



## Inclusion Strategy



This statement details our approach at St Francis Xavier Catholic Primary School 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**

| <u>Detail</u>                     | <u>Date</u>            |
|-----------------------------------|------------------------|
| Academic year                     | 2026-2027              |
| Date this statement was published | September 2026         |
| Date on which it will be reviewed | September 2027         |
| Statement authorised by           | Mr Hoyes (Headteacher) |

### **Statement of intent:**

At St Francis Xavier we ensure that every pupil is valued, included, listened to and supported to achieve their full potential, regardless of their individual needs, abilities, background or circumstances. We recognise that inclusion is the responsibility of the whole school community and that pupils with SEND and additional needs should experience the same sense of belonging, opportunity and high expectations as their peers. We aim to remove barriers to learning, participation and wellbeing through a proactive, graduated and pupil-centred approach.

Our Inclusion Strategy provides a clear framework for achieving this vision. It ensures that the needs of pupils are identified at the earliest opportunity and that appropriate support is put in place, reviewed and adapted in partnership with pupils and families. High-quality teaching and universal provision are at the heart of our approach, with targeted and specialist support provided where required. Staff are supported through appropriate training, guidance and collaboration so that they have the knowledge, skills and confidence to meet a diverse range of needs.

Our curriculum is ambitious, accessible and designed to meet a diverse range of learning needs. Teachers use adaptive teaching, reasonable adjustments, scaffolding, explicit instruction, appropriate resources and flexible grouping to enable pupils to access learning. We actively promote inclusion in wider school life, including clubs, trips, residential opportunities, sporting activities, leadership roles, assemblies and enrichment experiences. Reasonable adjustments and additional support are considered to ensure that pupils with additional needs can participate meaningfully.

Families are encouraged to share their knowledge of their child, contribute to assessments and termly reviews, and work with school staff to identify priorities and successful strategies. Pupil voice is also used to understand what helps children to feel safe, included and ready to learn.

We recognise the importance of working beyond the school. We collaborate with governors, external professionals, specialist services and community organisations to develop expertise and secure appropriate support. Staff are given opportunities to contribute their experiences and identify areas for development through consultation, training and professional dialogue.

### **Barriers to learning and participation**

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support

|   | <b><i>Details of barrier to learning</i></b>     |
|---|--------------------------------------------------|
| 1 | Speech and Language difficulties                 |
| 2 | Difficulties retaining and recalling information |
| 3 | Difficulty regulating emotions                   |
| 4 | Difficulty accessing the curriculum              |
| 5 | Difficulty with focus and attention              |

#### **Activity in this academic year**

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

| <b><i>Description of Activity</i></b>                     | <b><i>Barriers to learning</i></b>  | <b><i>Activity Tier</i></b> | <b><i>Total budgeted cost</i></b> |
|-----------------------------------------------------------|-------------------------------------|-----------------------------|-----------------------------------|
| Speech and Language Programme                             | Speech and Language                 | Targeted                    | £350                              |
| Use of technology                                         | Retaining and recalling information | Universal                   | £500                              |
| Attention Autism                                          | Focus and attention                 | Targeted                    | £250                              |
| Widgit Online                                             | Curriculum access                   | Universal                   | £300                              |
| Sensory equipment                                         | Regulating emotions                 | Targeted                    | £250                              |
| Staff Training sessions – BOSS                            | Regulating emotions                 | Targeted                    | £1000                             |
| Staff training – universal provision and sensory profiles | Curriculum Access                   | Universal                   | £1000                             |
| Sensory circuits                                          | Regulation                          | Targeted                    | £250                              |

#### **Intended outcomes**

This details the intended outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

| <b><i>Intended Outcome</i></b>                                      | <b><i>Measurable success criteria</i></b>                                      | <b><i>Target Date</i></b> |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------|
| Children to develop expressive and receptive language skills.       | Observations and assessments of pupils Speech and Language skills.             | July 2027                 |
| Children to confidently retain and recall information.              | Assessment data.                                                               | July 2027                 |
| Children to recognise emotions and regulate feelings independently. | Observations and pupil voice.                                                  | July 2027                 |
| Children to develop sustained focus and attention on a given task.  | Observations of children. Tracking of key sessions including attention autism. | July 2027                 |

#### **Review of previous academic year**

To be completed from 2027/2028.