

Inclusion Strategy – Bishop Ellis Catholic Voluntary Academy

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	2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Andrew Monaghan

Statement of intent

Our Inclusion Vision

At our school, we want every child to feel happy, valued, and included. We believe that every child should have the opportunity to learn, grow, and succeed, whatever their background, abilities, needs, or circumstances. Guided by our Catholic Christian Mission to help all children experience *“life in all its fullness”* (John 10:10), we are committed to creating a school where everyone belongs.

We believe that inclusion is everyone's responsibility. It is at the heart of everything we do and influences our decisions, teaching, support, and school culture. We want all children, including those with Special Educational Needs and Disabilities (SEND), to take part fully in school life, achieve their best, and develop the confidence, independence, and resilience they need for the future.

Our approach is based on understanding children's individual needs and providing support as early as possible. We work closely with families to identify any barriers to learning and put the right help in place quickly. By doing this, we can help children make progress, build confidence, and enjoy their education.

High-quality teaching in the classroom is the most important way we support children. Our lessons are carefully planned and sequenced so that all pupils can access learning, be challenged appropriately, and learn alongside their peers. Staff receive regular training to ensure they have the skills and knowledge needed to support a wide range of learners effectively.

We believe that inclusion goes beyond the classroom. Every child should have the chance to enjoy the full life of the school, including clubs, trips, sports, leadership opportunities, and special events. We work hard to remove barriers that might prevent participation so that all children can benefit from these valuable experiences.

Creating a safe, caring, and respectful environment is central to our vision. We celebrate differences, promote kindness and understanding, and nurture positive relationships throughout our school community. We want every child to feel safe, respected, listened to, and proud to be part of our school.

Partnerships with parents, carers, and other professionals are essential to helping children succeed. We value the knowledge and experiences that families bring and believe that working together leads to the best outcomes for children. We work closely with families, health services, local authority teams, and specialist agencies to ensure each child receives the support they need.

We are also committed to making our school environment as accessible as possible. We continually review and improve our buildings, resources, communication, and learning environments so that all children can participate fully and feel included.

This strategy has been developed through conversations with pupils, families, staff, governors, and our Catholic Multi Academy Trust. By listening to our community, we aim to ensure that our inclusive approach reflects the needs and aspirations of those we serve.

Our goal is simple: every child should feel that they belong, are valued for who they are, and are supported to achieve their very best.

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>
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1	• Significant SEND need in current year 6. 47.3% of the cohort on the SEND register. 16% of the cohort have a diagnosis of autism and a further 11% have a diagnosis of ADHD. 16% of this cohort are working below their key stage in writing.
2	• SEMH support in year 6. 20% of the cohort receive enhanced support from either the Mental Health Support Team or from our school counsellor.
3	• Wider challenges around social emotional and mental health/belonging: on average we provide graduated support for SEMH and belonging to 15% of our school cohort based on 2025-26 data.
4	• Communication and language: 16% of our 2026 year 1 cohort have speech and language which is significantly below national on entry and at least 15% of children in each year group continue to need support with speech and language.
5	• Cognition and learning barriers which impact children in securing strong foundations. 7% of our learners are working significantly below their year group in reading and 4% are working below their year group in writing with 24% working towards the expected standard.

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>
Support to ensure that we are able to have 3 year 5/6 classes (2026/27) in order to best meet the year 6 cohort's needs.	Universal	£20,000
Funding support to release staff and leaders to complete 3 x annual pupil progress meetings. Funding supports us to have a SENCO 0.2 a week to lead send and analyse approaches to inclusion.	Universal	£14,218
Notional funding is used for phonics interventions and ongoing phonics training.	Targeted	£988 (2 hours per week)
Notional funding supports us to maintain a one form class structure throughout KS1 and LKS2 despite our on-roll numbers being slightly below pan and to have a TA within year 1.	Universal	£13,337

This forms part of our strategy for supporting strong foundations for all.		
Notional funding supports our extra-curricular offer and enables us to have TA support for children accessing offer where this is needed.	Targeted	£494 (1 hour per week)
Two staff who provide ELSA provision available one afternoon per week each.	Targeted	£1976 (4 hours per week)
We have invested in a range of physical resources which are used in our classrooms such as Widget and we also use hessian backed low impact displays. We use the notional budget to support us to maintain the nurture space.	Targeted	£554
We run termly SEND parents meetings through notional funding. We have a wide range of planned transition with local nurseries and our secondary schools This is enhanced for SEND learners at each stage with extra staff provided. We use School Cloud to give parents the opportunity to meet with the class teacher and SENDCo whilst at work.	Targeted	£618

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
Strong leadership and governance drive an inclusive culture and improve outcomes for SEND pupils.	3 pupil progress meetings annually; SENCO 0.2 FTE; all SEND pupils reviewed termly; governor reports termly; SEND pupils make at least expected progress in line with non SEND pupils
High-quality teaching meets the needs of all learners.	One-form classes maintained; Year 1 TA support; adaptive teaching evident; staff confidence grows; SEND pupils make expected progress.
Early identification removes barriers to learning.	Staff receive phonics training; Phonics interventions within 6 weeks of start of school; 90%+ phonics standard; attainment gap narrows; impact reviewed every half term.
All pupils access enrichment and wellbeing support.	90%+ SEND pupils attend enrichment; targeted wellbeing support accessed; All SEND pupils take on a Y5/6 leadership roles; 95%+ pupils feel included.
Pupils feel safe, valued and connected.	SEND attendance above 95%; persistent absence reduces; wider participation increases; 95%+ pupils feel they belong.
Strong partnerships support positive outcomes and transitions.	3 SEND parent meetings annually; 90%+ engagement;

	transition plans completed; parent satisfaction above 95%.
Learning environments enable all pupils to access learning.	Professional recommendations implemented; resources reviewed termly; dyslexia-friendly classrooms; inclusive learning environments evident.

Review of the previous academic year

N/A