St Luke's CE Primary School - Inclusion Strategy 2026-2027

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	September 2026-August 2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
IMF Inclusive Mainstream Fund Grant received in 2026 -2027	£10,519
2026-2027 SEN Notional Budget received	£83,135
2026-2027 Money to be spent from Core Budget	£53,286

Statement of intent

At St Luke's School, we believe that every child has the right to feel valued, safe, respected and able to achieve their full potential regardless of need, ability or background. Inclusion is at the heart of our vision and underpins every aspect of school life. We are committed to removing barriers to learning, participation and achievement so that all pupils, including those with Special Educational Needs and Disabilities (SEND) and other additional needs, receive the support they need to thrive academically, socially and emotionally.

Our ultimate objective is to ensure that every pupil can access a broad, ambitious and engaging curriculum through high-quality teaching, effective assessment and timely intervention.

Our strategy reflects the 7 principles of inclusion

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high-quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging and attendance
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

It recognises that inclusion extends beyond the classroom by ensuring pupils have equitable access to enrichment opportunities, extracurricular activities, creative arts, sport and leadership opportunities.

We recognise that inclusion begins with understanding our learners. Therefore, a key priority within this strategy is to ensure strong systems for data collection, assessment and analysis are in place to accurately identify pupils' needs at the earliest opportunity. By improving the precision of assessment, staff can then make informed decisions about classroom practice, targeted interventions and wider support.

Our inclusion strategy also promotes evidence-informed practice through high-quality adaptive teaching, recognising that the majority of pupils with SEND achieve best when learning alongside their peers in inclusive classrooms. Teachers will be supported through professional development focused on adaptive teaching, scaffolding, flexible grouping, vocabulary development, curriculum adaptation and the effective use of technology. Teaching assistants will be deployed strategically to promote independence rather than dependence, ensuring pupils develop confidence as successful learners.

Where additional targeted support is required, pupils will access evidence-based interventions delivered with fidelity, including the WellComm Speech and Language Programme, Little Wandle Catch-Up, Rapid Catch-Up and Fluency programmes. Interventions will be regularly monitored and evaluated to ensure they have measurable impact on pupil progress.

Rigorous use of assessment and the Little Wandle Assessment Tracker across the school will play a central role in ensuring that pupils requiring support with early reading are identified quickly and receive appropriate intervention. All teaching and support staff will receive training to confidently use assessment information to inform teaching, monitor progress, adapt provision and provide targeted support for pupils with SEND.

We are committed to creating a safe, respectful and accessible learning environment through the development of sensory-friendly classrooms, visual supports, quiet spaces, structured social opportunities and carefully planned transitions between classes and key stages. These approaches enable all pupils to feel a strong sense of belonging within our school community.

Families are essential partners in achieving successful inclusion. We will continue to work closely with parents and carers through regular communication, person-centred reviews, parent consultations, workshops and shared planning for individual support.

Feedback from families, governors, staff, external professionals and pupils has informed this strategy and will continue to shape its ongoing review. By working collaboratively with the wider school community, we aim to develop an inclusive culture where diversity is celebrated, barriers are reduced and every child is empowered to succeed.

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	Limited understanding of the precise needs of some pupils
2	Speech, language and communication delays affecting learning and social interaction. Weak vocabulary and language development impacting curriculum access.
3	Pupils requiring additional support to develop early reading skills.
4	Some pupils unable to fully access lessons without appropriate scaffolding and curriculum adaptations.
5	Limited independence in learning for some pupils supported by teaching assistants.
6	Sensory and environmental barriers affecting engagement and participation.
7	Anxiety around transitions between classes, year groups and new learning environments.
8	Reduced participation in wider school life for some pupils with SEND.
9	Limited opportunities for structured social interaction during unstructured times.

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)*

Barrier 1 – Limited understanding of need Maintain strong systems for assessment, data collection and analysis to accurately identify pupil needs. Hold regular meetings with families to review progress, share strategies and evaluate provision.	Targeted	SENCO and Teacher Time – Core Budget
Barrier 2 – Weak vocabulary and language development Deliver WellComm Speech and Language Programme for identified pupils.	Targeted	2hrs a week - £1398 from IMF
Barrier 3 – Poor early reading skills Train all staff in the effective use of the Little Wandle Assessment Tracker, Little Wandle Daily Keep Up, Rapid Catch-Up and Fluency interventions and ensure that they are delivered with fidelity.	Targeted	Little Wandle Daily Keep Up Programme - 6hrs per week - £4197 from IMF Little Wandle Rapid Catch Up Programme - 4.5 hrs per week- £3147 from IMF Little Wandle Fluency Programme - 3hrs per week - £2100 (£1777 from IMF and £323 from core budget.
Barrier 4 – Pupils unable to access lessons Develop staff expertise using Education Endowment Foundation (EEF) guidance to improve classroom practice. Provide CPD on adaptive teaching, scaffolding, explicit instruction and curriculum adaptation. Ensure visual timetables, communication aids and classroom resources are used and accessible. Make use of assistive and educational technology to support learning. Deliver evidence-informed small-group and one-to-one interventions. Use flexible grouping to pre-teach vocabulary, scaffold learning and deepen understanding.	Universal	SENCO and Teacher Time – Core Budget
Barrier 5 – Limited independence Deploy teaching assistants in line with best practice to promote independence.	Universal	Teaching Assistant Costs for the year = £131,098 - £83,135 from Notional SEN budget and £47,963 from core budget

Barrier 6 – Sensory and Environmental barriers Improve classroom environments by reducing sensory overload through better lighting, acoustics, organisation and reduced visual clutter.	Targeted	Fixture and Fittings – Core Budget
Barrier 7 – Anxiety around transitions Continue to make use of enhanced transition arrangements including information evenings, additional visits and phased transitions where appropriate.	Targeted	SENCO Time – Core Budget
Barrier 8 – Reduced participation in wider life of the school Continue to provide opportunities for pupils with SEND to participate in clubs, sports, creative arts and leadership activities.	Targeted	£2000 from core budget
Barrier 9 – Limited opportunities for interaction during unstructured times Through the OPAL Project, ensure a wide range of quiet spaces and structured lunchtime activities are available for pupils requiring additional support.	Targeted	£3000 from core budget

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
Earlier identification of pupil needs	Assessment data accurately identifies needs and informs provision for all pupils.
Improved reading outcomes	Pupils receiving Little Wandle interventions make measurable progress in phonics and reading fluency.
Improved speech and language skills	Pupils demonstrate increased vocabulary, communication skills and confidence.

High-quality adaptive teaching embedded across the school	Lesson observations show consistent use of adaptive teaching strategies in all classrooms.
Increased curriculum access for pupils with SEND	Pupils with SEND participate successfully in classroom learning and demonstrate sustained progress.
Improved independence	Teaching assistant support promotes independent learning and reduced over-reliance on adult support.
Better attendance and engagement	Improved attendance, engagement and participation for pupils with SEND.
Greater participation in wider school life	Increased involvement in clubs, educational visits, sports and enrichment activities.
Improved wellbeing and belonging	Pupil voice indicates pupils feel safe, included and valued within school.
Stronger partnerships with families	Parent feedback demonstrates confidence in communication, support and collaborative planning.
Improved transition experiences	Pupils report increased confidence during transition and settle quickly into new classes.
Continuous improvement of inclusive practice	Regular monitoring shows interventions are implemented with fidelity and evaluated for impact using assessment data.

Review of the previous academic year

From year two, in December 2027, we will outline the progress we have made towards our intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will note the impact that our strategy has had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.