Inclusion Strategy 2026-27
Sacred Heart Catholic Primary School

Love of God, Love of one another, Love of our world, Love of learning

Developed using the DfE Inclusion Strategy Template, the school development priorities and inclusion funding information contained within the Trust planning documents.

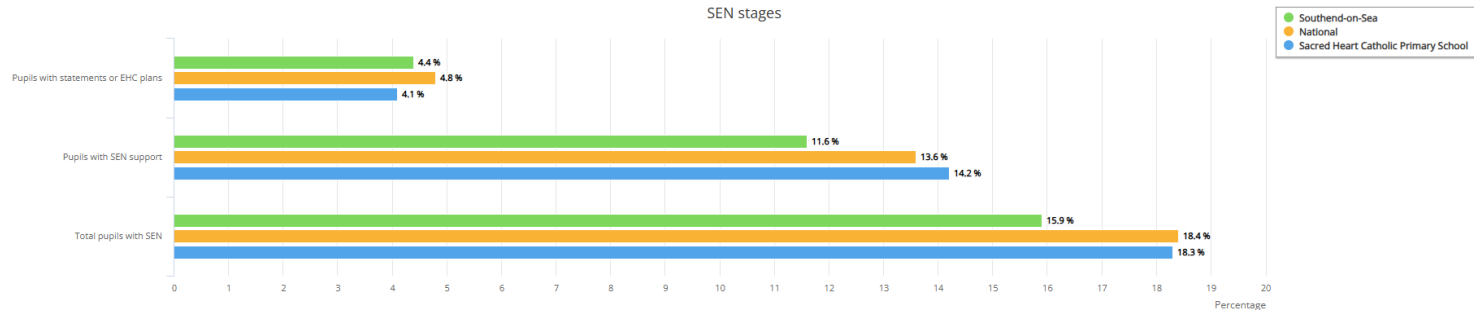
Strategy Overview

Detail	Date
Academic year covered:	2026-27
Date published:	December 2026
Review date:	July 2027
Statement authorised by:	Headteacher, Local Governing Committee and Assisi Catholic Trust

Statement of Intent

At Sacred Heart Catholic Primary School, our mission is to ensure that every child is known, valued and enabled to flourish academically, socially, emotionally and spiritually. Inspired by Christ and guided by our school vision, we are committed to providing an inclusive environment where barriers to learning are identified early and removed through high-quality adaptive teaching, evidence-based interventions and strong partnerships with families.

Our Inclusion Strategy reflects the school's context, where SEND now represents approximately 18.3% of pupils. The school currently has 20 pupils with Education, Health and Care Plans (EHCPs) and 65 pupils receiving SEN Support. The complexity of need within the school continues to increase, particularly within communication and interaction, cognition and learning, and social, emotional and mental health needs.



Key SEND Impact Data

Funding Overview - Inclusion Funding 2026-27

Funding Stream	Allocation
Notional SEN Budget	£633,238
EHCP Top-Up Funding	£179,460
Inclusive Mainstream Fund (IMF)	£20,900
Total Inclusion Funding	£833,598

Impact Analysis

SEND numbers have remained stable at 15-18% of the school population. EHCP numbers increased from 4 to 14, reflecting greater complexity of need.
SEND attendance has improved, with EHCP attendance at 94.3% and SEN Support attendance at 94.8%.
Persistent absence has reduced significantly: EHCP: 14.3% to 6.3% / SEN Support: 31.6% to 15.9%
Attainment remains below non-SEND peers, but improvements are evident, particularly in: EHCP Maths: 11% to 29%, SEN Support Writing: 25% to 29%, SEN Support Maths: 29% to 37%

Progress is a strength across SEND provision. Most SEND pupils make expected progress from their starting points. In 2025-26: 94% of EHCP pupils made expected progress in Reading and Writing. 95% of SEN Support pupils made expected progress in Writing. 97% of SEN Support pupils made expected progress in Maths
The data indicates that adaptive teaching, targeted interventions and SEND support are having a positive impact.
Key priorities are to:

- Further improve SEND attendance.
- Reduce persistent absence.
- Maintain strong progress rates.
- Continue narrowing attainment gaps between SEND and non-SEND pupils.

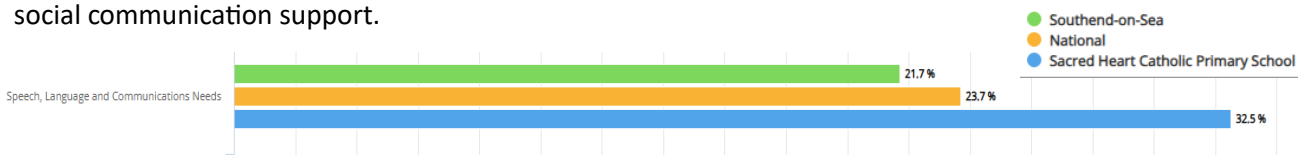
Our strategy is aligned with the DfE's seven principles of inclusion:

Principle	Priority	Key Actions	Success Measures
1. Ambitious Leadership	Establish a strategic, evidence-informed approach to SEND and inclusion across the school.	SEND remains a key priority within the SDP; termly governor monitoring; annual review of provision and impact; rigorous tracking of outcomes and spending.	Governors can articulate the impact of SEND provision and funding. Provision mapping demonstrates effective use of resources and improved pupil outcomes.
2. High Quality Teaching for All	Ensure all staff deliver high-quality adaptive teaching that enables pupils with SEND to access the full curriculum.	Deliver whole-school CPD; develop use of scaffolds, visual supports, adaptive resources and assistive technology; monitor classroom practice through learning walks and coaching.	Adaptive teaching consistently evident in all classrooms. Reduced reliance on intervention withdrawal and improved attainment for SEND pupils.
3. Early Identification and Targeted Support	Identify needs early and provide timely, evidence-based interventions.	Termly assessment and pupil progress reviews; speech and language programmes; precision teaching; literacy and numeracy interventions; regular impact reviews.	Pupils make accelerated progress from starting points. Needs are identified promptly and support is implemented quickly.
4. Preparation for Life	Develop independence, resilience and self-advocacy skills for pupils with SEND.	Include independence targets in support plans; strengthen pupil voice; provide enhanced transition arrangements between classes and key stages.	Pupils demonstrate increasing independence and confidence. Positive transition outcomes reported by pupils, parents and staff.
5. Positive Behaviour, Attendance and Wellbeing	Improve emotional wellbeing, attendance and engagement for vulnerable pupils.	Develop SEMH provision; provide pastoral support and regulation strategies; create sensory and regulation spaces; targeted attendance support.	Improved attendance for SEND pupils; reduction in behavioural incidents; increased pupil engagement and wellbeing.
6 Strong partnerships with families and external agencies.	Strengthen collaboration with parents and specialist services to secure positive outcomes.	Termly review meetings; parent workshops; regular communication; coordinated support from Educational Psychology, Speech and Language Therapy and other agencies.	Parents report high levels of confidence in SEND provision. External recommendations are implemented and reviewed effectively.

7. Inclusive Culture, Environment and Wider Opportunities	Ensure all pupils can fully participate in school life and enrichment opportunities.	Remove barriers to trips, clubs and leadership roles; provide additional staffing where required; improve accessibility and inclusion support.	SEND participation rates in clubs, trips and enrichment activities are in line with peers. Pupils report feeling included and valued.

The strategy has been informed by consultation with staff, governors, pupils, families and the priorities identified within the School Development Plan.

Barriers to Learning and Participation

No.	Barrier Identified
1	Increasing numbers of pupils with communication and interaction difficulties requiring speech, language and social communication support. 
2	Low literacy starting points, particularly in language acquisition, reading and vocabulary development.
3	Increasing complexity of cognition and learning needs requiring additional adaptations, scaffolding and targeted intervention.
4	Growth in social, emotional and mental health (SEMH) needs requiring regulation, pastoral and attendance support.
5	Pupil mobility and lower pupil stability impacting continuity of learning.
6	Need to ensure all pupils with SEND fully access enrichment opportunities, trips, clubs and leadership experiences.
7	Increasing demand for specialist provision and external agency involvement to support pupils with complex EHCP needs.

Deployment of Funding

The school currently has 20 EHCP pupils. In line with national expectations for mainstream provision, £6,000 from the delegated SEN budget is allocated towards meeting the needs of each EHCP pupil before top-up funding is accessed. This represents £633,238 of delegated funding.

The remaining SEN funding, EHCP top-up funding and Inclusive Mainstream Fund allocation are deployed to strengthen the school's universal and targeted offer through:

Activity in This Academic Year

Activity	Type	Cost
Specialist support for 20 pupils with EHCPs (£6,000 contribution per pupil from delegated funding). This alongside the EHCP top-up funding, supports our children with complex needs to deliver the specialist provision in their EHCP's.	Specialist	£6,000 x 20 = £120,000 from notional budget £179,460 top-up funding **Total: £299,460**
Oasis Regulation Support staffing and provision	Targeted	3 LSA X 2hrs a day (£18.81 x 3hrs x 39 = £22,007 Resources £1,000 **Total: £23,007**
Teaching assistant deployment for interventions and classroom support	Universal & Targeted	20 X LSA £22,007 annually **Total: £440.140**
Speech, language and communication programmes and specialist advice – speech link, WELCOMME programme and Verbo. Daily intervention delivered. Use of Southend Specialist Teacher Amanda Davis delivering and training three LSAs on EYFS, KS1 and KS1 interventions. Social Skills – EYFS, Narrative – KS1, Active listening for Active learning – KS2.	Universal & Targeted	£3779 + £330 = £3,997.95 LSAs 1:1 SALT LSA's delivering 3.4hr weekly £2,543.05 **Total: £6,541**

SEMH support, regulation programmes and pastoral interventions – PDMA Martial Arts, BCCS, EHC4U sessions for individuals off site.	Targeted	BCCS £21,769. PDMA £10,200, EHC4U 5,724 **Total £37,693**
Staff training in adaptive teaching, SEND and inclusive practice Autumn Term - Safer Handling, Makaton, The Good Morning Club,	Universal	INSET LSA's at £18.81 per hour - £940. £3,528 autumn per term x 3 £12,000 **Total: £12,940**
Assistive technology, sensory resources and adaptive equipment Proloquo2Go licence X 20	Universal & Targeted	10 SEN IPADS and Cases = 4,491.80 5 SEN laptops = 2,634 **Total: £ 7,054**
Inclusive Mainstream Fund deployment for adaptive teaching, early intervention and transition support – Literacy Gold Dyslexia Screener and Interventions – all children across the school are screened.	Universal & Targeted	Literacy Gold Subscription £628.95 Whole School Training. 8 LSA's delivering a 30min session daily at £18.81 per hour **Total: £ 3763**
Enrichment participation, trips and inclusion opportunities for vulnerable pupils	Universal & Targeted	Enrichment activities **Total: £2,000**
SEND leadership, assessment, family engagement and external professional advice. TES SEND / NASEN Conference	Universal & Targeted	**Total: £1,000**

Intended Outcomes

Intended Outcome	Success Criteria
Pupils with SEND access an ambitious curriculum and make strong progress from their starting points.	Progress data demonstrates improvement for SEND pupils and gaps reduce over time.
Teachers consistently use adaptive teaching strategies to meet a range of needs.	Monitoring, learning walks and pupil voice demonstrate consistent implementation across all classes.
Communication and interaction needs are identified and addressed early.	Reduced waiting times for support and improved communication outcomes.
SEMH needs are supported through effective regulation and pastoral provision.	Improved attendance, engagement and reduced behaviour incidents.
Families are active partners in their child's education.	Positive parental feedback and consistent attendance at review meetings.
Pupils with SEND participate fully in enrichment, leadership and wider school life.	Participation rates for SEND pupils match or exceed previous years.

Further Information

Sacred Heart Catholic Primary School considers inclusion to be everyone's responsibility. Through the effective deployment of our notional SEND budget, EHCP funding and Inclusive Mainstream Fund allocation, we are committed to ensuring that all pupils, particularly those with SEND and additional vulnerabilities, achieve their full potential and are able to participate fully in all aspects of school life. This strategy will be reviewed annually and updated in response to emerging pupil needs, school self-evaluation and national guidance.

Total Number of SEND Pupils	2023-24	2024-25	2025-26
Number and Percentage of EHCP's	4 (0.9%)	6 (1.3%)	14 (3.1%)
Number and Percentage of SEN Support	62 (14%)	77 (17%)	53 (12/3%)
Total Number and Percentage of SEND	66 (15%)	83 (18%)	67 (15%)
SEND Attendance	**2023-24**	**2024-25**	**2025-26**
EHCP Attendance Percentage	94%	89.2%	94.3%
EHCP Persistent Absence Percentage	14.3%	15.4%	6.3%
SEN Support Attendance Percentage	90.7%	92.2%	94.8%
SEN Support Persistent Absence Percentage	31.6%	29.5%	15.9%
Non-SEND Attendance Percentage	95.3%	95.3%	95.1%
Non-SEND Persistent Absence Percentage	12%	13%	13.2%
SEND Suspensions and Exclusions	**2023-24**	**2024-25**	**2025-26**

Total Number of EHCP Suspensions	2	3	1
Total Number of SEN Support Suspensions	0	1	1
Total Number of Non-SEND Suspensions	0	0	0
Total Number of EHCP Permanent Exclusions	0	0	0
Total Number of SEN Support Permanent Exclusions	0	0	0
Total Number of Non-SEND Permanent Exclusions	0	0	0
SEND Attainment and Progress	**2023-24**	**2024-25**	**2025-26**
Percentage of EHCP Pupils achieving age related expectations in Reading	22%	19%	25%
Percentage of EHCP Pupils achieving age related expectations in Writing	0%	6%	6%
Percentage of EHCP Pupils achieving age related expectations in Maths	11%	25%	29%
Percentage of SEN Support Pupils achieving age related expectations in Reading	39%	47%	30%
Percentage of SEN Support Pupils achieving age related expectations in Writing	25%	25%	29%
Percentage of SEN Support Pupils achieving age related expectations in Maths	41%	29%	37%
Percentage of Non-SEND Pupils achieving age related expectations in Reading	74%	68%	71%
Percentage of Non-SEND Pupils achieving age related expectations in Writing	64%	63%	58%
Percentage of Non-SEND Pupils achieving age related expectations in Maths	74%	70%	71%
Percentage of EHCP Pupils achieving expected progress in Reading	100%	87%	94%
Percentage of EHCP Pupils achieving expected progress in Writing	89%	93%	94%
Percentage of EHCP Pupils achieving expected progress in Maths	89%	67%	81%
Percentage of SEN Support Pupils achieving expected progress in Reading	86%	72%	85%
Percentage of SEN Support Pupils achieving expected progress in Writing	97%	89%	95%
Percentage of SEN Support Pupils achieving expected progress in Maths	90%	85%	97%
Percentage of Non-SEND Pupils achieving expected progress in Reading	100%	90%	93%
Percentage of Non-SEND Pupils achieving expected progress in Writing	100%	89%	98%
Percentage of Non-SEND Pupils achieving expected progress in Maths	99%	90%	94%

This strategy reflects the priorities within the school's 2026-27 School Development Plan, including the development of our regulation and learning to support pupils with SEND at key points throughout the school day. This flexible provision enables pupils to regulate, develop readiness to learn and access teaching, particularly in areas such as phonics and early literacy, at an appropriate developmental level. Pupils remain fully included within their mainstream classes and are supported to engage with the Equals curriculum through carefully tailored scaffolding and intervention. This approach will improve engagement, participation and progress for vulnerable learners. Feedback from parents, through the Parent Partnership Award, that families feel listened to, valued and involved in their child's education.