Inclusion Strategy: St Mary's Church of England (Aided) Primary School, Prestwich

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 2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	IEB

Statement of intent

Our Commitment to Inclusion
At St Mary's Church of England Primary School, we believe that every child is a unique and precious individual, created in the image of God. We are committed to ensuring that every pupil feels welcomed, valued, respected and able to flourish, regardless of their background, ability, additional needs or circumstances.

Through this shared commitment, we aim to make our school a place where every child knows that they belong, is supported to overcome barriers and is enabled to flourish as part of God's diverse and loving community.

Our Approach to Inclusion
Inclusion is the responsibility of everyone in our school. Our strategy begins with knowing each child well and understanding their strengths, interests, needs and aspirations. Teachers use high-quality, adaptive teaching to ensure that lessons are accessible and challenging for all learners. Where additional support is needed, we work with families, the SENDCo, external professionals and other agencies to identify needs early and put appropriate support in place.

We monitor the progress and wellbeing of pupils carefully and review provision regularly so that support can be adapted as children develop. We promote

independence and ensure that children are encouraged to have a voice in decisions about their learning and support.

Our Christian vision underpins our approach. We seek to create a community characterised by endurance, peace, trust, forgiveness, compassion and hope, where differences are valued and everyone is encouraged to flourish.

The Seven Principles of Inclusion
Our inclusion strategy reflects the seven principles of inclusion:
Presence – ensuring that all children are welcomed and have access to school life.
Participation – enabling every child to take part meaningfully in learning, worship, play, trips and wider school activities.
Achievement – having high expectations and providing appropriate support so that every pupil can make progress.
Choice – listening to pupils and families and involving them in decisions about support and provision.
Independence – developing confidence, resilience and the skills children need to become increasingly independent learners.
Partnership – working closely with parents, carers, professionals and the wider community.
Valuing diversity – celebrating the individuality of every child and challenging discrimination, prejudice and barriers to belonging.

Working with Families and Our Community
We recognise that families know their children best. We therefore aim to build positive, trusting relationships with parents and carers through regular communication, meetings, consultations and opportunities to share their views.

Children are also encouraged to contribute their own views and aspirations.
We work collaboratively with governors, church partners, local services and specialist professionals to strengthen our provision and ensure that children receive appropriate support.

In developing our inclusion strategy, we have consulted with families, pupils, staff and the IEB to ensure that this strategy reflects our unique local context

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	The gap between pupils eligible for Pupil Premium Grant (PPG) and their peers is not reducing. Many PPG pupils also have EHCPs / identified SEND, increasing complexity of need. This concentrates disadvantage within a small

	group: progress and attainment for some PPG pupils is held back by overlapping needs (SEND, post-adoptive trauma, language or social-emotional development). The school has stable pupil population but a higher-than-average proportion of pupils with EHC plans, so targeted support and strengthened universal practice are needed to reduce predictable barriers and ensure equitable access to the curriculum.
2	41% of our SEND pupils have been identified as experiencing difficulties with emotional wellbeing, anxiety, emotional regulation or autism. These difficulties can affect pupils' concentration, confidence, relationships and ability to engage and communicate positively with learning.
3	Staff observations indicate that an increasing number of pupils have difficulty sustaining attention during learning. This can result in pupils missing key information or instructions and can affect their ability to complete tasks successfully.
4	Staff observations indicated an increasing trend of pupils who require frequent adult prompting to begin, sustain or complete learning tasks. This can lead to pupils becoming reliant on adult support and limit their ability to organise themselves, make decisions and persevere independently.

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	Activity type	Total budgeted cost: £13,300
Whole-school CPD programme (academic year focus) to embed the EEF SEND 'Five-a-day' approaches (scaffolding, explicit instruction, metacognitive strategies, flexible grouping and use of technology) and EEF implementation guidance for staged roll-out and fidelity. Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report) and Guide to implementation (EEF). Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1,2, 3 & 4	Universal	£1,500 Release time, coaching, lesson study and professional development. High-impact investment as it benefits all pupils and improves classroom practice.
Embed explicit teaching of emotional regulation and self-management skills within the curriculum and pastoral programme — EEF Social and Emotional Learning EEF Metacognition and Self-Regulation. Barriers addressed: 2, 3 & 4	Universal	
Leadership and governance strengthening: senior-leadership time and external specialist review to refine OAIP strategy and data systems and termly reporting to IEB. Evidence: Inclusive mainstream fund: best practice for schools (DfE) and RISE support for inclusive mainstream education (DfE). Principle: ambitious leadership and	Universal	£2,500 SENDCo release time, external specialist review, monitoring systems and governor reporting. Helps ensure provision is strategically led and evaluated.

governance that embeds inclusion. Barriers addressed: 1,2, 3 & 4		
Reception and early years language pathway: implement WELLCOM screening and Intervention. Where indicated; staff training and small-group delivery to accelerate early language. Evidence: RISE support for inclusive mainstream education (DfE) and Special Educational Needs in Mainstream Schools (EEF). Principle: evidence-based support prioritising early intervention. Barriers addressed: 1	Universal	£2,000 Screening resources, training, intervention materials and staffing for Reception and KS1 language groups. Early intervention offers strong long-term impact.
Targeted small-group interventions and TA professional development: fund structured, evidence-based small-group programmes (phonics boosters, language or social-emotional programmes from EEF Promising Programmes) with TA training and time for delivery and evaluation. Activity will follow EEF implementation stages and include regular impact monitoring. Principle: evidence-based support prioritising early intervention. Barriers addressed: 1	Targeted	£2,500 Supports intervention delivery, TA training, intervention resources and dedicated intervention time for reading, phonics, language and SEMH support.
Invest in targeted pastoral/wellbeing support for pupils identified as experiencing anxiety or emotional regulation difficulties — DfE Mental Health and Wellbeing guidance; EEF Social and Emotional Learning. Deliver structured small-group social and emotional learning programmes for identified pupils — EEF Social and Emotional Learning. Barriers addressed: 2	Targeted	£2,000 Supports intervention delivery, TA training, intervention resources and dedicated intervention time for pastoral/wellbeing and SEMH support.
Provide staff CPD on recognising and responding to emerging mental health and wellbeing needs — DfE Mental Health and Wellbeing guidance. Barriers addressed: 2	Universal	CPD offer with external specialist with Education Mental Health Practitioner and (MHST)

Provide regular individual check-ins with a named trusted adult for pupils identified as needing additional emotional support — DfE Mental Health and Wellbeing guidance Barriers addressed: 2	Targeted	£800 TAs to supports pastoral/wellbeing and SEMH support.
Strengthen links with parents/carers and external services where pupils require support beyond school-based provision — DfE Mental Health and Wellbeing guidance. Barriers addressed: 2	Targeted	£500 SENDCo release time, external specialist with Education Mental Health Practitioner and (MHST)
Inclusive environment improvements and transition planning: implement classroom environment standards (visual supports, reduced clutter, seating/acoustic adjustments), enhanced transition packages for pupils with EHCPs/post-adoptive needs, and targeted reasonable adjustments for enrichment activities. Evidence: Inclusive mainstream fund: best practice for schools (DfE) and Inclusion bases in schools (DfE). Principle: inclusive environments with continuous improvements to accessibility. Barriers addressed:1, 2, 3 & 4	Universal	£1,500 Visual timetables, sensory resources, workstation adaptations, transition passports, social stories and classroom environment improvements.

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
Narrow the attainment and progress gap for PPG pupils (many with EHCPs) compared with peers.	Termly assessment data (Arbour) and phonics outcomes show improved progress rates for PPG pupils; reduction in the difference between averages for PPG (with EHCP) and non-PPG pupils across reading, writing and maths in internal and external checks. Intervention

	outcome tracking shows measurable gains for pupils receiving targeted small-group support.
Improved early language and communication on entry and across KS1.	Reception language screening through WELLCOM monitoring demonstrate accelerated oral language progress for identified children; a higher proportion of Reception children meet age-related language milestones; Year 1 phonics screening outcomes maintained or improved. Language assessment: ≥80% of targeted pupils make at least expected progress from their individual baseline, with ≥50% closing the gap to age-related expectations.
Pupils have improved emotional regulation and wellbeing, enabling them to engage more consistently with learning.	Wellbeing/engagement: ≥75% of targeted pupils show improvement on the school's agreed wellbeing/self-regulation measure, with reductions in recorded incidents or episodes of dysregulation.
Stronger quality-first teaching across the school, consistently applied using the OAIP.	Lesson observations, work sampling and teacher self-review show routine use of EEF 'Five-a-day' strategies; reduced variation between classes in curriculum delivery; teacher CPD completion and competency checks recorded. Pupil voice demonstrates clearer understanding and engagement in learning.
Pupils are increasingly able to sustain attention, follow instructions and remain engaged with learning.	Engagement: ≥80% of targeted pupils show an improvement in observed sustained engagement, measured through a standardised classroom observation/checklist; reduction in incomplete tasks.
Pupils become increasingly independent in starting, organising and completing learning without frequent adult prompting.	Independence: ≥80% of targeted pupils reduce their level of adult prompting by at least one agreed level on the school's prompting scale.

Review of the previous academic year – Available 27/28

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.*