St Bernadette's Catholic Primary - Inclusion Strategy 2026 -2027

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) and High – Needs block Top-Up Funding.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	20th October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs Jane Zamora (Headteacher)

Statement of intent

At St Bernadette's Catholic Primary, every child is valued, welcomed and supported to belong, participate and achieve. Our ambition is that pupils with additional needs and SEND enjoy the same broad, balanced and challenging curriculum, friendships, enrichment and future opportunities as their peers. We will remove barriers early, make reasonable adjustments and help pupils become confident, increasingly independent learners.

Our strategy responds to the needs of our SEND cohort: approximately 50% of our pupils with SEND also have EAL; 46% of pupils have communication and interaction difficulties; 35% represent cognition and learning; 16% with SEMH and ADHD needs and 4% with visual impairment. Within the foundation stage seven pupils have recently been identified with communication and interaction. We will use clear communication, visual support, processing time, language-rich teaching and accessible resources for everyone, while providing carefully assessed targeted support where required.

We will deliver the seven principles of inclusion:

1. **Ambitious leadership and governance:** the headteacher, SENCO, staff and governors will use termly provision mapping, monitoring and SMART Individual Support Plans (ISPs) to oversee improvement.
2. **Evidence-based early intervention:** assessment and the graduated Assess–Plan–Do–Review approach will identify needs promptly and evaluate targeted support.
3. **Adaptive teaching and an inclusive curriculum:** staff training, coaching and lesson study will strengthen modelling, vocabulary, representations, scaffolding, formative assessment and independence.
4. **Enriching provision:** trips, clubs, performances, visits and other activities will be planned so every child can participate.
5. **Safe, respectful culture:** predictable routines, regulation support, restorative responses, our virtues curriculum and reasonable adjustments will promote belonging, attendance and participation.
6. **Partnerships:** we will work with pupils, families, the local authority, Speech and Language Therapy, Roman's Field Outreach, specialist teachers, VI, physiotherapy, occupational therapy and other services.
7. **Accessible environments:** we will improve physical, sensory, digital and information access, including visual-access arrangements, our adapted sensory garden, touch-typing and appropriate IT and AI opportunities.

Families and pupils will help shape support through termly reviews, pupil voice, parent coffee mornings, the Early Bird+ programme, parent networking and inclusion surveys. We will also draw on wider community and specialist feedback. Staff professional development in adaptive teaching, OAP strategies, dyslexia, Lego therapy and positive handling, drawing and talking therapies and protective behaviours will support consistent practice.

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)
1	**Speech, language and social communication access:** Some pupils may find it difficult to understand spoken language, express ideas, follow multi-step instructions, develop vocabulary, join discussions or interpret social communication. Autistic pupils may also experience barriers related to changes, implicit language, turn-taking, sensory demands and communicating feelings or requesting help. Communication and interaction is the largest recorded area of SEND need at 46%, and seven Foundation stage pupils have recently joined with speech and language difficulties, indicating a clear early-years priority.
2	**Access to language-rich learning for pupils with EAL and overlapping communication needs:** Academic vocabulary, complex language, idioms, written explanations and subject terminology may restrict comprehension, participation and assessment. This is a whole-school barrier because 50% of SEND pupils have EAL, with heightened impact where EAL overlaps with speech, language, autism or other SEND. Staff must distinguish language acquisition from underlying SEN and ensure assessment reflects pupils' knowledge.
3	**Cognition, learning and cumulative curriculum access:** Some pupils may experience difficulties with working memory, processing, sequencing, reading, writing, spelling, mathematics, problem-solving and transferring learning. Cognition and learning needs accounts for 38% of pupils on the SEND register. Mathematics progress was 78%, compared with 84% in reading and writing, and the highest levels of current need are reported in Years 3 and 5. Pupils require explicit modelling, repetition, representations, carefully sequenced teaching and opportunities to demonstrate understanding in different ways.
4	**Attention, emotional regulation and participation:** Anxiety, ADHD, impulse control, social understanding, motivation and responding to challenge may affect engagement, relationships, learning time and participation in lessons or unstructured times. SEMH needs and ADHD account for 17% of pupils on the SEND register. Needs may overlap with communication, autism and learning difficulties, so behaviour must be understood as possible communication of an unmet need.
5	**Sensory access and participation for pupils with visual impairment:** Pupils may experience barriers accessing print, displays, demonstrations, diagrams, digital content, practical activities, movement around school and information delivered visually. Visual impairment affects 4% of pupils on the SEND register. Individual adjustments to print, contrast, lighting, layout, technology, resources, navigation, PE, trips and enrichment may be required.

Activity in this academic year

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

Description of activity (noting evidence and barrier numbers addressed)	Activity type (universal or targeted)	Total budgeted cost (accounting for spend from IMF and core budget allocations)
1. Whole-school communication-accessible teaching and language-rich classrooms (Barriers 1 and 2): establish a consistent EYFS-to-Year 6 approach using short instructions, visual timetables and task sequences, pre-taught vocabulary, explicit discussion routines, processing time, reduced unnecessary idiom, checking understanding and varied ways to show understanding. Each class will develop visual, symbolic, dual-language and accessible subject resources. The SENCO will complete half-termly learning walks and coaching, prioritising FS1/FS2, EAL and autistic pupils.	Universal	**Indicative total: £5,000** — approximately £3,500 IMF and £1,500 existing notional SEN allocation, subject to quotation and confirmation.
2. Early communication and language intervention pathway (Barriers 1 and 2): provide assessed, time-limited small-group or individual support, prioritising Foundation Stage pupils recently added to the register. Support will address receptive and expressive language, vocabulary, instructions, narrative, speech sounds, social communication, requesting help and communicating feelings, normally through two or three short sessions weekly for 10–15 weeks. Provision will be linked to class and play, reviewed through Assess–Plan–Do–Review, and supported by families and speech and language therapy where appropriate.	Targeted	**Indicative total: £8,500** — approximately £3,000 IMF and £5,500 notional SEN allocation, subject to staffing, programme and external-service costs.
3. Adaptive curriculum and mathematics access programme (Barriers 2 and 3): focus initially on Years 3 and 5. Teachers will audit language, memory and representation demands and use essential vocabulary, modelling, worked examples, concrete and pictorial representations, structured talk, retrieval, spaced review, cumulative assessment and transfer opportunities. Resources will include manipulatives, vocabulary mats, accessible recording formats and tasks that reduce unnecessary language barriers for EAL and SEND pupils.	Universal	**Indicative total: £9,000** — approximately £4,500 IMF and £4,500 notional SEN allocation, subject to existing resources and staffing.
4. Targeted reading, writing and mathematics catch-up with independence teaching (Barriers 2 and 3): provide assessed intervention cycles, prioritising Years 3 and 5, for pupils whose progress remains below expectation despite adaptive teaching. Groups will normally contain three to six pupils, meet two or three times weekly, have clear baselines and review points, and address decoding, fluency, comprehension, spelling, sentence construction, mathematics, working memory or pre-teaching. Teaching assistants will use structured plans and prompting	Targeted	**Indicative total: £14,000** — approximately £2,500 IMF and £11,500 notional SEN allocation and/or relevant top-up funding, subject to staffing and existing provision.

hierarchies to build independence, while teachers retain responsibility for planning and evaluation.		
5. Regulation, attention and participation support (Barriers 4 and 1): create or update one-page profiles and ISPs for pupils with SEMH, ADHD, anxiety, autism or overlapping needs. Support will include visual routines, advance warning of change, emotional vocabulary, regulation strategies, movement or sensory breaks where assessed, chunked tasks, quiet access, structured peer interaction, supported play and restorative responses. Attendance, behaviour (including ABC analysis), engagement, pupil voice and learning records will be reviewed together. Personal Risk assessments where necessary	Targeted	**Indicative total: £7,500** — approximately £1,500 IMF and £6,000 notional SEN allocation, subject to pupil need and existing staffing.
6. Visual-accessibility and sensory participation adjustments (Barrier 5): complete an accessibility audit with pupils, families, staff and specialist services, covering print, displays, lighting, contrast, layout, digital content, practical activities, PE, trips and assessment. Implement individual access guides and appropriate large-print, high-contrast, audio, tactile, digital, seating, lighting, navigation and verbal-description adjustments. Check arrangements before enrichment and unfamiliar activities.	Targeted	**Indicative total: £7,000** — approximately £1,500 IMF and £5,500 notional SEN allocation and/or top-up funding, subject to specialist advice and equipment requirements.
7. Accessible enrichment and family partnership programme (Barriers 1, 2, 4 and 5): check every club, trip, performance, visit and extended-day activity for language, communication, sensory, physical, anxiety, staffing, transport and cost barriers. Provide accessible, translated or interpreted information, pre-visits, social stories, quiet arrival, named adults, adapted equipment and alternative ways to participate. Continue parent workshops and termly feedback, share relevant cultural and linguistic knowledge, and signpost families to the Milton Keynes Local Offer, SENDIAS and specialist services. The National numeracy programme also will support parents with maths at home.	Universal	**Indicative total: £8,500** — approximately £2,000 IMF and £6,500 notional SEN allocation, subject to annual enrichment requirements and identified adjustments.

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
1. By the end of the academic year, pupils will experience consistently communication-accessible teaching that improves understanding, participation and access to language-rich learning across the school day through Activities 1 and 3.	At least 90% of lessons sampled through learning walks will demonstrate agreed communication strategies; at least 85% of pupils with EAL will improve their curriculum-language assessment score from their autumn baseline; and at least 80% of pupils surveyed will report that classroom instructions are usually clear and understandable.
2. By the end of the academic year, pupils receiving targeted communication support will communicate their needs, follow	At least 80% of pupils completing a targeted communication cycle will meet their individual ISP communication outcome; at least 6 of the 7

instructions and participate more independently in learning and play through Activity 2.	Foundation Stage pupils recently added to the SEND register will demonstrate improved progress against baseline; and at least 80% of parents and carers will report improved communication at home.
3. By the end of the academic year, pupils with cognition and learning needs, particularly in Years 3 and 5, will make stronger progress and work with greater independence in mathematics and other priority curriculum areas through Activities 3 and 4.	At least 85% of pupils receiving targeted learning intervention will make at least expected progress in their identified priority area; at least 85% of supported pupils in Years 3 and 5 will improve their mathematics assessment outcome from their autumn baseline; and at least 80% will complete an agreed independent learning task using no more than one adult prompt.
4. By the end of the academic year, pupils with attention, emotional regulation and participation needs will engage more consistently in learning and wider school life through Activity 5.	At least 80% of identified pupils will improve their lesson-engagement rating from their autumn baseline; at least 80% will reduce recorded dysregulation incidents compared with the autumn term; and at least 85% will report knowing an effective strategy for managing difficult feelings or situations.
5. By the end of the academic year, pupils with visual impairment and other access needs will participate more independently in lessons, enrichment and family-supported school life through Activities 6 and 7.	100% of pupils with visual impairment will have an individual access guide implemented and reviewed; at least 90% of planned enrichment activities will be attended by every pupil for whom an access adjustment has been identified; and at least 85% of responding parents and carers will report that their child can participate fully in school life.

Our strategy will include a review in July 2027 and will include an evaluation of what worked well in 2026-27, what did not work as expected, and how we adjusted our approach based on this learning and progress against our 2026-27 success criteria. We will do this through data you collected throughout the year (learning walks, pupil progress data, parent feedback, staff surveys) and will be structured around each of our five barriers and evaluate whether our activities successfully reduced them.

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Key abbreviations and definitions used throughout strategy

IMF	Inclusive Mainstream Fund	***OAP***	Ordinarily Available Provision
SEND	Special Educational Needs	***ABC Analysis***	Antecedent, Behaviour, and Consequence Analysis
ADHD	Attention Deficit Hyperactivity Disorder	***EYFS***	Early Years Foundation Stage
SEMH	Social, Emotional, and Mental Health	***FS1***	Foundation Stage 1 - Nursery
EAL	English as an Additional Language	***FS2***	Foundation Stage 2 - Reception
VI	Visual Impairment		