Inclusion Strategy

All Saints Catholic School

"We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness"
(1 Cor. 12:29)

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Inclusion Strategy – All Saints Catholic School

This strategy 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).

1. Strategy Information

Detail	Information
School name:	All Saints Catholic School
Strategy period (3 year plans are recommended)::	2026 - 2029
Publication date:	November 2026
Annual review date:	July 2027
Approved by:	Clare Cantle - Headteacher Dominic Savage - Chair of Governors
Senior Leadership Responsibility:	Simon Lucraft - LAHT Pastoral Care & DSL James Caddy - AHT Inclusion Lily Bateman - SENDCo
Governor oversight:	Dominic Savage

2. School Context

School context	Information
Total number of pupils	1356 (KS3 - 703, KS4 - 471, KS5 182)
Number and % of pupils with SEND	160 / 11.8% SEN K, (SEN K or E 207 / 15.3%)
Number and % of pupils with EHCPs	47 / 3.5%
Number and % of pupils with EAL	798 / 58.9%
Number and % of disadvantaged pupils (PP)	343 / 25.3%
Number and % of Free School Meal pupils (FSM)	409 / 30.2%

3. Funding Overview

Funding Overview	Annual allocation
Inclusive Mainstream Fund:	Under 16 - **£60,019.00** 16-19 - **£7,033.11**
Notional SEND budget:	£625,620.00 (core budget)
Other relevant funding:	Additional provision and pupil-specific top-up funding received separately, subject to eligibility and local authority allocations.
Total budget for this academic year:	**IMF Total = £67052** Total inc notional = (£692,672.11)

4. Statement of Intent

At All Saints Catholic School, our commitment to inclusion is rooted in our Catholic ethos and our belief that we are One in Christ. We recognise every pupil as a unique individual, created in the image of God, who deserves to be valued, supported and given every opportunity to flourish academically, socially, emotionally and spiritually.

Our approach is underpinned by our RUAH values of Respect, Understanding, Affection and Humour, which shape the relationships, expectations and culture of our school community. We believe that every child should experience a genuine sense of belonging, feel safe and supported, and have equitable access to a broad, ambitious and enriching education, regardless of their background, starting point or additional needs.

Inclusion is everyone's responsibility. It is not confined to SEND provision or individual interventions but is embedded throughout school life, including teaching and learning, pastoral care, safeguarding, behaviour, attendance, personal development and enrichment. We recognise that pupils experience different barriers to learning and participation, and that effective inclusion requires a coordinated, whole-school approach.

We maintain high expectations alongside high levels of support, recognising that fairness does not always mean treating every pupil in the same way. Through high-quality adaptive teaching, early identification of need, targeted interventions and personalised pastoral support, we aim to remove barriers to learning and enable pupils to succeed within mainstream education wherever appropriate.

Strong relationships with families, external agencies and the wider school community are central to our approach. We are committed to working collaboratively, responding to emerging needs and ensuring that vulnerable pupils receive timely and appropriate support.

Our Inclusion Strategy builds upon the school's established strengths while identifying opportunities to further develop inclusive practice. Aligned with the Department for Education's seven themes of inclusion, it provides a strategic framework for continuous improvement, informed by evidence, pupil outcomes and the changing needs of our school community.

Ultimately, our ambition is to ensure that every pupil is known, valued, included and supported to fulfil their God-given potential, within a school community where high expectations, compassion and a strong sense of belonging enable all to thrive.

5. Understanding Our Barriers to Inclusion

This section identifies the principal barriers to learning, participation and inclusion within our school community.

Reference	Identified barrier (Including school evidence and context)
B1	**Increasing complexity of need** Growing numbers of pupils with complex SEND and neurodevelopmental needs requiring personalised support, often without sufficient additional funding. Some pupils also arrive with significant gaps in literacy and numeracy.
B2	**Communication and language** Speech, language and communication needs (SLCN), including those associated with autism, are a significant area of need (most common in school). A high proportion of pupils also speak English as an Additional Language (EAL).
B3	**Social, emotional and mental health** Increasing levels of anxiety, trauma, emotional dysregulation and mental health concerns affecting pupils' learning, attendance and participation.
B4	**Disadvantage and vulnerability** Significant socioeconomic deprivation within our community, alongside safeguarding concerns, social care involvement and challenging family circumstances. FSM and Pupil Premium data may not fully reflect the extent of disadvantage.
B5	**Attendance and engagement** Whilst whole-school attendance is strong (highest in all schools in LBBD and above national for all sub-groups), some vulnerable pupils, including those with SEND, disadvantaged backgrounds or social care involvement, experience greater challenges with attendance and sustained engagement in education.
B6	**Access to enrichment and wider opportunities** Some pupils face barriers to participating in extracurricular activities, educational visits and wider school experiences, particularly those associated with financial disadvantage, additional needs or family circumstances.

6. Our Strategic Approach to Inclusion

The section details our strategic investment in activities and approaches that are currently established school practice or planned future development.

Our approach is organised around seven strategic priorities aligned with the Department for Education's national inclusion themes.

Priority 1 – Leadership, Accountability and Inclusive Culture *DfE theme: Ambitious leadership and governance*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
Inclusion is central to the school's Catholic mission, RUAH values and No Child Left Behind ethos.	Embed the Inclusion Strategy across the school, ensuring a consistent approach to inclusive practice and clear accountability at all leadership levels.	B1–B6
Senior leaders, SENDCo and pastoral teams provide coordinated oversight of vulnerable pupils and inclusive provision.		B1, B3, B4, B5
Governors provide strategic oversight, support and challenge, informed by school performance, self-evaluation and external evaluation.		B1–B6
Leaders use attendance, punctuality, behaviour, safeguarding and attainment information to identify needs and inform decisions.	Introduce termly strategic reviews of SEND and vulnerable cohort data to evaluate provision, identify emerging trends and inform school improvement priorities.	B1–B5
Staff receive regular professional development, including planned CPD and Good Practice Briefings with inclusive practice reinforced through school improvement and M&A processes.	Further refine the sharing of effective inclusive practice through targeted CPD, coaching and cross-departmental collaboration.	B1, B2, B3
Internal assessments and diagnostic tools, including CAT4 testing, reading assessments and handwriting screening, support early identification of pupils' needs and inform appropriate interventions.	Periodic review of future platforms to support our mission.	B1–B5

Priority 2 – Early Identification and Targeted Support *DfE theme: Evidence-based support and early intervention*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
Strong transition arrangements with primary schools support early identification of SEND, learning difficulties and wider vulnerabilities. 6 into7 information sharing platform. Transition meetings with all feeder primaries following national offer day. Induction visits/days., year 6 parent information evening.		B1, B2, B3, B4
CAT4 testing, reading assessments and handwriting screening help identify learning needs and inform targeted interventions.		B1, B2
A graduated approach to SEND support, including personalised strategies, Pupil Passports and regular reviews of provision.	Further refine the graduated approach through half-termly Assess, Plan, Do, Review cycles, ensuring interventions are adapted to pupils' progress.	B1, B2, B3
Targeted literacy and numeracy interventions, including phonics, reading support, Lexia and DreamBox, address gaps in foundational skills.	Develop centralised tracking of academic, SEND and pastoral interventions to improve coordination and review of support.	B1, B2, B4
Established pastoral systems, including Heads of Year, mentoring, counselling and Pastoral Support Plans, enable early intervention for vulnerable pupils.		B3, B4, B5
Individualised support through the Damascus Suite, Behaviour Passports and specialist interventions helps pupils overcome barriers to mainstream learning.		B1, B3, B5
Targeted provision for 16-19 bursary allocation.Tiered approach is based on local borough income data to ensure that eligible students receive appropriate support.		B5, B6

Priority 3 – Inclusive Teaching and Curriculum Access *DfE theme: High-quality teaching and curriculum for all learners*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
An ambitious, broad and well-sequenced curriculum ensures high expectations and appropriate challenge for all pupils, including those with SEND and disadvantaged backgrounds.	Review KS3 curriculum in response to National Curriculum updates, with clear reference to inclusion.	
Teachers use adaptive teaching, scaffolding, modelling and regular checks for understanding to support access to learning.	Build on established adaptive teaching and learning through the All Saints Way to meet the needs of all learners within the classroom. Instructional coaching and SEND-focused professional development utilised to strengthen our already established practice so that expert practice is the norm in every classroom.	B1, B2, B3
Pupil Passports, EAL Passports and specialist guidance help teachers understand individual needs and make appropriate classroom adaptations.	Further refine EAL/SEND-focused teaching and learning forums, using pupil case studies to share effective strategies across departments.	B1, B2, B3
Reading, vocabulary and disciplinary literacy are promoted across subjects, with additional support for pupils who require it.	Deepen staff expertise to allow for consistent approaches to literacy, phonics and handwriting across the curriculum.	B1, B2, B4
Oracy is developed across subjects, encouraging pupils to articulate ideas, explain their reasoning and participate confidently.	Enhanced exposure of disciplinary language and subject specific critical thinking skills to learners through curriculum planning and professional development opportunities.	B2, B4
Assessment, feedback and whole-school approaches, including Take Ten, Close the Gap and Stretch and Challenge, support progress and achievement.		B1, B4

Priority 4 – Participation, Enrichment and Personal Development *DfE theme: Accessible and enriching provision beyond the classroom*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
An extensive co-curricular programme of clubs, sports, arts, competitions, educational visits and residential experiences broadens pupils' opportunities.	Develop a student co-curricular passport and a coordinated enrichment calendar to encourage wider engagement. Further enhance participation tracking to ensure opportunities for all.	B4, B6
Curiosity Week provides all pupils with opportunities to experience new activities, develop interests and broaden their cultural capital.	Incorporate pupil voice into future planning and quality assurance.	B4, B6
The house system, prefects and wider pupil leadership opportunities including the School Council promote responsibility, confidence and pupil voice.	Expand peer mediation and reading support programmes.	B3, B4, B6
Catholic life, chaplaincy, charitable initiatives and community service provide opportunities for spiritual development, leadership and social action.	Incorporate pupil voice into future planning and quality assurance. Analyse cohort structure and identify patterns in Catholic Life pupil inclusion.	B4, B6
Careers education, employer encounters and personalised guidance support pupils' aspirations and preparation for their next steps. A dedicated, school-funded careers adviser delivers a comprehensive careers programme across all year groups and key stages.	Further refine careers and pathway opportunities for pupils at risk of low aspiration or becoming NEET.	B1, B4, B6
Individual needs and circumstances are considered to support disadvantaged and vulnerable pupils' participation in wider school life.		B1, B3, B4, B6

Priority 5 – Belonging, Behaviour, Attendance and Wellbeing *DfE theme: A safe and respectful culture*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
A strong Catholic ethos, RUAH values and restorative practice promote positive relationships, mutual respect and a sense of belonging.		B3, B4
Clear behaviour expectations, established routines, rewards and graduated pastoral interventions support a calm and purposeful learning environment.		B1, B3, B4
Whole-school attendance is very strong, Highest for all schools in LA and above national in all subgroups. Supported by rigorous monitoring, early intervention and engagement with families.	Further refine targeted attendance action plans for pupils below 95% attendance, particularly those facing additional vulnerabilities.	B3, B4, B5
Heads of Year, form tutors and specialist staff provide personalised pastoral support, including mentoring, counselling and external referrals where appropriate.		B1, B3, B4
Termly wellbeing and bullying surveys, alongside pupil voice and safeguarding systems, help identify concerns and inform timely intervention.		B3, B4
Behaviour Passports, Pastoral Support Plans and the Damascus Suite provide structured support for pupils experiencing difficulties with regulation, behaviour or engagement.		B1, B3, B5
Significant investment in pastoral and wellbeing provision, including the Bounce platform, two full-time Learning Mentors, a school-funded BCCS counsellor and close partnerships with external agencies, including NELFT mental health practitioners, ensures timely, targeted support for vulnerable pupils.		B1, B3, B4, B5

Priority 6 – Working with Families and External Partners *DfE theme: Strong partnerships with families and wider services*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
Strong relationships with parents and carers, supported by regular communication, consultation evenings and personalised meetings, enable early identification of concerns and shared solutions.	Transition/return to face to face parent evenings as part of our intention to further strengthen parental engagement.	B1, B2, B4
Pastoral and SEND staff work closely with families, primary schools and external professionals to coordinate assessments, support plans and successful transitions.		B1, B2, B3
School-funded Speech and Language Therapist and an Educational Psychologist provide specialist assessments, targeted interventions and professional guidance for staff and families.		B1, B2
Established partnerships with children's social care, local authority services and safeguarding professionals support coordinated intervention for vulnerable pupils.		B3, B4, B5
Partnerships with mental health and therapeutic services, alongside school-based counselling and mentoring, provide additional support for pupils and families.		B3, B4
Attendance and pastoral teams work directly with families through meetings, home visits and individualised support plans to address barriers to engagement.	Develop targeted parent workshops and meetings to strengthen understanding of attendance expectations and support vulnerable pupils.	B3, B4, B5

Priority 7 – Accessible Learning Environments and Specialist Provision *DfE theme: Inclusive environments and accessibility*		
Established school practice	**Planned future development**	**Barrier (s) addressed**
The ECEND department and dedicated sensory room provide specialist environments for pupils with SEND, sensory needs and additional vulnerabilities.		B1, B2, B3
The Damascus Suite provides a structured, supportive environment for pupils requiring additional behavioural, emotional or pastoral intervention, with a focus on successful reintegration into mainstream lessons.	Further strengthen the evaluation of specialist interventions through individual progress tracking (Damascus Growth Index) and regular reviews of provision.	B1, B3, B5
Reasonable adjustments, personalised resources and specialist support help pupils access learning and participate in school life alongside their peers.		B1, B2, B3
Adapted curriculum pathways, including additional English and mathematics, Functional Skills and vocational qualifications, enable pupils to access appropriate qualifications whilst maintaining high aspirations.	16-19 curriculum review in light of V Level and other DofE development strategy.	B1, B2, B4
Alternative provision and carefully planned reintegration arrangements support pupils whose needs cannot be fully met within mainstream provision at a particular time.		B1, B3, B5

7. Measuring Success

Intended Outcomes and Success Criteria	
Intended Outcomes	**Success Criteria**
Barriers to learning are identified and addressed early.	Timely identification, targeted intervention and evidence of improved pupil progress.
Pupils with SEND and vulnerable pupils achieve well.	Improved attainment and progress, with gaps between pupil groups narrowing.
All pupils feel safe, valued and included.	Positive pupil and parent voice, wellbeing surveys and safeguarding evaluations.
Attendance, behaviour and engagement remain strong.	Sustained high attendance, reduced persistent absence among vulnerable pupils and positive behaviour trends.
All pupils access wider school opportunities.	Increased participation in enrichment, leadership and personal development, particularly among vulnerable groups.
Inclusive practice is consistently effective across the school.	Positive findings from quality assurance, staff feedback and reviews of targeted provision.

8. Annual Evaluation and Review

This section will be completed as part of the annual review of the Inclusion Strategy.

This section will be completed from September 2027 to evaluate the impact of the 2026–2027 Inclusion Strategy and inform future priorities.

From year two, we will outline the progress made towards the intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will note the impact that our strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

We will critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed the drafting of the following year's strategy.

To support this, we will use:

- Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.

9. Supporting Policies and Documentation

Related policy or documents:

- SEN Policy
- Pupil Premium Policy
- EAL Policy
- Looked After Children Policy
- Safeguarding Policy
- Supporting Students with Medical Conditions Policy
- Education of Students Unable to Attend School Policy
- Student Support Policy
- Attendance Policy
- Behaviour & Rewards Policy
- Equalities Policy
- Anti-bullying Policy
- RUAH Charter
- Suspension and Exclusion Policy
- Parent Partnership Policy
- Liaison with External Agencies Policy
- Well Being Policy