

Inclusion Strategy – St Augustine’s 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	30 September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Thompson, Headteacher

Statement of intent

At St Augustine's Catholic Primary School, inclusion is rooted in our Catholic faith and our commitment to ensuring that every child is welcomed, valued and supported to achieve their God-given potential. Through a partnership of love, ambition, joy and peace, we strive to remove barriers to learning and participation so that every pupil can flourish.

We are determined that all pupils, including those with SEND, disadvantaged pupils, pupils with English as an Additional Language, and pupils experiencing social, emotional or family vulnerabilities, have equitable access to a broad, ambitious and enriching curriculum. We recognise that every child brings different strengths, experiences and challenges, and we strive to identify and remove barriers to learning and participation as early as possible so that every pupil can achieve their potential and develop confidence as lifelong learners.

Our inclusive approach is built upon high-quality adaptive teaching and the belief that inclusion is the responsibility of every member of our school community. Through early identification, robust assessment, a graduated approach to support and evidence-informed interventions, we work to ensure that all pupils can access learning, develop independence and experience success. We recognise that needs can be complex and overlapping, particularly where SEND intersects with SEMH, attendance, safeguarding or disadvantage, and we are committed to providing coordinated support that responds to the whole child.

We understand that barriers to learning are often complex and overlapping. Within our school community, these can include increasing levels of SEND, emerging needs, SEMH challenges, communication and language difficulties, attendance concerns and vulnerabilities linked to family circumstances. Our approach is therefore centred on early identification, targeted support and strong multi-agency collaboration. Through nurturing relationships, specialist support, adaptive teaching and strong multi-agency partnerships, we seek to ensure that children receive the right support at the right time.

Relationships with families are central to our inclusive practice. We value parents and carers as partners and recognise that they know their children best. Through open communication, meaningful collaboration and shared aspirations, we work together to ensure that children feel known, understood and supported. We also place great importance on pupil voice, listening carefully to children's views, experiences and aspirations so that they can actively contribute to decisions about their learning and wellbeing.

We will evaluate the success of our inclusive strategy through improvements in pupil outcomes, attendance, participation, wellbeing and engagement. Most importantly, we want every child at St Augustine's to experience a strong sense of belonging, develop their unique gifts and talents, and leave our school with the confidence, skills and values needed to thrive in the next stage of their education and beyond.

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	Currently, 17% of pupils are on the SEND register, with a further 16.2% on the monitoring register. This reflects the increasing level of need within our pupil population, alongside delays in securing diagnoses and obtaining information for children transferring from nursery settings and other schools. As a result, there can be a delay in formally identifying needs and providing support through the SEND register. This has impacted some pupils' readiness to learn and their ability to access an age-appropriate curriculum.
2	Our SEND cohort is presenting with increasingly complex needs. This includes pupils on SEN Support, pupils being monitored for emerging needs, and pupils on or progressing through EHCP pathways. Some pupils have overlapping SEND, disadvantage, SEMH, safeguarding, or attendance needs, requiring precise adaptive teaching and a coordinated approach to provision.
3	Local systems contribute to delays in the identification of SEND needs, provide insufficient support for families following identification, and do not adequately reflect the needs of our pupils within current funding structures. This can hinder early intervention and collaborative planning, placing additional pressure on school-based provision and limiting the resources available to effectively meet pupils' SEND and wider additional needs.
4	Communication, language, early literacy, and curriculum access remain key areas of need. Screening identifies speech and language difficulties for some pupils, while others enter school with limited early learning experiences. To support access to the curriculum, pupils may require explicit vocabulary teaching, systematic phonics instruction, modelling, scaffolding, and regular opportunities to revisit and consolidate prior learning.
5	Attendance and persistent absence remain areas of focus. Although whole-school attendance has improved and rates of persistent absence have reduced, attendance continues to be a barrier for a smaller group of vulnerable, disadvantaged, and SEND pupils. Poor attendance can compound academic, social, emotional, and safeguarding concerns, limiting pupils' access to learning and wider school experiences.
6	Social, emotional, mental health, behaviour, and safeguarding barriers. A small number of pupils experience emotional dysregulation, trauma, family instability, or require support from multiple agencies. These factors can impact concentration, relationships, behaviour, attendance, and sustained engagement with learning, creating additional barriers to achieving positive educational outcomes.

7	Social, emotional, and mental health (SEMH) needs are increasing across the school, resulting in a growing demand for support, particularly during afternoon sessions, which currently exceeds available capacity. Whilst targeted SEND support is provided through our Bridge and Cove provisions during the mornings, there is less capacity to meet the increasing pastoral and SEMH needs of pupils across the wider school. This can impact pupils' engagement with learning, emotional regulation, and overall wellbeing.
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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 (<i>noting evidence and barrier numbers addressed</i>)	Activity type (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget allocations</i>)
Strengthen high-quality adaptive teaching across all subjects through targeted CPD, instructional coaching, learning walks, book scrutiny, and pupil voice. Embed the consistent use of scaffolding, modelling, retrieval practice, practical approaches, and explicit vocabulary instruction to improve curriculum access and outcomes. Continue to develop and refine the EYFS-to-Year 1 adaptive bridge to support successful transitions and early learning. Addresses priorities 2, 3, and 5.	Universal	£148,672
Maintain a robust system of early identification and graduated response through SEN monitoring, provision mapping, accurate census identification, pupil progress meetings, and termly evaluation of interventions. Use the Provision Map system to monitor impact, ensuring that interventions are adapted or discontinued where evidence indicates they are not improving outcomes for pupils. Addresses priorities 1, 2, 3, and 5.	Universal and targeted	£12,779
Provide targeted communication, language, and literacy support through interventions such as Literacy Gold and Speech and Language Link, alongside the systematic teaching of phonics through Unlocking Letters and Sounds. Deliver additional targeted interventions for identified pupils to improve communication skills, literacy	Targeted	£3,589

outcomes, and access to the wider curriculum. Addresses priorities 2 and 3.		
Provide targeted SEMH and emotional regulation support through Thrive, ELSA/nurture interventions, Life Skills Bridge provision, mentoring, check-ins, Zones of Regulation, restorative approaches, and bespoke behaviour and risk management plans. Ensure support is tailored to individual needs to promote emotional wellbeing, self-regulation, positive behaviour, and sustained engagement with learning. Addresses priorities 2, 5, 6, and 7.	Universal and targeted	£3,000
Strengthen attendance through daily monitoring, weekly analysis of attendance data by pupil group, early engagement with families, personalised attendance plans, breakfast and calm-start provision, staged attendance procedures, and multi-agency support where appropriate. Utilise learning from the RISE Attendance Hub to review, evaluate, and further develop effective attendance practice. Addresses priorities 1, 4, and 5.	Universal and targeted	£1,000
Remove practical and financial barriers to participation through breakfast provision, uniform and basic-needs support, and financial assistance for trips, residential, and wider curriculum experiences. This will help ensure that all pupils can fully engage in school life and access the same opportunities as their peers, regardless of their circumstances. Addresses priorities 4 and 6.	Targeted	£2,850
Establish and implement a whole-school Enrichment Charter and enrichment tracking system. Monitor participation rates for disadvantaged, SEND, and vulnerable pupils, and take proactive steps to remove financial, practical, and accessibility barriers to participation. This will help ensure equitable access to wider curriculum opportunities and support pupils' personal development, wellbeing, and sense of belonging. Addresses priorities 1, 2, and 6.	Universal and targeted	£750
Strengthen partnerships with families, pupils, and external agencies through regular pupil voice activities, parent meetings, and collaborative working with Early Help, STLS, health professionals, counselling services, social care, and other relevant agencies. Use effective information sharing and professional challenge where appropriate to ensure pupils and families receive timely and appropriate support. Addresses priorities 2, 4, and 5.	Universal and targeted	£600

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
Vulnerable pupils, including SEND and disadvantaged pupils, make strong progress from their starting points and access the full curriculum.	Termly pupil progress data demonstrates that targeted pupils are making expected or better progress, with attainment gaps between identified groups and their peers narrowing over time. Interventions are reviewed and evaluated on a termly basis, with provision adapted, refined, or discontinued where evidence indicates that impact is limited.
Attendance and participation improve for pupils with additional needs and vulnerable groups.	PP and SEND attendance is at least in line with national averages, while persistent and severe absence continues to decline. Attendance is monitored closely, with targeted support provided through timely, personalised plans for priority pupils and families. The impact of support is recorded and reviewed regularly.
Pupils with communication, language and early-literacy barriers access learning successfully.	Screening and assessment data demonstrate that pupils are making progress from their individual starting points, while phonics outcomes remain strong. Targeted pupils show improvements in vocabulary, communication, and access to the curriculum, supported by evidence from intervention records and classroom practice. Monitoring activities, including learning walks, book scrutiny, and pupil voice, demonstrate the consistent implementation of high-quality adaptive teaching across the school.
Pupils with SEMH, regulation or behavioural needs are safe, engaged and increasingly able to regulate and participate in learning.	The frequency of repeated and serious incidents reduces for identified pupils, while pastoral monitoring demonstrates improved emotional regulation, behaviour, and readiness to learn. Pupil voice indicates that pupils feel safe, listened to, and supported, and that they know who to approach and where to seek help when needed.
All pupils have equitable access to enrichment and wider school life.	A central tracking system records participation in enrichment opportunities by pupil group, enabling the school to monitor engagement and identify potential barriers. Gaps in participation for disadvantaged (PP), SEND, and vulnerable pupils reduce over time as financial, practical, and accessibility barriers are proactively addressed. Pupil voice demonstrates increased confidence, a stronger sense of belonging, and greater enjoyment of school and enrichment opportunities.
Inclusive practice is consistently understood, implemented and evaluated across the school.	Staff can confidently identify priority pupils, understand their barriers to learning, and implement agreed strategies to support their needs. Provision maps and vulnerable pupil records are accurate, up to date, and regularly reviewed. Monitoring activities, including learning walks, demonstrate the consistent implementation of high-quality adaptive teaching across the school. Senior leaders and governors review

	measurable inclusion outcomes at least termly to evaluate impact and inform strategic decision-making.
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Review of the previous academic year

This is the first Inclusion Strategy produced using the DfE Inclusive Mainstream Schools Fund template; therefore, there is no previous strategy against which to report. Nevertheless, existing school evidence provides a clear baseline. Attendance has improved over time, persistent absence has reduced, phonics outcomes have remained strong, and case studies demonstrate the positive impact of personalised pastoral, safeguarding, attendance, and behaviour support. These outcomes have informed the priorities, actions, and success criteria outlined within this strategy.

Further information (optional)

This strategy should be read alongside the school's SEND Information Report/Policy, Pupil Premium Strategy, School Improvement Plan, Attendance Policy, Behaviour Policy, Safeguarding arrangements and curriculum information. Funding figures will be updated when the school's confirmed IMF allocation and relevant core-budget commitments are available.