St Gabriel the Archangel
Catholic Multi-Academy Trust

# Our Lady and Saint Benedict Catholic Academy

## School Inclusion Strategy & IMF Funding Action Plan (2026–2029)

# Statutory Compliance & Leader Completion Guidance

*Note: In accordance with DfE Inclusive Mainstream Fund (IMF) Grant Conditions, every state-funded school must publish a costed, evidence-informed Inclusion Strategy on its website by 31 December each academic year. This multi-year strategy must be reviewed and updated annually with formal local governance sign-off and approval.*

## 1. School Profile & Governance Sign-Off Form

*(Complete all fields below prior to submitting for local governance approval, annual review sign-off, and website publication by 31 December.)*

| School Name & DfE URN | Our Lady and Saint Benedict Catholic Academy 140141 |
|---|---|
| **School Phase** | Primary |
| **Academic Year Covered** | 2026–2027 (Multi-Year Strategy; Formal Annual Review & Governance Sign-off Due: 31 December Annually) |
| **Total Number on Roll (NOR)** | 233 |
| **Low Prior Attainment (LPA) Pupil Count** | Insert count of pupils with LPA |
| **SEND & Disadvantage Profile Summary** | SEN Support: 15.38%<br>EHCP: 1.3%<br>% Disadvantaged (PP): 64%<br>% LAC: 0.85 %<br>% Social Care: 14% |
| **Inclusion Lead / SENCO** | Name: Roisin Wilshaw |
| **Principal Approval** | Name: Sarah Clowes Date: 23/10/2026 |
| **Chair of Local Governing Body Approval** | Name: Emma Saunders Date: 23/10/2026 |

## 2. DfE Grant Funding Breakdown & Budget Reconciliation

| Funding Source | Total Allocation (£) | Specific Purpose / Provision Funded |
|---|---|---|
| **1. DfE Inclusive Mainstream Fund (IMF)** | £11,000 | To equip your school to plan, prepare and embed evidence-informed approaches and activities to build an inclusive core offer for children and young people with SEND.<br><br>To identify and meet commonly occurring, predictable needs within your cohorts and take meaningful steps to become inclusive by design. |
| **2. Notional SEN Budget Allocation** | £225,942 | Targeted small-group interventions, SENCO non-contact time, specialised scaffolding, TA support, 1;1 support, External Assessment and support. |
| **3. Core School Budget / Pupil Premium** | £186,232 | Quality First Teaching, pastoral support, workforce CPD, assistive technology |
| **4. High Needs Top-Up Funding (LA)** | £11,633 (9,675) | EHCP provision and specialist external outreach |
| **TOTAL COMBINED INCLUSION BUDGET** | £432,849 | Fully reconciled strategic inclusion investment |

## 3. Statement of Intent & Trust Strategic Alignment

*(Draft your school's Statement of Intent (up to 500 words), embedding Catholic Social Teaching, the DfE 7 Principles of Inclusion, the DfE 5-Step Implementation Process, national evidence baselines (EEF Promising Programmes, DfE RISE support, Speech and Language UK, and Mentally Healthy Schools), inclusion bases integration, and the Trust GABRIEL Framework.)*

# Trust GABRIEL Framework Alignment:

- **G – Generous Communities:** Creating unconditional belonging, relational cultures, and strong parent co-production. *(DfE Principles 5 & 6)*
- **A – Ambitious Achievement:** High expectations, Quality First Inclusive Teaching (QFIT), EEF "Five-a-Day" adaptive teaching, scaffolding without lowering cognitive demand. *(DfE Principle 3)*
- **B – Brave Pastoral Care:** Trauma-informed practice, relational attendance strategies, EBSA support, trusted adult networks. *(DfE Principles 2 & 5)*
- **R – Resilient Stewardship:** Sustainable IMF deployment, digital Individual Support Plans (ISPs), NPQ in SEND leadership. *(DfE Principle 1)*
- **I – Influential Communities:** Continuous professional formation, trust-wide inclusion networks, research-informed practice. *(DfE Principle 1)*
- **E – Empowered Oracy:** Explicit Tier 2/3 vocabulary instruction, structured talk, embedding pupil voice. *(DfE Principle 3)*
- **L – Life-Giving Chaplaincy:** Inclusive worship, pastoral care, and active expression of human dignity and Gospel values. *(DfE Principle 4)*

# Statement of Intent

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).

### Statement of Intent

At Our Lady & St Benedict Catholic Academy, inclusion is rooted in our mission: **Loving, Learning and Looking forward with Christ**. We believe that every person matters, that every child is made in the image of God, and that every pupil should be known, loved, safe and able to achieve their full potential.

Our ultimate objective is to ensure that all pupils, including those with SEND, additional needs, social, emotional and mental health needs, communication and language needs, developmental delay, and those experiencing disadvantage or vulnerability, can access an ambitious Catholic education and participate fully in school life. We will remove barriers early, maintain high expectations, secure strong progress from individual starting points, and enable every pupil to belong, achieve and thrive.

The school serves a community experiencing significant deprivation. Many children enter Nursery with very low communication and language skills, while the number and complexity of developmental and SEND needs continues to increase. We also support pupils and families affected by trauma, domestic abuse, neglect, parental mental health difficulties, substance mis-use and social care involvement. Our strategy therefore prioritises early identification, strong universal provision and timely support which does not depend on a diagnosis or an Education, Health and Care Plan.

This strategy supports the school improvement priorities by strengthening enquiry-based learning, coaching, core academic skills, assessment and feedback, attendance, welfare and safeguarding. It builds on established practice including adaptive teaching, interventions, live marking, Thrive to Five, NELI, Stoke Speaks Out, Time to Listen, Time to Talk, Speech and Language Therapy, the Pod, Young Minds counselling, MindUp, sensory toolboxes, family support, specialist assessments and multi-agency work. The strategy will formalise, improve consistency and evaluate the impact of this provision rather than duplicate it.

The strategy is organised around the DfE's 7 principles of inclusion:

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

**Alignment to the Seven Principles of Inclusion**

### 1. All children and young people are entitled to an ambitious education and high expectations

At Our Lady & St Benedict Catholic Academy, inclusion is founded on the belief that every child is made in the image of God and

should be known, loved, safe and able to achieve their full potential. Our mission, *Loving, Learning and Looking Forward with Christ*, drives our commitment to ensuring that all pupils, regardless of need or background, access an ambitious Catholic curriculum. We maintain high expectations for achievement, participation and personal development for all learners, including those with SEND, social, emotional and mental health needs, communication and language difficulties, developmental delay, disadvantage or vulnerability. The strategy focuses on securing strong progress from individual starting points whilst ensuring all pupils are included within the wider life of the school.

### 2. Inclusion starts with universal provision

Given the high levels of deprivation and increasing complexity of need within our community, our approach prioritises strong universal provision for every pupil. Adaptive teaching, high-quality first teaching, enquiry-based learning, coaching, live marking, effective assessment and responsive feedback form the foundation of classroom practice. Support is not dependent upon diagnosis, formal labels or an Education, Health and Care Plan. Instead, barriers are identified early and addressed through carefully planned teaching that enables all pupils to access learning alongside their peers.

### 3. Early identification and intervention are essential

Many pupils enter our Nursery with significant communication and language delays. Our strategy therefore places strong emphasis on the early identification of emerging needs and timely intervention. Established programmes including Thrive to Five, NELI, Stoke Speaks Out, Speech and Language Therapy, Time to Listen and Time to Talk enable staff to respond quickly and effectively to developmental, communication and emotional needs. Early support helps prevent difficulties from becoming entrenched and improves long-term outcomes for pupils.

### 4. Education, health and care services should work together

We recognise that the needs of children and families are often complex and require coordinated support. The school works closely with parents, carers and a range of external professionals including Speech and Language Therapy services, educational psychologists, health professionals, social care teams, counselling services and specialist SEND providers. Through multi-agency working, specialist assessments and regular information sharing, we ensure that children receive joined-up support that addresses educational, emotional, social and health needs holistically.

### 5. Families and children must be active partners

The school values parents and carers as experts in their children and recognises the importance of meaningful partnership working. Through family support services, regular communication, reviews, meetings and collaborative planning, families are involved in identifying needs, agreeing support and evaluating impact. Pupils are encouraged to share their views, contribute to decision-making and develop self-awareness and self-advocacy skills appropriate to their age and stage of development. This ensures that support is personalised and responsive to individual strengths and aspirations.

### 6. Inclusion requires skilled staff and evidence-informed practice

The strategy builds upon a strong foundation of established, evidence-informed practice and seeks to improve consistency and evaluate impact across the school. Staff are supported through coaching, professional development and collaboration to strengthen their understanding of adaptive teaching, communication and language development, emotional regulation, SEND and safeguarding. Programmes such as MindUp, Young Minds counselling, sensory toolboxes and trauma-informed approaches equip staff with practical tools to meet a wide range of needs effectively. Ongoing evaluation ensures that provision remains responsive and delivers positive outcomes for pupils.

### 7. Inclusion is everyone's responsibility and creates belonging

Inclusion is not a separate initiative but a whole-school responsibility rooted in our Catholic ethos. We are committed to creating a culture where every child experiences a genuine sense of belonging, is valued as a unique individual and can participate fully in school life. Our integrated approach links inclusion directly with attendance, welfare, safeguarding, curriculum development and school improvement priorities. By removing barriers, promoting participation and supporting wellbeing, we enable all pupils to belong, achieve and thrive within a safe, nurturing and aspirational community.

Families, pupils, staff, governors, the parish, St Gabriel the Archangel Catholic Multi Academy Trust, specialist settings and wider services will contribute through meetings, parent workshops, reviews, pupil voice, safeguarding and SEND discussions, and feedback on provision. This reflects the school’s established relationships with families and the parish community, and the positive feedback received about the school’s caring and inclusive approach. We will continue to listen to families as partners and use evidence, pupil outcomes and professional advice to refine provision.

The DfE describes a universal offer as follows: **Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive.**

Where this is not sufficient, **For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive.**

## 4. Barriers to Learning and Participation

*(Prioritise 3–5 barriers or unmet needs facing your cohort using internal assessment, attendance, and behavioural data. They may align with one or several of the principles of inclusion)*

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| 1 | **Communication and language needs on entry and during the early years.** Many children enter | **2. Communication and language pathway from Nursery to Year 2, with curriculum-wide oracy.** Building on the | **Principle: evidence-based support prioritising early intervention. Barriers addressed: 1, 3** |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | Nursery with very low levels of communication, language and listening, including some who are non-verbal or have extremely limited speech. The school's context indicates that some children have had limited access to language-rich interaction before starting school. Weak communication and language affect children's readiness to learn, social interaction, emotional regulation, independence, access to the curriculum and ability to explain their thinking. Although the school's existing early language work has secured rapid progress, the continued profile of need, increasing complexity and delays or missed appointments within local speech and language services mean that the school must continue to provide strong universal language development alongside timely targeted support. | school's existing use of Thrive to Five, NELI, Stoke Speaks Out, Time to Listen, Time to Talk, parent workshops and Speech and Language Therapy, the school will strengthen a single communication and language pathway. This will include consistent observation and baseline information at entry; a shared language-rich classroom approach; explicit teaching of vocabulary, listening, attention, sentence construction and conversational turn-taking; communication-friendly resources and visual supports; and clear arrangements for reviewing children who are non-verbal, have limited speech or are not progressing as expected. NELI and other existing programmes will be delivered with agreed entry and exit criteria, curriculum links and progress measures. Staff will receive modelling and coaching so that strategies transfer from intervention sessions into everyday teaching and play. Parent workshops and accessible home-learning resources will support families to increase purposeful talk, shared reading and listening at home. Where NHS service delays or | |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | | missed clinic appointments affect access, school will provide appropriate interim support, maintain professional communication and make referrals and escalation requests promptly. The approach is informed by Resource library for educators (Speech and Language UK), Special Educational Needs in Mainstream Schools (EEF guidance report) and Inclusive mainstream fund: best practice for schools (DfE). https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention Thrive at Five. Year 2 Evaluation Report (2026). | |
| 2 | **Social, emotional and mental health needs associated with significant adversity.** A substantial number of pupils experience circumstances including neglect, domestic | **3. A coordinated SEMH, belonging and attendance pathway.** Building on the Pod, counselling, MindUp, sensory toolboxes, family support, safeguarding systems and the school's caring relational culture, the school will formalise a | **Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 2, 3** |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | abuse, parental mental health difficulties, alcohol or substance misuse, bereavement, parental imprisonment and involvement with children's social care. These experiences can affect pupils' emotional regulation, attachment, trust, concentration, behaviour, attendance, relationships and readiness to learn. The increasing number of referrals to social care places additional demands on safeguarding leaders and requires a coordinated response which combines safety, pastoral support, mental health provision, attendance work and high-quality teaching. | graduated pathway for pupils experiencing anxiety, trauma, emotional dysregulation or reduced engagement. This will include a consistent identification and review process linking safeguarding, pastoral, attendance, behaviour and SEND information; predictable adult relationships; check-in and check-out arrangements where appropriate; regulation and reintegration plans; structured support for transitions and emotionally difficult times; and planned communication with families. Existing counselling and therapeutic support will be aligned with clear school-based outcomes, while staff will be clear about the boundary between educational early support and clinical or specialist mental health provision. Attendance will be reviewed by class, year group, pupil group and individual pupil, with rapid, supportive follow-up for emerging persistent absence. Support will be strengths-based, non-stigmatising and designed to increase participation in learning rather than remove pupils from it. Evidence will be informed by Targeted support (Mentally Healthy Schools), | |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | | Attendance toolkit for schools (DfE) and Inclusive mainstream fund: best practice for schools (DfE). | |
| 3 | **Undiagnosed developmental delay and increasing complexity of SEND.** More children are entering Nursery with developmental delay, learning difficulties and additional needs, while specialist services are experiencing pressures that can delay assessment, advice and intervention. Some pupils therefore require support before formal identification or diagnosis. Without timely provision, developmental needs may affect communication, cognition and learning, sensory and physical access, independence, participation and academic progress. The school must maintain a needs-led graduated response, secure specialist advice where available, make | **Targeted needs-led support and specialist partnership model.** Building on the school's established use of educational psychology, child psychology, SEND services, specialist SEND teachers and assessors, Speech and Language Therapy, occupational therapy and sensory profiling, the school will create a clearer assess–plan–do–review pathway for pupils whose needs cannot be met through the universal offer alone. Each pupil will have a concise, outcome-focused record of barriers, strengths, reasonable adjustments, provision and review arrangements, developed with the pupil and family. Targeted support may include small-group language work, vocabulary pre-teaching, structured literacy or numeracy practice, sensory and regulation support, communication aids, adapted resources, supported transitions and carefully | **Principle: evidence-based support prioritising early intervention. Barriers addressed: 1, 2, 3** |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | reasonable adjustments, and pursue statutory assessment where the level of need requires an EHCP. | planned specialist advice. Interventions will be time-limited where appropriate, linked to classroom learning, delivered by trained staff and evaluated through attendance, engagement, wellbeing, behaviour, progress and independence measures. The school will use its relationships within the Newman Catholic Collegiate, local authority, dual-registration settings and wider services to share expertise and improve access to specialist advice, while continuing to pursue EHCP assessment where statutory provision is required. This is consistent with RISE support for inclusive mainstream education (DfE), Special Educational Needs in Mainstream Schools (EEF guidance report) and Inclusive mainstream fund: best practice for schools (DfE). | |
| **4** | | **Accessible participation, enrichment and transition entitlement.** Building on the school's existing sensory and physical adaptations, sensory toolkits, enrichment programme and inclusive Catholic community life, leaders will | **Principle: inclusive environments with continuous improvements to accessibility. Barriers addressed: 1, 2, 3** |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | | undertake a participation audit with pupils, families and staff. The audit will identify barriers to trips, clubs, worship, playtimes, lunchtime, PE, performances, visits, practical learning and transition into Nursery, Reception, new year groups and secondary school. The school will then implement a small number of high-impact adjustments, such as visual preparation, accessible communication, quiet or regulated spaces, sensory adaptations, additional familiarisation visits, flexible staffing, adapted equipment, participation funding where needed and individual transition information. The aim is not to create separate experiences but to enable pupils to participate alongside their peers wherever possible. Pupil voice and family feedback will be used to check whether pupils feel safe, included, respected and able to take part. The activity reflects the DfE's expectation that all pupils should be able to participate in enrichment and that environments should be designed to remove predictable barriers. Evidence will be drawn from Inclusive mainstream fund: best practice for schools (DfE), Inclusion | |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | | bases in schools (DfE) and Special Educational Needs in Mainstream Schools (EEF guidance report). | |
| 5 | | **1. Whole-school inclusive teaching, coaching and assessment cycle.** Building on the school's existing adaptive teaching, live marking, interventions and strong curriculum provision, leaders will formalise a shared inclusive teaching model across Nursery to Year 6. This will include an agreed classroom entitlement: clear explanations, explicit vocabulary teaching, structured talk, visual and practical representations, modelling, scaffolding, flexible grouping, checks for understanding, deliberate practice, appropriate use of technology and planned opportunities for pupils to explain their thinking. Coaching will focus on the school's improvement priorities of enquiry-based learning, core academic skills and assessment. Teachers will use assessment information to identify misconceptions, adjust teaching, plan pre-teaching and revisit learning, while ensuring that support staff promote | **Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2, 3** |

| | Detail of Barrier to Learning & Local Context | Evidence Base & Triangulated Data Sources (e.g., EEF Promising Programmes, DfE RISE support, Speech and Language UK, Mentally Healthy Schools) | Which of the 7 principles of inclusion underpin these planned strategic interventions - unmet needs to be identified too. |
|---|---|---|---|
| | | independence rather than dependency. The SENCO and subject leaders will use lesson visits, work scrutiny, pupil voice and progress information to evaluate consistency and impact. This reflects the EEF's emphasis on high-quality teaching as the foundation for pupils with SEND and the DfE expectation that inclusive practice should be embedded through high-quality adaptive teaching. Evidence will be drawn from Special Educational Needs in Mainstream Schools (EEF guidance report) and Inclusive mainstream fund: best practice for schools (DfE). | |

## 5. Costed Action Plan and Budget Allocation

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.

| Description & Barrier Addressed | Activity Type | Funding Source (£) | Total (£) |
|---|---|---|---|
| **Communication and Language Pathway** to address communication, language and oracy needs. Includes Thrive to Five, NELI, Stoke Speaks Out, Time to Listen, Time to Talk, SALT liaison, vocabulary development, visual supports, parent workshops and staff coaching. (Barrier 1) | Universal | Thrive at Five Charitable work | £[- ] |
| **SEMH, Belonging and Attendance Pathway** to address emotional regulation, wellbeing, attendance and engagement barriers. Includes The Pod, MindUp, counselling, sensory toolkits, attendance support and family intervention. (Barrier 2) | Universal | PP Strategy | £[ ] |
| **Targeted Needs-Led Support and Specialist Partnership Model** to address developmental delay and increasing complexity of SEND through assess-plan-do-review processes, specialist advice, provision mapping and reasonable adjustments. (Barrier 3) | Universal | Inclusive Mainstream Fund | £[3,000 ] |

| Description & Barrier Addressed | Activity Type | Funding Source (£) | Total (£) |
|---|---|---|---|
| **Accessible Participation, Enrichment and Transition Entitlement** to remove barriers to trips, clubs, worship, enrichment, playtimes, transitions and wider school participation. (Barrier 4) | Universal | PP Strategy | £[ ] |
| **Whole-School Inclusive Teaching, Coaching and Assessment Cycle**. Formalising a shared adaptive teaching model, coaching programme, inclusive classroom entitlement, monitoring and evaluation of inclusive practice across Nursery to Year 6. (Barrier 5 | Universal | Inclusive Mainstream Fund | £[ 8,000] |
| **Combined Inclusion Expenditure** | | | **£[11,000 ]** |

## 6. Intended Outcomes, Baseline Metrics & Impact Tracking

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.

| Barrier/ unmet need in your cohort (why) | Planned intervention (what) | Planned approach/ implementation activities (how) | Implementation outcomes (tracked via DfE 5-Step Implementation Process: Explore, Prepare, Deliver, Sustain, Review) | Implementation outcomes (final outcomes) |
|---|---|---|---|---|
| 1.Adaptive teaching and curriculum access. Some pupils with SEND and additional needs experience barriers to accessing age-appropriate learning and making progress from their starting points. | Develop consistent adaptive teaching approaches across all classes to ensure an ambitious and accessible curriculum. | Staff CPD and coaching on adaptive teaching. Regular lesson visits, work scrutiny and assessment reviews. Use assessment information to identify misconceptions and adapt learning. Monitor SEND progress and provision. | Explore: Identify gaps in current practice. Prepare: Agree strategies and staff training. Deliver: Implement adaptive teaching consistently. Sustain: Monitor through coaching and lesson visits. Review: Evaluate pupil progress and adapt provision. | Adaptive teaching is consistently evident across classes. Pupils with SEND make measurable progress from their starting points. Gaps between pupil groups and their peers reduce where appropriate. |
| **2.** Communication, language and oracy. Some pupils have difficulties with | Strengthen communication and language provision, particularly in EYFS and for pupils | Use baseline assessments to identify needs. Provide targeted language interventions and SALT support where appropriate. Embed vocabulary | Explore: Analyse language and communication needs. Prepare: Identify interventions and resources. | Improved listening, attention, vocabulary and expressive language. More pupils confidently participate in discussions and communicate their |

| Barrier/ unmet need in your cohort (why) | Planned intervention (what) | Planned approach/ implementation activities (how) | Implementation outcomes (tracked via DfE 5-Step Implementation Process: Explore, Prepare, Deliver, Sustain, Review) | Implementation outcomes (final outcomes) |
|---|---|---|---|---|
| listening, attention, understanding, vocabulary and expressive language, affecting learning and social interaction. | receiving targeted support. | teaching, visual supports and structured opportunities for talk. Work with families and external professionals including Thrive at Five , NHS SALT and Mable Therapy. | Deliver: Implement targeted support and classroom strategies. Sustain: Embed communication approaches. Review: Track progress against individual targets. | ideas. Pupils receiving targeted support make progress towards individual outcomes. |
| **3.** Social, emotional and mental health (SEMH). Some pupils experience difficulties with emotional regulation, behaviour, confidence and engagement, affecting their wellbeing and participation | Develop consistent SEMH and pastoral support to help pupils feel safe, included and able to regulate their emotions. | Identify pupils requiring additional support. Implement individual strategies, regulation activities and pastoral interventions. Use pupil voice and wellbeing measures. Work closely with families and relevant externalagencies. Complete Young Minds referrals, assign Young Minds counselling. Complete referrals to external agencies. | Explore: Identify SEMH barriers and patterns. Prepare: Agree individual support strategies. Deliver: Implement targeted interventions. Sustain: Maintain consistent approaches across school. Review: Monitor behaviour, wellbeing and engagement. | Pupils feel safe, respected and included. Improved emotional regulation, engagement and participation. Reduction in repeated incidents of dysregulation where this is an identified target. |
| **4.** Attendance and access to learning. Some vulnerable pupils, including | Strengthen attendance monitoring and targeted support for | Review attendance data at least half-termly. Identify patterns of persistent absence. Develop individual | Explore: Analyse attendance patterns. Prepare: Identify pupils requiring support. Deliver: | Improved attendance and punctuality for identified pupils. Reduction in persistent absence from the |

| Barrier/ unmet need in your cohort (why) | Planned intervention (what) | Planned approach/ implementation activities (how) | Implementation outcomes (tracked via DfE 5-Step Implementation Process: Explore, Prepare, Deliver, Sustain, Review) | Implementation outcomes (final outcomes) |
|---|---|---|---|---|
| those with SEND and SEMH needs, experience barriers to regular attendance, punctuality and engagement. | pupils experiencing attendance difficulties. | attendance support plans with families. Work with pastoral staff and external agencies where required. | Implement attendance plans. Sustain: Maintain regular monitoring and family communication. Review: Evaluate attendance and engagement improvements. | school baseline. Increased engagement and time spent accessing learning. |
| **5.** Early identification of additional needs. Some pupils experience barriers to learning before needs are formally identified or diagnosed, which can delay appropriate support. | Strengthen early identification and the graduated approach to SEND support without waiting for a diagnosis. | Use teacher assessments, observations and parental concerns to identify needs. Implement assess–plan–do–review cycles. Maintain clear pupil passports, provision maps and intervention records. Review the effectiveness of interventions regularly. | Explore: Identify unmet needs and barriers. Prepare: Agree provision and individual outcomes. Deliver: Implement support promptly. Sustain: Maintain regular review cycles. Review: Evaluate impact and adjust interventions. | Needs are identified and supported earlier. Pupils receive timely, appropriate provision. Interventions demonstrate measurable impact and families understand the support provided. |
| **6.** Inclusion in wider school life. Some pupils with SEND and additional needs face barriers to participating fully | Ensure reasonable adjustments and inclusive planning enable all pupils to access wider school opportunities. | Plan adjustments in advance of trips and activities. Complete individual risk assessments where needed. Provide visual preparation and transition support. Gather | Explore: Identify barriers to participation. Prepare: Plan reasonable adjustments. Deliver: Implement inclusive activities. Sustain: Embed inclusive planning. | Increased participation in trips, curriculum linked outdoor provision, enrichment and wider school life. Fewer activities where barriers prevent participation. Improved |

| Barrier/ unmet need in your cohort (why) | Planned intervention (what) | Planned approach/ implementation activities (how) | Implementation outcomes (tracked via DfE 5-Step Implementation Process: Explore, Prepare, Deliver, Sustain, Review) | Implementation outcomes (final outcomes) |
|---|---|---|---|---|
| in enrichment, worship, play, educational visits and transitions. | | pupil and parent feedback. Monitor participation in wider school activities. | Review: Evaluate participation and feedback. | confidence and readiness during transitions. |

## 7. Review of Previous Academic Year

| Intended Outcome | Target Indicator / Metric | Baseline Data (2025/26) | Short-cycle evidence 1. (assurance, impact, reflection, adaptation) | Short-cycle evidence 2. (assurance, impact, reflection, adaptation) | Short-cycle evidence 3. (assurance, impact, reflection, adaptation) | Short-cycle evidence 4. (assurance, impact, reflection, adaptation) | End of Year Data (2026/27) |
|---|---|---|---|---|---|---|---|
| **1.** | | | | | | | |
| **2.** | | | | | | | |
| **3.** | | | | | | | |
| **4.** | | | | | | | |

| Intended Outcome | Target Indicator / Metric | Baseline Data (2025/26) | **Short-cycle evidence 1.** (assurance, impact, reflection, adaptation) | **Short-cycle evidence 2.** (assurance, impact, reflection, adaptation) | **Short-cycle evidence 3.** (assurance, impact, reflection, adaptation) | **Short-cycle evidence 4.** (assurance, impact, reflection, adaptation) | End of Year Data (2026/27) |
|---|---|---|---|---|---|---|---|
| **5.** | | | | | | | |
| **6.** | | | | | | | |

## 8. Resources and Reading

- **DfE Inclusive Mainstream Fund (IMF) & Inclusion Guidance:** Developing an inclusion strategy using the inclusive mainstream fund (Gov.uk guidance), SEND code of practice: 0 to 25 years.
- **Education Endowment Foundation (EEF):** Special Educational Needs in Mainstream Schools Guidance Report, EEF Promising Programmes, EEF Five-a-Day Adaptive Teaching.
- **Specialist & Mental Health Frameworks:** Speech and Language UK Primary School Framework, Mentally Healthy Schools Framework, DfE RISE support.