Inclusion Strategy
St Edmund's Catholic 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	September 2026 – July 2027
Date this statement was published	September 2026
Date on which it will be reviewed	June 2027
Statement authorised by	G Parsons, HT M Walters, ASIP

Statement of intent

At St Edmund's Catholic School, inclusion is at the heart of our Catholic ethos. We are committed to ensuring that every pupil, regardless of need, background or circumstance, is welcomed, valued and supported to achieve their full potential. We recognise that diversity enriches our school community and strive to create a learning environment where all pupils experience belonging, participation and success.

Our school serves a significantly higher proportion of pupils with PP and SEND than the national average, including students with Education, Health and Care Plans (EHCPs), SEND Support needs and emerging needs that require monitoring and intervention. Through high-quality teaching, reasonable adjustments, trauma-informed practice and targeted specialist support, we seek to remove barriers to

learning and participation for all learners. We invest in specialist Speech and Language Therapy provision to ensure that communication needs are identified early and barriers to learning are removed through assessment, intervention, staff coaching and family support.

We recognise that disadvantage is not limited to SEND and includes those who are eligible for Pupil Premium funding, young carers, children in care, previously looked after children, pupils experiencing financial hardship, pupils with adverse childhood experiences, and those facing barriers linked to attendance, wellbeing or social vulnerability. Our inclusive approach ensures that these pupils are identified early, supported effectively and provided with equitable access to high-quality teaching, enrichment, pastoral care and opportunities to flourish. This reflects our commitment to removing barriers rather than lowering expectations.

Our strategy is underpinned by the principles of inclusion through:

- Early identification and assessment of need.
- High-quality, adaptive teaching in every classroom.
- Co-production with pupils and families.
- Positive partnerships with external agencies.
- Promotion of attendance, belonging, wellbeing and achievement.
- Development of staff expertise through continuous professional development.
- A commitment to equity, dignity and respect inspired by Catholic Social Teaching.
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The strategy has been developed through ongoing consultation with pupils, parents and carers, PP and SEND staff, governors, external professionals and the wider school community to ensure that provision remains responsive to the changing profile of need within the school.

Context

Number on roll: 697

Vulnerable Group Profile

Group	Current %
Pupil Premium	46.3%
SEND Support	25.14%
EHCP	4.7%
EAL	13.9%
Young Carers	10.4%
Looked After / Previously Looked After	1.44%

The overlap between disadvantage and SEND remains a significant feature of the school population. Inclusion planning therefore focuses upon the intersection of SEND, disadvantage, attendance, wellbeing and safeguarding vulnerability.

Key Challenges

- High levels of socio-economic deprivation and vulnerability, with a significant number of pupils affected by disadvantage, trauma, care experience, young carer responsibilities and adverse childhood experiences, creating additional barriers to engagement, attendance and achievement.
- Persistent absence remains disproportionately high amongst disadvantaged pupils. School data demonstrates that disadvantaged pupils experience barriers linked to attendance, literacy, self-regulation, emotional wellbeing and access to enrichment opportunities, all of which can impact long-term outcomes.
- A significantly above-average SEND population, including high numbers of pupils receiving SEND Support, EHCP provision and monitored support, resulting in increasing demand for inclusive teaching, intervention and specialist provision.
- Increasing prevalence and complexity of SEMH needs, including anxiety, emotional dysregulation, mental health difficulties and emotionally based school avoidance (EBSA), impacting attendance, wellbeing and readiness to learn.
- Rising levels of speech, language and communication needs, delayed language development and communication difficulties impacting curriculum access and social interaction. Requiring enhanced adaptive teaching, specialist support and greater staff expertise.
- Growing numbers of pupils with cognition and learning difficulties, including dyslexia, dyscalculia, literacy deficits, processing difficulties and working memory needs, alongside long waiting times for assessment and diagnosis, which can delay access to specialist support.
- Disadvantaged pupils remain overrepresented within suspension and inclusion data, requiring proactive approaches that prioritise early intervention, relational practice and targeted pastoral support.

Barriers to learning and participation

1	Increasing prevalence of Social, Emotional and Mental Health (SEMH) needs, including anxiety, trauma, low self-esteem, emotional regulation difficulties and Emotionally Based School Avoidance (EBSA). SEMH is the most significant area of need across the school population.
2	High levels of Communication and Interaction needs, including ASC and Speech, Language and Communication Needs (SLCN), requiring specialist therapeutic support. The number of pupils requiring assessment pathways continues to rise.
3	Cognition and Learning difficulties including dyslexia, dyscalculia, processing difficulties, working memory deficits and literacy weaknesses that impact access to the curriculum and examination outcomes.
4	Increasing complexity of need due to delays in diagnosis and access to external services, resulting in higher numbers of pupils requiring support while awaiting assessment or specialist input.
5	Attendance, engagement and participation challenges linked to anxiety, trauma, social vulnerability and school avoidance, particularly amongst pupils with SEND, PP and vulnerable groups.

6	Sensory and physical needs requiring environmental adaptations, specialist equipment and personalised support to ensure full access to learning and school life
7	Socio-economic disadvantage including poverty, financial hardship, limited access to resources, lower literacy levels, reduced cultural capital and challenges relating to attendance and engagement which can negatively affect academic outcomes and participation in school life

Activity in this academic year

Description of activity	Activity type	Total budgeted cost
Whole School CPD: further embedding of Quality First Teaching, Mainstream Core Standards, adaptive teaching and trauma-informed practice through whole-school CPD, coaching and quality assurance. Professional development focused on the characteristics of disadvantage, relational practice, the EEF Guide to the Pupil Premium, trauma-informed approaches and strategies for improving outcomes for disadvantaged learners. **Evidence** The EEF Guide to Inclusive Teaching recommends that schools prioritise high-quality inclusive teaching as the foundation of effective inclusion. It highlights the importance of developing an ongoing understanding of pupils' strengths and needs, using evidence-informed classroom adaptations and maintaining high expectations for all learners. The EEF Special Educational Needs in Mainstream Schools guidance recommends creating positive learning environments, developing an ongoing understanding of pupils' needs and ensuring access to high-quality teaching for all. EEF – Guide to Inclusive Teaching EEF – Special Educational Needs in Mainstream Schools EEF – A School's Guide to Implementation EEF – Metacognition and Self-Regulated Learning EEF – Improving Behaviour in Schools	Universal	£4,000 + Core budget allocation

Development of Autism Education Trust (AET) standards, whole-school autism training and enhanced provision for pupils with communication and interaction needs. **Evidence** Completed AET Standards Framework self-evaluation. Baseline and annual review scores demonstrating progress against AET standards. Autism action plans linked to school improvement priorities. Minutes from Inclusion Team, SEND Team or Leadership meetings discussing AET implementation. Learning walk and audit findings focused on autism-friendly practice. Evidence of adaptations made as a result of AET reviews. AET Schools Standards Framework	Universal	£3,000 + Core budget allocation
Specialist Speech and Language Therapy provision delivered two days per week, including assessment, intervention, parent consultation, staff coaching, communication profiling and review meetings. **Evidence** 100% of identified pupils have an up-to-date communication profile. Pupils receiving SaLT support make expected or better progress against communication targets. Teachers working with supported pupils receive advice and coaching. Evidence of Parent satisfaction with SaLT provision. Reduction in communication-related behavioural incidents and increased pupil participation in lessons and social activities.	Targeted	£34,200 for 14 hours per week of Speech and Language Therapy provision across the academic year.

Speech and Language UK DfE – Developing an Inclusion Strategy using the Inclusive Mainstream Fund		
Enhanced SEMH and trauma-informed provision prioritising pupils who are PP, young carers, CIN, CP, CLA and those experiencing multiple vulnerabilities, through counselling, mentoring, emotional wellbeing support and targeted interventions delivered through The Lodge. **Evidence** Reduced behaviour incidents. Reduced internal exclusions. Reduced suspensions. Fewer dysregulated episodes requiring removal from lessons. Improved classroom engagement.	Targeted	£3,500.00
Vulnerable Learners Strategy Coordinated support for disadvantaged and vulnerable pupils through attendance monitoring, mentoring, parental engagement, targeted literacy support, enrichment funding, wellbeing interventions and academic tutoring. **Evidence** PP attendance PP suspension data Participation in enrichment Progress measures for PP pupils Parent engagement records		£4,000.00 + Core budget allocation and PP

Intended outcomes

Intended outcome	Success criteria
Improved attendance, engagement and sense of belonging for pupils with SEND.	SEND attendance improves by at least 2% by July 2027. Number of pupils identified as EBSA reduces by 10%.

	Pupil voice demonstrates that 85%+ of SEND pupils report feeling safe, included and supported.
Improved progress and attainment for pupils with EHCPs and SEND Support.	At least 75% of EHCP pupils meet or exceed individual provision map targets. SEND attainment gap reduces in core subjects. Progress measures for SEND pupils increase across all year groups.
Greater consistency in adaptive teaching and implementation of Mainstream Core Standards.	Learning walks show 90% of lessons effectively implementing Mainstream Core Standards. All departments evidence adaptive teaching strategies during quality assurance activities. Staff confidence survey shows 90%+ confidence in supporting SEND learners.
Earlier identification of need and more effective intervention planning.	100% of SEND pupils have up-to-date Edukey profiles. Screening completed for all identified pupils within one term of referral. External agency referrals submitted within agreed timescales. Intervention reviews completed termly for all pupils receiving targeted support.
Improved communication, language processing and classroom participation for pupils with identified SLCN.	SALT caseload pupils demonstrate measurable improvement against therapy targets. Communication strategies are evidenced in 90% of classrooms where identified pupils are taught. Staff training delivered by SALT reaches 100% of teaching staff. Increase in student participation and classroom engagement recorded through provision reviews.
Improved outcomes for pupils with SEMH needs.	Reduction in behaviour incidents involving SEND pupils. Reduction in fixed-term suspensions for pupils with SEND. Improved pupil wellbeing measures through Boxall profiles, student voice and pastoral reviews. Increased successful reintegration from intervention support back into mainstream learning.
Improved attendance, engagement and achievement for disadvantaged and vulnerable pupils.	PP attendance improves year-on-year. Persistent absence among disadvantaged pupils reduces.

	The gap between PP and non-PP attainment narrows. Increased participation of disadvantaged pupils in enrichment activities. Reduction in suspensions involving PP pupils. Positive pupil voice outcomes regarding belonging and inclusion.

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.*

Headline metrics for reviewing purposes:
1. SEND attendance.
2. SEND persistent absence.
3. EHCP progress against outcomes.
4. SEND progress and attainment.
5. Suspensions involving SEND pupils.
6. EBSA caseload numbers.
7. SALT caseload and target achievement.
8. Reading age improvements.
9. Parent satisfaction.

10. Staff implementation of Mainstream Core Standards.

Further information

There is ambitious leadership and governance that embeds inclusion:

- Regular joint review of SEND and Pupil Premium outcomes to ensure that inclusion planning addresses the needs of pupils experiencing multiple disadvantages.
- Annual evaluation of attendance, attainment, behaviour, wellbeing and participation data for vulnerable groups including PP, SEND, Young Carers, CLA and pupils with social worker involvement.
- Regular monthly review of School Improvement Plan and Inclusion Strategy at SLT meetings.
- LGC oversight via Inclusion/SEND Link LGC Member.
- Lesson observations, learning walks and department reviews focused on inclusion strategies and impact.
- Reporting to Trust via ASIP visits.
- Regular CPD on inclusion.
- Attendance at local authority inclusion type forums.

Impact Measures

The effectiveness of the Inclusion Strategy will be evaluated through a combination of attainment, attendance, engagement, participation, wellbeing and pupil voice measures. Particular attention will be given to pupils who experience multiple vulnerabilities, including SEND, Pupil Premium, Young Carers, Looked After Children, Previously Looked After Children and pupils supported through safeguarding or Early Help interventions.

Success will be evidenced through:

- Improved attendance and reduced persistent absence for disadvantaged pupils, SEND pupils and other vulnerable groups.
- Improved attainment and progress outcomes for disadvantaged pupils, with a particular focus on English, Mathematics and literacy.
- Improved progress and attainment outcomes for pupils receiving SEND Support and those with EHCPs.
- Reduction in suspensions, internal exclusions and behaviour incidents involving disadvantaged pupils and pupils with SEND.
- Increased participation in enrichment opportunities, educational visits, leadership opportunities and wider curriculum activities by disadvantaged and vulnerable pupils.
- Positive improvements in pupil wellbeing, belonging and inclusion as evidenced through pupil voice, pastoral reviews and wellbeing measures.
- Improved parental engagement for disadvantaged families and pupils with additional needs, evidenced through attendance at meetings, reviews and school events.

- Improved attendance and achievement outcomes for Young Carers and other identified vulnerable cohorts.
- Increased effectiveness of adaptive teaching and implementation of Mainstream Core Standards across all departments.
- Improved outcomes for pupils receiving Speech and Language Therapy support, evidenced through communication assessments, provision reviews and classroom participation.
- Improved rates of successful intervention and reintegration for pupils receiving SEMH, pastoral and therapeutic support.
- Greater equity in outcomes across the school, reflected in narrowing gaps between disadvantaged and non-disadvantaged pupils, alongside improved outcomes for pupils with SEND.

The Senior Leadership Team, Inclusion Team and Local Governing Committee will review these measures termly to ensure that resources, interventions and provision continue to support the school's commitment to equity, inclusion and excellence for all.