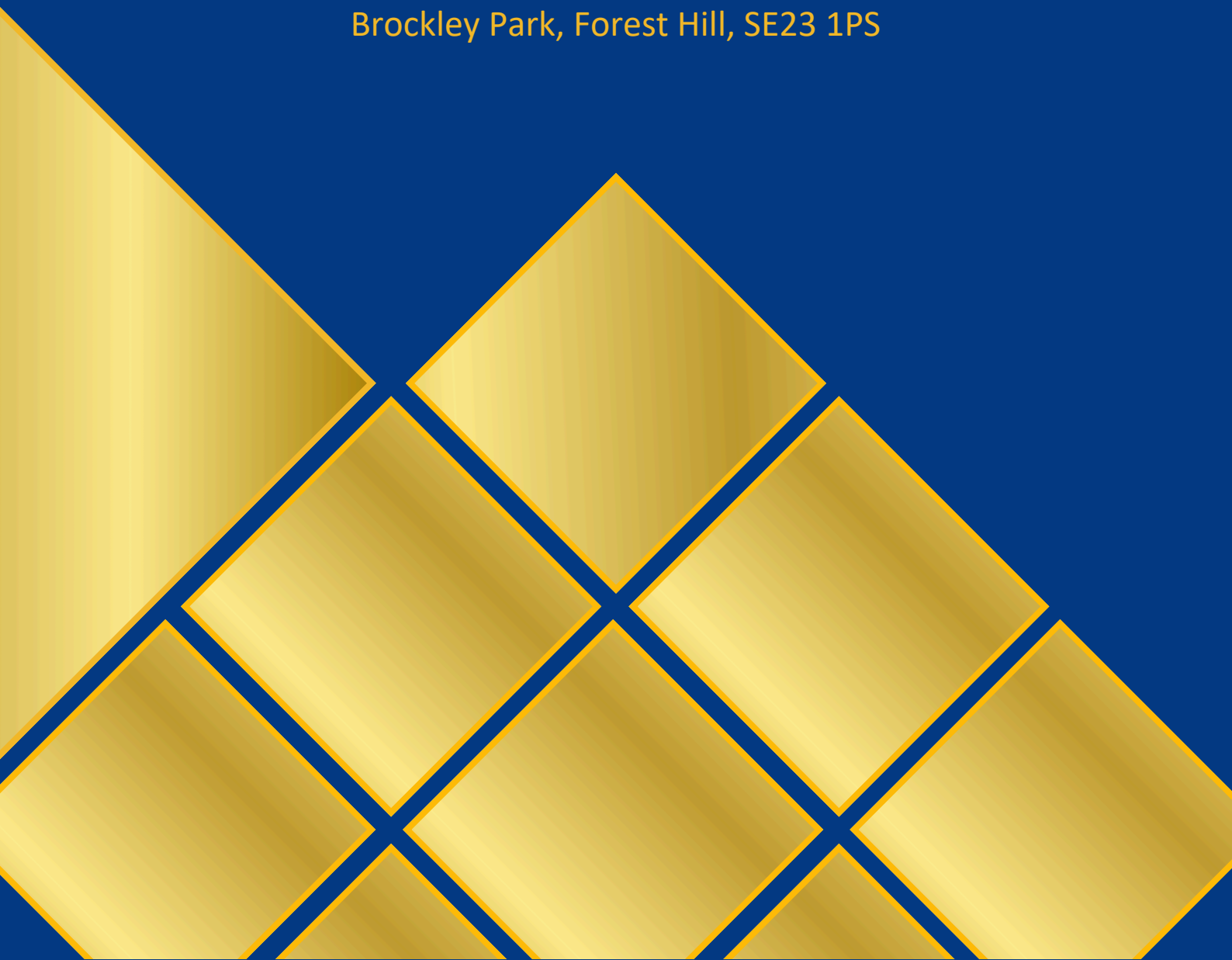


ST WILLIAM OF YORK



Catholic Primary School
Brockley Park, Forest Hill, SE23 1PS



Inclusion Strategy



OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review			
Policy Reviewed On	September 2026	Signed:	<i>H Mayers</i>
Governing Body Ratification	October 2026	Signed:	Governors
Next Review Date	October 2027		

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Key Information			
School:	St William of York Primary School	IMF Allocation:	£11,580
Academic Year Covered	2026 - 2027	Total Budget Activity:	£37,921
Date of Publication:	October 2026	Date for Review:	October 2027
Statement Authorised by:	Headteacher & Governing Body	SENCo	Zoe Thorn
Statement of Intent			
Our intent is that every child at St William of York — whatever their starting point, whatever their need — belongs here, is known as an individual, and is supported to reach their full potential. We do not just aim for children to access learning; we aim high for all of them. Every child should leave us ready for the next stage of their life, with the academic skills, the confidence and the life skills to get there. Inclusion is not an add-on. It is central to who we are as a Catholic community, rooted in our belief in the dignity of every child. We know our pupils and their families well, and this deep relational knowledge underpins everything we do — in the classroom, in our partnerships with parents and carers, and in our work alongside the professionals and wider services who support our children. Our leadership and governing body hold ambitious expectations for inclusion, embedding it as a whole-school responsibility rather than the work of any one individual. We are committed to evidence-based, early identification of need, ensuring high-quality adaptive teaching reaches every classroom and every subject, so that our curriculum is genuinely designed for all learners. This extends beyond the classroom: we want every child to access the fullest possible school life, from clubs and trips to the everyday moments of unstructured time, and to learn in environments we continue to adapt and improve to remove barriers to access. We are building a safe, respectful culture in which every child feels they belong — one where strong attendance and confident participation in learning are the natural result of feeling known, valued and included. The high level of need within our school reflects our inclusive practice and our ambition to meet each child where they are. This strategy responds to key areas of need identified across our community, including refining our identification of need to ensure targeted and sustainable support, consistent inclusive teaching, addressing the increasing SEMH needs of our pupils, and the effective deployment of our qualified professionals.			

Barriers to Learning and Participation	
1.	Identification of need to ensure targeted, sustainable support that is effectively reviewed and adjusted Ensuring the SEN Support register accurately reflects those pupils who require additional provision beyond excellent quality-first teaching, and that support is regularly reviewed and adjusted to keep pace with each child's progress.
2.	Consistency of inclusive, adaptive teaching

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	Variability in how consistently inclusive strategies — visuals, visual timetables, word banks and adaptive teaching approaches — are embedded across all subject areas and classrooms. Lesson visits, monitoring walks, book looks and Subject Lead reviews suggest that greater consistency could improve independent learning for some pupils and establish more ambitious targets for some learners.		
3.	SEMH as a growing area of need An increasing number of pupils require support to feel emotionally safe and regulated before they are able to access learning. Staff voice, pupil voice, attendance data and review of our SEN Register shows that social, emotional and mental health (SEMH) needs emerge as an increasingly significant area of need at our school, and we recognise that children must feel safe and emotionally regulated before they can access learning.		
4.	Embedding Interventions with Classroom Practice Where pupils are frequently removed from the classroom for external interventions, this can limit their inclusion in whole-class learning and reduce their sense of belonging within their peer group. It can also affect their experience of the school day more broadly — including access to subjects and activities happening in their absence — which may impact motivation and engagement as well as progress.		
5.	Balance of Speech and Language Therapy time A significant proportion of Speech and Language Therapy time is currently spent on assessment and report writing, limiting the amount of direct, hands-on support pupils receive.		
Description of Activity		Type	Budgeted Cost
1.	Activity: Whole-staff training delivered with Lewisham SEN Advisory Service, focused on identifying the underlying need of the child rather than relying on diagnosis alone. Regular, structured Pupil Progress Meetings are held to review support for individual pupils, alongside the use of specialists and professionals through Service Level Agreements to specifically adjust and review provision. Parent workshops are being increased and more targeted to gather parent voice and lived experience. Rationale and evidence: SEN Review (October 2025) identified how early and how collaboratively pupil need was identified and reviewed. Approach informed by the SEND Code of Practice's graduated approach (Assess, Plan, Do, Review, Adjust) and best practice guidance on multi-agency, parent-informed identification of need. Alignment: Barrier 1 — early and accurate identification, collaborative review, and effective use of adult time and expertise.	Universal	£ 2,000
2.	Activity: Whole-staff training delivered at INSET days, alongside investment in resources such as visualisers and a subscription to Widgit, to support consistent use of visuals, symbols and adaptive materials across the curriculum. Dedicated CPD time is provided on how to use these	Universal	£ 1,100

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	resources effectively, complemented by external professional reviews to monitor and support consistency across subject areas and classrooms. Rationale and evidence: Lesson visits, monitoring walks, book looks and Subject Lead reviews suggest that greater consistency could improve independent learning for some pupils and establish more ambitious targets for some learners. Alignment: Barrier 2 — consistency of inclusive, adaptive teaching. Also contributes to the DfE principle of inclusive environments, by making classroom routines and materials accessible through visual and symbol-based support.		
3.	Activity: Delivery of the Nurture UK programme to embed a relational approach across the school, understanding behaviour as communication. Two SLT and two TAs have been trained to embed this practice school-wide. We are drawing on specialist advice for Emotionally Based School Non-Attendance (EBSNA) behaviours, including home visits from SLT, and working with our Mental Health Support Team (MHST) to conduct Team Around the Family (TAF) meetings and develop strategies to support pupils to attend meaningfully. OPAL Play has also been introduced to build resilience and provide meaningful, structured playtime. Now in its second year of development and embedding, OPAL is strengthening inclusive access to enrichment and unstructured time, ensuring all pupils, including those with SEND, can participate meaningfully beyond the taught curriculum. Classroom environments have also been adapted to reduce sensory overload — including hessian and muted display backgrounds and decluttered learning spaces — alongside dedicated regulation stations where pupils can access mini sensory circuits and fidget resources to self-regulate before rejoining their usual seat. Rationale and evidence: SEN Review (October 2025), alongside staff voice, pupil voice, attendance data and SEN Register trends, identified SEMH as an increasingly significant area of need. Approach informed by Nurture UK's evidence-based principles and EBSNA best practice guidance, recognising that emotional regulation and a sense of safety are prerequisites for engagement with learning. Alignment: Barrier 3 — SEMH as a growing area of need; supporting pupils' emotional readiness to learn. Also aligns with the DfE principle of enriching provision beyond the classroom that all children can access, through the continued development of OPAL Play. Also aligns with the DfE principle of inclusive environments with continuous improvements to accessibility, through reduced-stimuli classrooms and dedicated regulation spaces.	Both	£ 2,500

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4.	Activity: Increased Teaching Assistant ratios to a minimum of one TA per class, with high-quality training delivered by both external and internal professionals. TAs are given dedicated time to prepare and deliver support, and their hours have been increased to ensure this support is effective and sustainable. In response to this barrier, we are deploying support staff more effectively within classroom provision, prioritising high-quality in-class support ahead of withdrawal wherever possible. This keeps pupils learning alongside their peers, reduces the negative impact of missed curriculum time, and reinforces that every child belongs — and is included — in the everyday life of the classroom. Rationale and evidence: SEN Review (October 2025), alongside pupil and staff voice, identified that frequent withdrawal from the classroom for external interventions can limit inclusion, belonging and access to the wider curriculum. Approach informed by EEF guidance on effective deployment of teaching assistants, which highlights in-class, teacher-led support as more impactful than out-of-class withdrawal in isolation. Alignment: Barrier 4 — embedding interventions within classroom practice; strengthening inclusion, belonging and pupil experience.	Targeted	£27,000
5.	Activity: Increased ratio of time our qualified Speech and Language Therapist spends working directly with individuals and groups of children, delivering targeted curriculum support, running language boosters, and training staff in the moment to improve overall speech and language provision school-wide. Rationale and evidence: Staff voice and parent voice identified that a significant proportion of SALT time was spent on assessment and report writing, limiting the amount of direct, hands-on support pupils received. Approach informed by best practice guidance on effective deployment of specialist therapy time, which prioritises direct intervention and in-the-moment staff coaching as more impactful for pupil outcomes than assessment-only models. Alignment: Barrier 5 - balance of Speech and Language Therapy time; maximising direct pupil impact.	Targeted	£ 5,321
Intended Outcome		Evidence	
1.	Pupils' needs are identified earlier and more collaboratively, and support is kept relevant through regular review, reducing unnecessary administrative burden on staff.	Termly Pupil Progress Meeting records show a clear APDR cycle in place for pupils on the SEN register. Staff report (via CPD feedback and SEN meeting minutes) increased confidence in identifying underlying need rather than diagnosis. Parent workshop attendance and feedback show growing	

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		parental engagement in the identification process. SLA records show specialist involvement is timely and proportionate to need.
2.	Inclusive strategies — visuals, visual timetables, word banks and adaptive approaches — are used with increasing consistency across all subjects and classrooms, supporting greater pupil independence.	Lesson visits, learning walks and book looks by spring term show consistent, purposeful use of agreed strategies across year groups and subjects (not just core subjects). Pupil sampling indicates pupils can explain and use supports independently. Subject Lead reviews evidence increasing ambition in targets set for pupils with SEND.
3.	Pupils are increasingly able to regulate their emotions and feel safe, ready and included in learning; attendance improves for pupils where SEMH has been a barrier.	Staff trained in Nurture UK principles can evidence embedded practice through pupil voice and observation. TAF and MHST case reviews show a reduction in EBSNA patterns for identified pupils. Attendance trajectories improve for the identified cohort. Pupil voice (via check-ins and pupil book study) indicates pupils feel more confident naming and managing their emotions.
4.	Pupils experience greater inclusion, belonging and access to the full curriculum, with support delivered in the classroom wherever possible rather than through withdrawal.	TA deployment records confirm a minimum of one TA per class. Pupil and staff voice (following training) shows reduced negative sentiment around withdrawal for interventions, particularly in the afternoon. Learning walks show increasing in-class delivery of support. Attendance/access data shows pupils are missing fewer foundation-subject lessons (e.g. PE, art) to attend intervention.
5.	A greater proportion of SALT time is spent working directly with pupils and coaching staff, increasing pupil access to specialist support and embedding strategies more widely and sustainably.	SALT timetable/case-load records show an increased ratio of direct delivery to assessment/report-writing time. Staff report (via feedback following in-the-moment coaching) increased confidence delivering speech and language strategies independently. Participating pupils show progress against SALT-set targets on Insight or equivalent tracking.

Review of the previous academic year

This is St William of York's first published IMF inclusion strategy, so there is no previous IMF strategy statement to evaluate. Leaders reviewed existing inclusive practice as well as our SEND LA Review (October 2025) when establishing the 2026 baseline.

The review found that the school had taken swift, evidenced action across most priority areas identified — auditing and refining the SEN register, recruiting and training a SEND Governor, delivering staff training on the Graduated Response, increasing TA ratios and embedding visual and adaptive teaching resources, and strengthening SEMH provision through Nurture UK and MHST partnership working. Areas still being embedded include fully formalising outcome-led Pupil Progress Meetings school-wide, establishing rigorous evaluation of intervention impact, and completing a data analysis review of SEND spending and outcomes, much of which is scheduled for Autumn 2026. This strategy has been co-produced with senior leaders, the SENCo, the SEND Link

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Governor, teaching and support staff, and informed by parent and pupil voice. The formal 2027 review will report progress against the intended outcomes above and explain how learning has informed the next strategy.

Monitoring and review arrangements

This strategy will be reviewed termly through a coordinated approach involving the Headteacher, SENCo, the Senior Leadership Team and the SEND Link Governor, ensuring implementation and impact are considered together rather than in isolation. The strategy and its progress will also be reviewed termly with our Local Authority SEND Advisor as part of our SLA support meetings, providing an external, evidence-informed check on progress. Once reviewed and approved by governors, updates will be shared with all teaching staff to ensure the strategy continues to inform everyday classroom practice.

Further information

This strategy should be read alongside the school's SEN information report, accessibility plan, pupil premium strategy and school improvement plan. Those documents retain their own purposes and requirements; this strategy does not replace them.