFS 30% come in poor expressive language on entry and then at least 30% of children in each year group continue to need support with speech and language. Some of this need has an EAL link.
2	Pupils also come into EYFS with low personal, social and emotional skills (21% of this year's cohort was below age related expectations on entry).
3	Pupils who are disadvantaged, including those who are known to social care, have higher levels of persistent absence and there is an anxiety around school attendance for many of these pupils, even if they are attending more regularly.
4	Some pupils have complex SEMH needs and this impacts on their ability to engage in education.
5	In year admissions of pupils who have low prior attainment or have not previously been in education or have arrived from abroad. 6% of the school roll last academic year.

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)*	**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. - 3 x annual pupil progress meetings with SLT and SENCO - Additional SENCO time to support inclusion planning. - SEND review of Individual learning plans is completed 4 times per academic year with parents.	Universal and targeted	£818 £3,000
Quality first teaching approaches to support the development of oracy for all children. - Training for staff and support staff around key strategies. - Structured talk partners - Scaffolding verbal responses - Cold call variations	Universal	Part of INSET costs for academic year.

Safe and respectful culture of belonging and attendance-Inclusive physical environments. - Use of nurture space to support pupils who require a space to regulate in line with their individual learning plans. - Classrooms are set up to be welcoming and adaptations are made for learners who require additional support- seating/visual timetables etc.	Universal	No cost as nurture space is already established and classrooms are already set up as inclusive and nurturing spaces.
Leadership release time to enhance attendance strategies and improve attendance of PP and SEND pupils. -Targeted attendance meetings with families - Bespoke support for pupils who are experiencing ABNA using the ABNA toolkit	Targeted	£3,705
Evidence based early interventions. -NELI in EYFS- 4 hours per week -SALT sessions for targeted pupils- 3 afternoons -Rapid phonics catch up- 5 afternoons	Targeted	£6,000

SEMH interventions led by therapeutic sports' coach	Targeted	£3,960
Enriching provision beyond the classroom (personal development)- notional funding supports our extra-curricular offer and enables us to have TA support for children accessing offer where this is needed. - Audit of provision against enrichment benchmarks - Audit of participation and targeted actions to ensure all pupils engage	Universal and targeted	Part of SLT activities. £510
Pastoral support through ELSA and use of adaptive strategies to support pupils with SEMH needs. - ELSA time - Use of sensory circuits for regulation. - Stepping stone system	Targeted	One to one TAs.
Strong partnerships with families/ services, particularly around transition. - Support for targeted pupils to make additional visits to secondary school setting prior to transition. - SEND transition day - Inclusion information to be shared in the newsletter - SLT/SEND drop in sessions	Universal and targeted	Leadership activities: £1550

- Programme of family learning planned to engage hard to reach families		

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
Pupils with SEND and those who experience disadvantage make strong progress from their starting points.	Differences in attainment between SEND and disadvantaged pupils and their peers diminish over time as teaching, intervention and pastoral support are carefully targeted and reviewed. Pupil needs are recognised as early as possible and evidence-based interventions are in place to support them to make strong progress. EYFS- GLD is in line with national or above. KS1- Phonics outcomes for all pupils are in line with national or better when compared with similar schools. KS2 outcomes for all pupils are in line with nationals or better when compared with similar schools.
Staff are confident in adapting teaching so that all pupils can access learning and achieve well.	High-quality teaching meets the needs of a wide range of learners, and additional provision is used purposefully and reviewed regularly. Staff understand pupils' needs and take shared responsibility for their progress, independence and wellbeing.

Measurable progress is seen for pupils who access additional interventions in phonics and speech and language.	Phonics catch up tracking shows that children make positive progress over the intervention blocks compared to entry data. NELI outcomes are compared to baseline data and progress is clear from starting points.
Measurable progress is seen for children who attend SEMH sessions with therapeutic sports mentor.	Radar sheets show positive progress in all areas and adaptations are made at each review point to ensure that this remains on track.
Attendance strategies support pupils who have previously had high levels of absence to improve their attendance.	Persistent absence for SEND and PP children reduces and as least in line with national absence %.
Oracy strategies, including structured talk routines, are embedding and supporting all children to access the breadth of the curriculum and also support children to articulate more complex learning.	Oracy strategies are observed in lesson drop ins and learning walks- pupil engagement
Family learning strengthens relationships between home, school and parish so parents feel part of the school community.	Parent attendance at family learning is evident and at least 80% of surveyed parents agree “I feel more connected to the school” after the sessions.

Review of the previous academic year

As this strategy covers the 2026-2027 academic year, the first full review will be completed in July 2027.

In preparing for this year's strategy, the school has identified several areas for development from the School Improvement Plan which directly inform our inclusion priorities:

- Embedding approaches to oracy to develop skills in communication and language as a fundamental to effective learning and foundational skills
- improving attendance, particularly for pupils with PP and SEND and those affected by EBSA
- Continuing to track pupils' wellbeing and engagement
- Provide additional evidence-based interventions to support pupils with poor expressive language skills

Our inclusion strategy is aligned with the School Improvement Plan and will be reviewed alongside it throughout the year.

We will evaluate impact using:
• attendance data
• behaviour records
• pupil voice
• parent feedback
• staff feedback
• pupil progress meetings
• book looks
• intervention tracking
• review of SEND passports and provision plans

We will continue to use a graduated approach so that support is responsive, proportionate and based on need. Inclusion remains central to our ambition for every child at Saint Francis.