# Inclusion Strategy – St John's CE 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 | August 2026 |
| Date on which it will be reviewed | August 2027 |
| Statement authorised by | |
| Total Budget | £12800 |

## Statement of intent

At St. John's CE Primary School, our vision is rooted in our Christian values and our belief that every child is uniquely created, valued and loved by God. We are committed to building a truly inclusive school where all pupils, regardless of need, background, ability, disability, language, culture or circumstance, feel that they belong, can participate fully in school life and achieve their potential.

Our ultimate objective is to ensure that every pupil receives the support, opportunities and encouragement needed to thrive academically, socially, emotionally and spiritually. We strive to remove barriers to learning, foster independence and resilience, and create a culture where diversity is celebrated and inclusion is everyone's responsibility. For pupils with additional needs and SEND, our aim is to provide timely identification, effective support and meaningful adaptations that enable them to access a broad, balanced and ambitious curriculum alongside their peers. This reflects the school's commitment to inclusive practice for all children, including those with SEND. We have recently opened a SEND Unit for children with cognition and learning / communication and interaction needs. The intention is for these children to access mainstream provision it meets their needs, thus enabling an inclusive environment.

Our Inclusion Strategy works towards these objectives through high-quality teaching, a graduated approach to support, strong partnerships with families, evidence-informed interventions and effective collaboration with external agencies. We continually develop staff expertise, use assessment information to identify needs early, and maintain high expectations for all learners. Through careful monitoring of engagement, attendance, participation and achievement, we evaluate the impact of our provision and ensure that resources are targeted where they will have the greatest benefit.

The strategy is underpinned by the seven principles of inclusion:

1. **Belonging** – Every child is welcomed, valued and included within the life of St. John's school.
2. **High Expectations** – We maintain ambitious outcomes for all pupils, including those with SEND.
3. **Early Identification and Intervention** – Needs are identified promptly and support is provided at the earliest opportunity.
4. **Inclusive Teaching** – Quality-first teaching forms the foundation of our provision, enabling all pupils to access learning.
5. **Participation and Voice** – Pupils and families are active partners in decision-making about support and provision.
6. **Collaboration** – Staff, families, governors and external professionals work together to secure positive outcomes for children. We also collaborate with other schools in The Spire Trust, in the Baxter Pyramid and with Wyre Forest Special School, to whom we look for advice and support.
7. **Continuous Improvement** – We use evidence, training and self-evaluation to strengthen our inclusive practice and respond to changing needs.

Through this strategy, St. John's CE Primary School seeks to create a compassionate, inclusive and aspirational community where every child has a sense of belonging, feels safe, respected and empowered to let their light shine.

## 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** |
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| 1 | Language, communication and vocabulary gaps - Impacts curriculum access and academic progress, with reading and writing in particular |

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| 2 | Attendance and persistent absence - Reduces learning time and participation |
| 3 | Social, emotional and mental health needs - Affects engagement, behaviour and readiness to learn |
| 4 | Poverty-related barriers to opportunity - Limits access to enrichment, resources and experiences |
| 5 | Limited background knowledge and wider experiences - Impacts comprehension, vocabulary and aspiration |
| 6 | Social inclusion and belonging - Reduces confidence, participation and engagement |

## 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** *()* |
|---|---|---|
| A) Addressing barrier 1,2, 5, 6:<br>Purchase and implement across the school 'I Am A Clever Writer' to develop a consistent and streamlined approach to writing, developing an inspirational writing spine to fit the needs of the pupils | Universal including in The Nest SEND Unit | £6054 for the materials and training plus a further £2000 for resources required including teaching texts. |
| B) Addressing barrier 1:<br>Whole-staff dyslexia training x 3 sessions | CPD for all staff to improve knowledge of this area | £390 |
| C) Addressing barrier 2,4,5,6:<br>Afterschool clubs run by TAs | Targeted to PP / disadvantaged children | TA2 £18.36 per hour<br>2 clubs for 6 half-terms = £1983 |

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|---|---|---|
| D) Addressing barriers 1,2 ,5 & 6<br>Flash Academy EAL APP | Targeted EAL for years 1-6 | £1440 Annual Subscription |
| E) Addressing barrier 3<br>Restrictive Intervention and Positive Handling Training | CPD for 14 targeted staff | £1360 |
| | | Total £13,227 |

## 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.

The combined investment aims to remove key barriers to learning by strengthening literacy provision, improving staff expertise, increasing access to enrichment opportunities, supporting language acquisition, and enhancing provision for pupils with additional behavioural and emotional needs. As a result, disadvantaged pupils are better able to engage, achieve, attend, participate and thrive both academically and socially.

| Intended outcome | Success criteria |
|---|---|
| To establish a consistent, high-quality approach to writing that improves pupils' confidence, engagement, vocabulary, creativity and writing outcomes, while ensuring all learners, including those with SEND and disadvantaged pupils, can access a structured and inspiring writing curriculum. | • A consistent writing approach is evident in all classes, including The Nest, through lesson visits and book scrutiny.<br>• 100% of teaching staff have received training and use the agreed methodology.<br>• Pupil voice demonstrates increased confidence and enjoyment in writing.<br>• Writing outcomes for disadvantaged pupils improve, with gaps between disadvantaged and non-disadvantaged pupils narrowing.<br>• Increased proportion of disadvantaged pupils working at age-related expectations in writing by July 2027.<br>• Monitoring shows consistent use of teaching texts and writing spine across the school. |
| To increase staff understanding of dyslexia and evidence-informed strategies so that barriers to learning are identified earlier and teaching is adapted effectively, leading to improved progress, confidence | • 100% of staff attend training sessions.<br>• Staff confidence in supporting pupils with dyslexia improves, evidenced through pre- and post-training surveys.<br>• Dyslexia-friendly strategies are routinely observed in classrooms. |

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| and inclusion for pupils with literacy difficulties. | • Earlier identification of literacy difficulties and more appropriate interventions implemented.<br>• Pupils with identified literacy difficulties demonstrate improved engagement and progress in reading and writing. |
| To increase participation in enrichment activities, enhance social development, confidence and wellbeing, and ensure disadvantaged pupils have equitable access to wider learning experiences that support personal development and engagement with school. | • At least 75% of disadvantaged pupils attend one or more enrichment clubs during the year.<br>• Participation rates of disadvantaged pupils increase compared with the previous year.<br>• Pupil surveys indicate improved confidence, belonging and enjoyment of school.<br>• Club attendance remains above 85% across the year.<br>• Behaviour, attendance or engagement indicators improve for identified targeted pupils. |
| To accelerate English language acquisition for pupils with English as an Additional Language, improving communication skills, curriculum access, confidence and attainment across all subjects. | • All EAL pupils identified as requiring support access Flash Academy regularly.<br>• Usage data demonstrates sustained engagement throughout the year.<br>• EAL pupils show measurable progress in speaking, listening, reading and writing English.<br>• Teachers report improved confidence and curriculum access for EAL pupils.<br>• The attainment gap between EAL pupils and their peers narrows across core subjects. |
| To develop staff confidence and competence in supporting pupils with complex behavioural and emotional needs, reducing incidents of dysregulation, improving safety and wellbeing, and enabling pupils to remain successfully included in school. | • All identified staff successfully complete accredited training.<br>• Staff demonstrate increased confidence in managing dysregulation and challenging behaviour.<br>• Behaviour incidents requiring physical intervention reduce over time.<br>• Pupil suspensions and exclusions reduce compared with the previous year.<br>• Targeted pupils show improved engagement, attendance and successful inclusion within school.<br>• Behaviour and safeguarding records demonstrate consistent use of de-escalation strategies. |

## Review of the previous academic year

*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.*