

Inclusion Strategy – St Thomas’ Catholic Primary School, Sevenoaks

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	18 th September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by Awaiting approval from LGC	Headteacher: G. Leahy ASIP: C. Wright

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

To ensure that inclusion and equality of opportunity is understood to be the responsibility of all staff.

A collective commitment that Quality First Teaching is the first step in meeting all pupil needs.

To have strategic procedures in place for early identification and intervention, with full involvement of pupils and parents/carers and effective systems to evaluate impact.

A collective understanding that pupil wellbeing underpins achievement.

To have consistently high expectations for all pupils so that all are enabled to make strong progress.

Context

Number on roll: 196 (+20 Nursery)

Disadvantaged pupils: 8.79% (10 targeted + 1 EYPP & 8 expanded)

SEND K: 10.7% (21 children)

SEND EHCP: 2% (4 children)

EAL: 41.8% (with YN 41.2%)

CLA: 0.5% (1 child)

Young carers: 0.5% (1 child)

Key Challenges

- Rising numbers of children with ASC diagnosis with additional sensory needs.
- Significant proportion of children who are not school ready upon entry.
- Rising numbers of children with multiple and profound additional needs who are unable to access the mainstream classroom environment and curriculum for part or whole of the day.
- Delayed speech and language development on entry and effective communication skills.
- Persistent absence among vulnerable groups particularly children with EHCPs and pupil premium.

Strengths

- Experienced teachers with strong subject expertise.
- Very effective safeguarding systems to ensure the welfare of all pupils and a good understanding of contextual safeguarding challenges.
- Strong pastoral support for pupils across the school.
- Highly skilled, experienced and qualified SENCO and Teaching Assistants.
- Effective systems and processes are in place to support the early identification of pupils' needs, ensuring timely and appropriate intervention leading to increased numbers of EHCPs.
- A well-embedded graduated approach ensures that personalised learning plans are in place, regularly reviewed and adapted by class teachers to meet individual needs.
- The school benefits from strong partnerships with parents and external agencies, supporting coordinated and effective provision.
- A comprehensive CPD programme ensures staff are well trained and confident in meeting a wide range of learning needs.
- Strong leadership in relation to PP pupils
- Overall excellent attendance.
- Leaders and staff maintain high expectations for all pupils, promoting an inclusive culture where all learners are supported to succeed.
- 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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	An increased number of children with multiple and profound additional needs who are unable to access the mainstream classroom environment and curriculum, requiring consistent adult support throughout the day.
2	Persistent absence gaps for disadvantaged pupils
3	Limited access to structured SEND outreach/support.
4	Insufficient LA funded specialist placements, together with a lack of responsiveness to school professional advice, leads to pupils with complex needs being placed in a mainstream environment where their needs cannot always be met effectively through universal provision alone.
5	Limited access to local SEMH support.
6	Lack of early diagnosis and families requiring additional support to navigate and understand the SEND process.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Utilise a speech and language therapist for early identification of children with communication needs and source in-house CPD training to support the growing range of additional needs. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching (3)	Targeted	Yoohoo SB – observation & support in class; am visit £180 x 38 weeks - £6840 JH – 5 children x 30 mins = £150 x 38 weeks = £5700 Total S&L - £12,540
Strengthen early identification and graduated response process by further developing systems through robust assessment, pupil progress review, screening tools, SEND observation and two-way communication with parents (especially nursery and reception) https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching (6)	Universal	TES Provision Map 26/27 = £1129 DashBoard - £109 Total = £1238 Speech Link - £203.40 Infant Language Link - £193.50 Total - £396.90 Overall Total – 1,634.90
Improve attendance of persistent absentees to increase engagement and progress. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance (2)	Targeted	Training penalty notice
Increase parental engagement through signposting to workshops and information sharing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement (6)	Universal	
Ensure the school effectively advocates for pupils whose needs require specialist assessment, funding and statutory assessment processes.	Targeted	1:1 TA 32.5 hours per week x 38 weeks = £26,316.22

https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching (3)		
Use of structured interventions for maths and English to match specific assessment-informed need. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support (3)	Targeted	TA Maths – $5 \times 1 \text{ hr} = £91 \times 38$ weeks = £3,458 English – $7 \times 1 \text{ hr} = £127.40 \times 38$ weeks = £4,841.20 Total = £8299.20
Use of social communication group to support individuals to build positive relationships with peers. Positive relationships, high expectations and a sense of belonging support engagement, participation and positive behaviour. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/universal-approaches (5)	Universal	TA – 30 mins x 38 weeks = £345.80

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
Early identification from SALT introduce screening in EYFS half termly progress reviews strengthen external agency involvement	Early support for targeted children Timely identification of need
Attendance targeted improvement for vulnerable pupils	Persistent absence reduced to X% PP persistent absence reduced to X%
Teachers are better equipped to meet a wider range of needs through Quality First Teaching.	All staff have planned access to CPD Consistent use of adaptive teaching strategies Increased staff confidence Pupils with SEND access learning alongside peers.
Pupils with SEMH need develop improved emotional regulation, resilience and readiness to learn.	Reduction in behaviour incident involving identified pupils Pupil voice indicates increased feelings of safety and involvement
Parents and carers are active partners in supporting their child's learning and development.	Increased attendance at SEND review meetings. Improved parental feedback regarding communication and support. Increased uptake of signposted services and support opportunities.
School resources are deployed effectively to maximise progress and participation for pupils with SEND.	Pupils with SEND participate fully in school life and feel valued members of the school community.

Further information (optional)

Monitoring and Review

- Regular termly (6 weeks) review of Inclusion Strategy at SLT Meetings.
- LGC oversight via Inclusion/SEND link LGC Member
- Lesson observations, learning walks and planning meetings
- Reporting to Trust via ASIP visits

Impact Measures

- Improved attainment and progress for SEND/disadvantaged pupils
- Reduced persistent absence.
- Positive wellbeing outcomes in pupil and parent voice feedback.