St. William's Inclusion Strategy Nov 2026

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
Our current Inclusion Strategy covers	2026-29 £20,079 ***Strategy Funding*** *2026-27 101 pupils £7,697* *2027-28 85 pupils £6,730* *2028-29 67 pupils £5, 652*
Date this statement was published	09/11/26 **31st Dec 26**
Date on which it will be reviewed	Nov 2027
Statement authorised by	Fiona Parker

Statement of intent

At St. William's Catholic Primary School, inclusion is not just an ambition; it is a culture that underpins everything we do. We are not only determined to meet the educational needs of all pupils but also help them thrive. We want children to develop high aspirations, learn to persevere when things are difficult and show kindness to themselves and others.

We recognise that children's starting points, experiences and needs differ. Some pupils face barriers to learning which may place them at a disadvantage.

At. St. William's, we define disadvantage as pupils who experience circumstances or conditions that could reduce their chances of success beyond their control.

Guided by the SEND Code of Practice and Equality Act, we identify needs early and respond with precision and our inclusion is reflected in our daily practice through adaptive teaching, strong relationships, high expectations and a deep commitment to belonging. Our inclusion offers:

- *Develop independence*
- *Encourage resilience*
- *Empower leadership and confidence*

These qualities help children to manage increasing responsibility as they move from primary education to prepare them well for the next stage of their learning and education.

The inclusion offer is rooted in our school ethos and virtues, meaning that it is not just limited to children with Special Education Needs and Disabilities (SEND). Instead, the inclusion offer is for all children at St. William's, as we recognise that inclusion is ***vital for some, but valuable for all.***

Through strong relationships, responsive teaching and a culture of acceptance and respect, we ensure that every child can have high aspirations, be confident to be a leader and be kind.

Key Area of Need	***Number of pupils (24)***		***24%***
	Primary need	*Secondary need*	
Communication & Interaction	*7*	*6*	
Cognition and Learning	*6*	*7*	
Social, Emotional & Mental Health	*6*	*5*	
Sensory & Physical Needs	*5*	*6*	

This data informs our whole school approach to inclusion, ensuring that high-quality teaching, targeted nurture support, carefully planned intervention and on-going, evidence informed professional development are designed to address these barriers proactively, to enable pupils to access the curriculum successfully and work towards our core aims of developing independence, encouraging resilience and promoting pupils' self-confidence.

Inclusion and Strategy Funding

This a combination of core school funding, including the notational Special Educational Needs (SEN) budget, alongside additional funding from Bradford LEA.

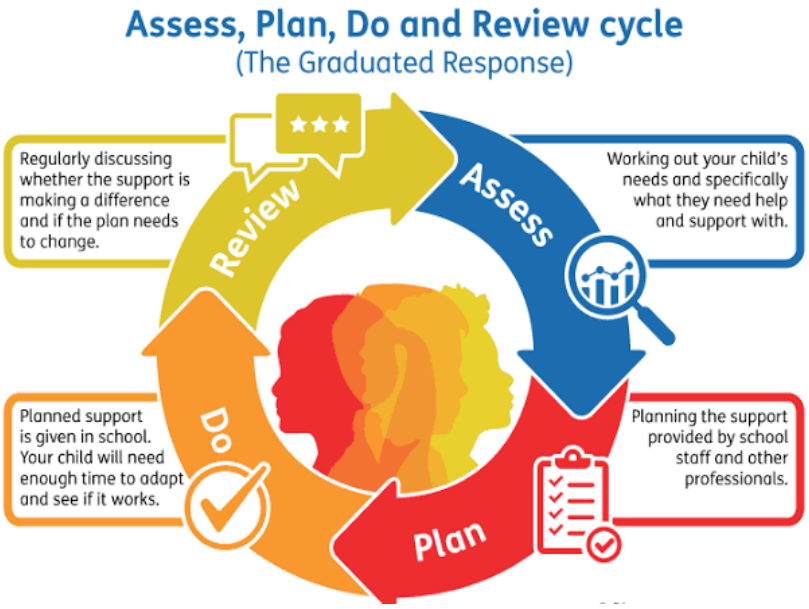
The budget funds inclusive practices, including high-quality teaching, targeted interventions, staffing & deployment of teaching assistants, delivery of evidence informed interventions, investment in staff training and professional development, purchase of resources and adaptive technology to reduce barriers to learning.

Area of Inclusion	**Current Practice**	**Strategic Development Priority**
Ambitious Leadership and Governance	Inclusion is central to school improvement. Regular monitoring & evaluation and data analysis is demonstrating that inclusion is improving. This is because St. William's Teaching and Learning, which focussed on scaffolding, flexible grouping and creating a positive learning environment for all pupils. This emphasis placed by leadership team ensures effective provision.	• Continue to provide for support and challenge to ensure all pupils close gaps to their non-disadvantaged peers. • Embed impact of intervention, identifying patterns and reviewing provision
Early Intervention and Evidence-Based Support	Needs are identified early through ongoing assessment and Pupil Progress. Monitoring cycles begin for children demonstrating signs of requiring additional support –	• Wellcomm Assessment in EY and School • SALT every fortnight to support staff in school with all key areas of need, especially speech and language.

	this graduated response continues across school, so children receive the support they need early. High-quality interventions are in place & have recorded impact. Grammarsaurus with Precision Teaching, Colourful Semantics are developing reading fluency for lowest 20% EY provide further speech and language support for children who have been identified as needing support they need.	• Nurture provision for emerging SEMH needs. • SENDCO working closley with SCIL Team to ensure provision and target setting robust.
High-Quality Teaching and Curriculum	Our curriculum partnerships are formed with Number Sense, Grammarsaurus, Ten Ten Plus and strong links with arts across all learning. Through high-quality lesson preparation and well sequenced planning, teachers utilise adaptive teaching strategies to ensure all children can access the ambitious curriculum.	• Embed consistency in adaptive teaching across the whole curriculum. • Further develop metacognition approaches in KS2 to develop independence in planning and evaluating of own outcomes. • Develop Engagement Profile approaches in EY & KS1 to support development of cognition and regulation.
Enrichment and Wider Opportunities	Pupils are provided with opportunities to learn first hand and to support personal development, including trips, clubs and wider curriculum experiences.	• Targeting SEND pupil participation in lunchtime and before & after school clubs. • Utilise a range of outdoor areas to promote personal development and emotional wellbeing, regular brain breaks during the day • Opportunity to perform to a real audience half termly (music tuition, song) • Opportunity for pupil leadership e.g. monitors, Wellbeing Ambassadors, School Council, Mission Club, Mini Vinnies
Culture, belonging and attendance	A strong culture of inclusion promotes respect, belonging and high expectations. Staff work hard to create a place for children to belong, learn and grow. This is rooted with high expectations and inclusive learning environments. Attendance is monitored	• Continue to maintain robust systems in place for attendance & further develop strategies to improve attendance for children with SEND and children with disadvantage.

	closely by Headteacher and Administrator with support for those who need it.	
Partnerships with Families and Services	St. William's staff work closely with external agencies to ensure that we have expert, evidence informed support from professionals. The school staff work hard to capture parent/carer voice and sign-post them to services outside of school.	• Continue parental engagement on SEN learning plans • Continue parental engagement in SEN meetings with class teachers • Enhance communication opportunities for parents/carers and wider agencies e.g. Catholic Care, Early Help/West Family Hub via messages on Dojo advertising events/services of support • Increase staff knowledge of wider agencies to ensure support can be effectively available.
Inclusive Environments	Classrooms are designed to support learning, with adaptions made to meet all needs demonstrated in the classroom. Resources and technology are used to reduce barriers to learning. All children at St. William's are immersed in a safe, inclusive environment, which supports them to be ambitious, resilient and kind learners.	• Nurture provision available for all pupils and all staff trained in nurture & de-escalation strategies and develop opportunities for children with SEMH to make progress. • Ensure all classrooms across school show consistency in inclusive environments.

Implementation – We follow the graduated response



We use the Education Endowment Foundation (EEF) guidance to guide teaching and learning. Teachers adapt teaching through clear explanations and explicit modelling, structured scaffolding and opportunities for children to reflect on their learning, making improvements.

SENDCO and school staff work with external services/professionals:

CAMHS (Child and Adolescent Mental Health Service, Speech and Language Therapy, Farcliffe West Family Hub, Early Help, Paediatric Services, School Nurse, Hearing and Visual Impairment Teams, Educational Psychology, Pastoral and wellbeing support services e.g. Catholic Care. Kooth, Living Well.

An Educational Psychologist (E.P.) is allocated to our school and children undertaking Educational Health Care Needs Assessment (for significant needs) need this to support the assessment process. The E.P. will meet with families and gives feedback after the assessment has been completed.

For pupils experiencing other barriers, including children from low-income families and children with social care involvement, support plans may focus on attendance, wellbeing, emotional regulation and behaviour, pastoral care or academic catch up/closing the gap. Provision is co-ordinated to ensure support is cohesive.

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 *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Further strengthen staff understanding of lived experience of disadvantaged pupils and equip them with strategies to address barriers to learning and engagement.	• Continue CPD and coaching for teaching staff on understanding of disadvantage and cognitive load, scaffolding, metacognition, responsive teaching • Continue to prioritise disadvantaged/SEND pupils in	• Disadvantaged pupils referenced in 100% of pupil progress meetings, learning walks, book scrutiny.

	monitoring and evaluation through pupil progress meetings, learning walks, book scrutiny. • Ensure ongoing review and alignment of provision: interventions, tracked, impact assessed, gaps addressed promptly/Marking Book/Intervention Records	• Monitoring and assessment show improved engagement, attainment and narrowing of disadvantaged gaps. • 80% teachers report increased confidence in identifying and supporting disadvantaged pupils. • Increased engagement and attendance and readiness to learn as a result of targeted support and inclusive strategies £3,848.50
Further strengthen inclusive SEND provision in classrooms by developing teacher ownership, accountability and expertise.	• Embed SEND in leadership and monitoring cycles • Strengthen parent and pupil partnerships via questionnaires, coffee mornings, regular feedback • Deliver targeted CPD to increase staff confidence in adaptive teaching, differentiation and inclusive classroom practices	• SEND pupils access ambitious curriculum, with adaptations not lowered expectations • Adaptive teaching and differentiation, inclusive strategies and targeted interventions embedded in classroom practice everyday £3,848.50

Continue to build strong partnerships with parents of pupils with SEND, through clear proactive communication	Provide opportunities for parents/carers feedback through parent/carer voice	Pupils benefit from support between home and school. Improved consistency and effectiveness of SEND provision because of strong-home school partnerships

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
By the end of this year: Pupils who receive additional support make expected progress from their starting points in reading, writing and maths	By the end of next year: Majority of pupils with SEND and those who experience disadvantage make at least expected progress, with some making more than expected progress. Attendance of key groups improves and is closer to whole school average Within 3 years: Attainment and progress for pupils with SEND and disadvantaged pupils are consistently strong from their starting points across all key stages. Gaps in attainment significantly reduced. All pupils leave St. William's confident, independent learners who are prepared for their next phase of education.

Review of the previous academic year N/A

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.*