St Simon Stock Catholic School

Inclusion Strategy

St Simon Stock Catholic School roots its ethos on the motto: *Labora Cum Amore*, Work With Love.
Our Carmelite Charism is embedded in our house system, school virtues and values.

We are a community of **love**, called to develop our Catholic **faith** and instil **hope** in our students.
We strive for the highest academic and personal **attainment**, build a culture of **appreciation** of others, and encourage **reflective** learning and wellbeing.

We call our students to be **ready** at all times, take **responsibility** for their own learning, and behave **respectfully** to others.
We strive to make life at our school loving and welcoming from whenever they start to wherever their journey leads them.

Author: Mrs A Denny - Headteacher

Owner: Mrs A Denny - Headteacher

Type of policy: School Policy

Approval: Local Governance Committee

Date of last review: September 2026

Date of next review: September 2027

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
Date this statement was published	1 September 2026
Date on which it will be reviewed	1 September 2027
Statement authorised by	Headteacher: Mrs Denny ASIP: Mr Walters

Statement of intent

Our Vision for Inclusion

We are committed to ensuring that every pupil, regardless of need, background, or starting point, receives a high-quality, inclusive education that enables them to thrive spiritually, academically, socially, and emotionally.

Key Objectives

- Ambitious leadership and governance ensure that inclusion is a strategic priority across all school planning and therefore inclusion is embedded across the school.
- High quality adaptive teaching is a priority, alongside ensuring we have a curriculum designed for all learners.
- We therefore ensure that inclusion and equality of opportunity is understood to be the responsibility of all staff.
- There is also a collective commitment that Quality First Teaching and implementing the mainstream core standards is the first step in meeting all pupil needs.
- We will ensure there is evidence and assessment-based support in place priortising early intervention. We will have clear mechanisms in place for early identification and intervention, with full involvement of pupils and parents/carers and effective systems to evaluate impact.
- To ensure we have an enriching provision beyond the classroom that all children can access. We will ensure every child has access to extra-curricular activities.
- To have strong partnerships with families and wider services. We will put structured and regular collaboration with parents, carers and wider agencies into place.
- To foster a safe and respectful-where we will build an emotionally safe, consistent and relational environment where pupils will feel valued and want to attend.
- To ensure we have an inclusive environment with continuous improvements to accessibility.

Context

Number on roll: 1157
Disadvantaged pupils: 15.7%
SEND K: 16.8%
SEND EHCP: 4.2%
EAL: 28.1%
LAC: 0.17%
Young Carers: 1%

Key Challenges

- Rising SEMH needs.
- Delayed speech and language development on entry.
- Persistent absence among vulnerable groups (PP/FSM/SEND) and rising rates of EBSA.
- Substantial proportions of EHCP and SEND K pupils with ASD.
- An increasing cohort of young carers.
- Delays in outside agency assessment of SEND.

Strengths

- High staff retention in the school.
- Experienced teachers with strong subject and SEND expertise.
- Adaptive and regularly reviewed curriculum.
- Very effective safeguarding systems to ensure the welfare of all pupils and a good understanding of contextual safeguarding challenges.
- Strong pastoral support across the school and effective work with families.
- Highly skilled and experienced SENCOs and Teaching Assistants.
- Established Hub areas-EBSA/Reflection
- Inclusion-related CPD programme in place.
- Clear leadership in relation to SEND/PP pupils.
- Trust support for leadership of inclusion: attendance, wellbeing and use of notional SEND, PP and IMF funding.

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	Need for ongoing CPD focus and support for teachers to ensure effective consistent universal adaptive teaching.
2	Emphasis in school and department improvement planning on effective universal use of formal assessment to inform teaching and learning and ensure timely intervention and progress.
2	Local systems mean there is often late identification of SEND needs.
3	Attendance and persistent absence gaps for disadvantaged pupils and SEND students.
4	Limited access to structured SEMH support in the face of rising anxiety and SEMH needs.
5	Further focus needed on ensuring that pupils with part-time timetables have effective curriculum provision and are subject to regular review.

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**
1	***High-Quality Adaptive Teaching*** Improve adaptive teaching to ensure all pupils access high-quality learning; impact for all pupils.	Universal	£10,000 for universal CPD and teacher-specific support and additional SLT support for teaching and learning.
2			

	High Quality Formative Assessment Improve formative assessment to ensure all pupils access high-quality learning; impact for all pupils.	Universal	As above
3	***Evidence Based Support*** Strengthen early identification to intervene before gaps widen; particular focus on ASD (100 pupils) and SEMH (100 pupils) and weak readers (30 pupils).	Targeted	£5,000 for benchmarking and provision of intervention programmes.
4	***A Safe and Respectful Culture Fostering Belonging*** Improve attendance and reduce persistent absence to increase engagement and progress; particular focus on 20 PP pupils and 20 SEND K pupils.	Universal Targeted	U: £10,000 for additional AHT Attendance Lead T: £5000 AVI Robots
5	***A Safe and Respectful Culture Fostering Belonging*** Further develop SEMH provision to meet rising emotional needs using Inclusion HLTA to run Emmaus Area; particular focus on 20 pupils who have been identified for support.	Targeted	£20,000 for Lead/ HLTA salary and training costs.
6	***A Safe and Respectful Culture Fostering Belonging*** Reduce suspensions to improve inclusion and engagement with additional pastoral support staff; particular focus on pupils who have been suspended more than once.	Universal	£20,000 each for additional pastoral support officers x 2 = £40,000
7	***Curriculum Design*** Further develop inclusive curriculum arrangements to ensure equal access for all learners; particular focus on 10 pupils who currently have part-time timetables.	Targeted	As point 5: £20,000 for additional classes/teacher time in Key Stage 4 and set up of the Emmaus Area.
8	***Enriching Provision*** Further develop our enrichment curriculum for all pupils and improve tracking of enrichment in line with DFE benchmarks.	Universal	SLT member in place and overseeing enrichment.
9	***Inclusive Environments*** Maintaining upkeep of our EBSA/Hub/ Reflection and study areas.	Universal	£5,0000 pa

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
1: Adaptive Teaching: deliver whole-school CPD on adaptive teaching, implement coaching model for teachers, use visual scaffolds and flexible grouping.	• 90% of lessons show effective adaptation. • Improved progress and outcomes for SEND/PP pupils.
2: Adaptive Teaching: deliver whole-school CPD on formative assessment implement coaching model for teachers.	• 90% of lessons show effective formal assessment. • Improved progress and outcomes for SEND/PP pupils.
3: Early Identification: clear screening Year 7/KS3, termly progress reviews, strengthen external agency involvement.	• Timely identification of need. • Clear assessment structures in place. • Core intervention programmes in place. • Reduced number of late EHCP requests. • Fewer parental concerns/complaints about timeliness of support.
4: Attendance: targeted improvement plans for vulnerable pupils, parent support and workshops, incentives for improved attendance, reduced authorised absence.	• Attendance improved to 93% or above. • Persistent absence reduced to 20% or below. • PP attendance improved to 90%. • PP persistent absence reduced to 25% or below. • Authorised absence reduced to 4%. • Increase in attendance in older year groups/females.
5: EBSA/Emmaus Provision: maintain nurture group and foundation pathways, trauma-informed training, expand Inclusion team. Use of AV robots.	• Improved pupil wellbeing. • Reduced wait times for pupil support. • Reduced timescales for move from part-time back to full-time timetables. • Severe absence rates fall.
6: Behaviour and SEMH: expand pastoral and inclusion support, introduce restorative practice more widely, further staff training in de-escalation.	• 50% reduction in part-time timetables. • Improved wellbeing evident in pupil voice responses. • Suspension to remain below national averages.
7: Curriculum Inclusion: audit of curriculum accessibility, source more scaffolded resources, maintain additional teaching groups/foundation pathways in Key Stage 3-5 that meet contextual need.	• Improved attainment and progress for targeted pupils.

8: Enrichment-Offer to be improved and developed and for there to be equitable access.	• DFE Enrichment benchmarks are met and participation is tracked more effectively, with clear evidence of growth in offer and participation.
9: Inclusive Environments in place-Reflection/EBSA and SEMH unit in operation.	• Suspensions decline. • Attendance increases.

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.

Further information

There is ambitious leadership and governance that embeds inclusion:

- 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

- Improved attendance, attainment and progress for SEND/disadvantaged pupils.
- Reduction in suspensions and behaviour incidents.
- Improved attendance data and reduced persistent absence across the whole school.
- Positive wellbeing outcomes in pupil and parent voice feedback.