St Bernadette's catholic Primary School

Inclusion Strategy

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 years that our current Inclusion Strategy covers	2026 -2029
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	D

Statement of intent

Inspired by our mission to *"ensure a loving and faithful learning community in which our children can become the person God created them to be"*, and by the words of Jesus in **John 10:10**, *"I have come that they may have life, and have it to the full,"* our Inclusion Strategy is rooted in the belief that every child is uniquely created by God, valued, and deserving of the opportunity to flourish.

Our vision is to develop a truly inclusive school where all pupils, including those with additional needs and SEND, are welcomed, supported and challenged to achieve their full potential. We are committed to removing barriers to learning, participation and belonging so that every child can access an ambitious curriculum, contribute fully to school life and experience success.
This strategy sets out how we will achieve these objectives through high-quality inclusive teaching, early identification of need, effective graduated support, strong pastoral care and meaningful collaboration with families and external agencies. Inclusion is viewed as a whole-school responsibility and is central to our culture, policies and decision-making.
The strategy is guided by the **Seven Principles of Inclusion**, ensuring that:

- all children are entitled to achieve their best;
- high expectations are maintained for every pupil;
- inclusion is everyone's responsibility;

- needs are identified and supported early;
- children and families are active partners in decision-making;
- provision is responsive to individual strengths and needs; and
- inclusive practice benefits the whole school community.

The development of this strategy has been informed through consultation with pupils, parents and carers of children with SEND, staff, governors and the advice of external professionals who support our children. Their views have helped shape priorities that reflect the needs and aspirations of our community. We recognise parents and carers as partners in their child's education and remain committed to working collaboratively to secure the best possible outcomes for every learner.

As a Catholic school, inclusion is an expression of our Gospel values and our commitment to respecting the dignity, worth and uniqueness of every individual. Through this strategy, we aim to create a community where diversity is celebrated, barriers are removed and every child feels safe, valued and able to thrive.

By embedding inclusive practice in all aspects of school life, we seek to ensure that every member of our community can grow, learn and flourish together with joy in the love of Jesus, experiencing the fullness of life to which God calls them.

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
1	An increasing number of pupils are presenting with speech, communication and language difficulties, creating significant barriers to learning, social interaction and emotional wellbeing. These needs impact pupils' ability to access the curriculum, communicate effectively and achieve their full potential, requiring enhanced provision and targeted support across the school.
2	An increasing number of pupils across the school present with sensory processing, attention and self-regulation needs associated with Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD) and related neurodevelopmental differences. This trend has grown significantly over recent years, resulting in a greater proportion of children requiring sensory strategies, movement breaks and physical regulation circuits to support their readiness for learning.
3	An increasing number of pupils require an adapted or specialist curriculum that incorporates sensory-based learning and the purposeful use of outdoor environments. This growing trend presents a barrier to learning where curriculum

	delivery is not sufficiently tailored to meet these needs. Expanding opportunities for sensory-rich and outdoor learning will support engagement, regulation, communication and access to the curriculum, enabling all pupils to make meaningful progress.
4	An increasing number of pupils require opportunities for emotional and sensory regulation throughout the school day in order to be ready to learn. However, the open nature of the school building and the limited availability of dedicated spaces for regulation, intervention and sensory support present a significant barrier to meeting these needs effectively. As a result, some pupils may struggle to manage sensory overload, heightened anxiety and emotional dysregulation, limiting their ability to engage with learning, maintain concentration and access the curriculum successfully. Addressing these environmental constraints is essential to ensure that all pupils can learn in an environment that supports their wellbeing, regulation and achievement.

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**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
To provide CPI de-escalation training for all staff, ensuring a consistent whole-school approach to supporting pupils with SEND. The training will equip staff with practical strategies to recognise early signs of dysregulation, respond calmly and effectively, reduce escalation, and promote positive behaviour and emotional wellbeing. **Addresses barriers 2,3 & 4**	Targeted	Accessed via the District 1 Inclusion Hub if completed by Autmn 26.

To remodel and enhance indoor SEND provision within EYFS and KS1 by creating a flexible breakout space that functions as a library, small-group intervention area and sensory regulation space. The space will provide a calm, supportive environment for pupils who require additional sensory, communication, emotional or learning support to access the curriculum successfully. **Addresses barriers 1, 2,3 & 4**	Universal provision with targeted elements.	£13,000 core budget allocations and donations from FOSB.
To enhance outdoor SEND provision by developing sensory circuits, sensory play areas and adapted outdoor learning spaces that support pupils with sensory, communication, social, emotional and neurodiverse needs. The provision will provide opportunities for regulation, movement, sensory exploration and curriculum access, helping pupils to develop readiness for learning, wellbeing and independence. This development reflects Special Educational Needs in Mainstream Schools guidance from the Education Endowment Foundation, which advocates creating positive, supportive environments that remove barriers to learning and promote engagement for all pupils. It also aligns with the SEND Code of Practice: 0 to 25 years through the provision of inclusive, needs-led support and reasonable adjustments that enable pupils with SEND to participate fully in school life. **Addresses barriers 1, 2,3 & 4**	Universal provision with targeted elements.	*£17,000 This project may need to be phased due to cost

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
• The provision will support targeted interventions, phonics & reading development and emotional regulation,	**By July 2027**

particularly for pupils with autism, ADHD, speech and language needs, sensory processing differences and SEMH needs. This development aligns with Special Educational Needs in Mainstream Schools, which highlights the importance of positive, supportive environments that remove barriers to learning, and the SEND Code of Practice: 0 to 25 years, which promotes inclusive provision and reasonable adjustments to meet individual needs. • For a Catholic primary school, this provision will help ensure every child is valued, included and supported to flourish academically, socially, emotionally and spiritually.	• The EYFS and KS1 breakout space is fully established and used for reading, interventions and sensory regulation. • Pupils with SEND demonstrate improved engagement, wellbeing and readiness to learn. • Targeted interventions delivered within the space result in measurable progress for identified pupils. • Incidents of dysregulation reduce, and pupils are increasingly able to self-regulate with appropriate support. • Staff use the space effectively to provide reasonable adjustments and targeted SEND support. • Pupil voice indicates that children feel safe, supported and included. • The provision improves access to learning for pupils with autism, ADHD, speech and language, sensory and SEMH needs. • The space reflects the principles of Special Educational Needs in Mainstream Schools and the SEND Code of Practice: 0 to 25 years, removing barriers to learning and promoting inclusion. • The provision supports the Catholic ethos by enabling every child to flourish and reach their God-given potential.
• Improved emotional regulation and self-management skills. • Increased readiness to learn and engagement in classroom activities. • Reduced barriers associated with sensory processing, attention and communication needs. • Improved physical development, coordination and motor skills. • Increased participation, inclusion and wellbeing for pupils with SEND. • Enhanced access to the curriculum through adapted and personalised learning opportunities.	**By July 2028:** • A dedicated outdoor sensory and regulation area has been established, providing opportunities for sensory circuits, sensory play, movement breaks and outdoor learning that meet the needs of pupils with SEND. • The provision supports the Catholic mission of the school by enabling every child to flourish, participate fully in school life and be recognised as a unique individual created in the image and likeness of God. • Pupils requiring sensory and regulation support demonstrate improved readiness for learning, evidenced through a reduction in dysregulation incidents, increased engagement in lessons and positive behaviour records.

• Development of an inclusive learning environment that meets the needs of an increasingly diverse SEND population.	• Staff consistently use outdoor sensory and regulation provision as part of a graduated approach to meeting pupils' needs, with provision documented through individual support plans and Assess-Plan-Do-Review processes. • Pupil voice demonstrates that children feel safe, supported and able to manage their emotions and wellbeing through access to the outdoor environment. • Outdoor sensory provision is embedded within the school's inclusive practice and contributes to the removal of barriers to learning for all pupils, alongside targeted support for those with identified SEND, in line with Special Educational Needs in Mainstream Schools and the SEND Code of Practice: 0 to 25 years. • Parents and carers report that pupils are increasingly able to self-regulate, engage positively with learning and develop confidence, independence and wellbeing.
• To provide CPI de-escalation training for all staff, ensuring a consistent whole-school approach to supporting pupils with SEND. The training will equip staff with practical strategies to recognise early signs of dysregulation, respond calmly and effectively, reduce escalation, and promote positive behaviour and emotional wellbeing. • This will strengthen staff confidence in supporting pupils with autism, ADHD, SEMH and sensory needs, enabling them to make appropriate adjustments and create safe, supportive and inclusive learning environments. The training aligns with Special Educational Needs in Mainstream Schools and the SEND Code of Practice: 0 to 25 years, which emphasise positive, proactive approaches to meeting the needs of pupils with SEND. • For a Catholic primary school, this supports the dignity of every child and ensures all pupils are enabled to flourish within a caring and inclusive community.	**By July 2027:** • All teaching staff, including TAs have completed CPI de-escalation training and demonstrate a consistent approach to supporting pupils with SEND. • Staff effectively identify early signs of dysregulation and apply de-escalation strategies, resulting in a reduction in behaviour incidents, escalations and disruptions to learning. • Pupils with SEND, particularly those with autism, ADHD, SEMH and sensory needs, report feeling safe, understood and supported within the school environment. • Staff confidence in managing dysregulation and supporting pupils with SEND increases, evidenced through monitoring, staff feedback and professional discussions. • Fixed-term suspensions, internal exclusions and incidents requiring senior leader intervention for pupils with SEND reduce over time. • Pupils with SEND demonstrate improved engagement in learning, emotional regulation and participation in wider school life.

	• The school's approach to behaviour and inclusion is aligned with the principles of Special Educational Needs in Mainstream Schools and the SEND Code of Practice: 0 to 25 years, promoting positive relationships, wellbeing and access to education for all pupils. • The school community reflects Catholic values by recognising and respecting the dignity of every child, fostering positive relationships and ensuring all pupils are able to flourish academically, socially, emotionally and spiritually.

Further information

Due to increasing levels of SEND need and the limitations of the current school building, leaders and governors are taking a strategic and evidence-informed approach to improving both indoor and outdoor learning environments.
In the context of limited capital and revenue funding, adaptations are being prioritised according to need, impact and value for money, ensuring that resources benefit the greatest number of pupils.

The school is focusing on phased developments that will improve access to learning, self-regulation, sensory provision and inclusion, including enhancements to outdoor spaces, sensory and physical circuit areas, quiet regulation zones and adaptable learning environments.

Governors monitor priorities through the school improvement process to ensure investment is targeted where it is likely to have the most significant impact on pupils' engagement, wellbeing and educational outcomes.

Where larger-scale building adaptations are not currently affordable, the school seeks cost-effective solutions and external funding opportunities to maximise provision whilst maintaining a clear long-term vision for developing an environment that better meets the needs of all learners.