Holy Family Blackpool Inclusion strategy

At Holy Family Catholic Primary School, we believe that every child is made in the image and likeness of God and has the right to belong, participate, achieve and flourish. We know our children and families well and use this strong sense of community to ensure that every pupil is valued as an individual, whatever their needs, background or starting point.

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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Emma Allonby - Headteacher
Total grant received 2026_27	£9776

Statement of intent

Our ultimate aim is to create a school where **all children are included, feel safe and valued, and are given the support and opportunities they need to succeed**.

We aim to:

- identify additional needs and barriers to learning as early as possible;
- provide high-quality, inclusive teaching that meets a wide range of needs;
- ensure pupils with SEND can access the full curriculum, wider opportunities and life of the school;

- promote positive relationships, confidence, independence and a strong sense of belonging;
- remove barriers to attendance, participation and achievement;
- listen to and value the views of children and their families;
- work closely with external professionals and our wider community where this strengthens support;
- ensure staff have the knowledge, skills and confidence to meet diverse needs;
- celebrate difference and promote respect, dignity and equality for everyone.

How our strategy achieves these objectives

Inclusion is not an additional programme at Holy Family; **it is part of everything we do**. Our strategy is built around high expectations, quality-first teaching, early identification and a graduated approach to support. We use assessment, pupil voice, family information and professional advice to understand each child and plan appropriate adaptations and interventions.

Our SEND provision is reviewed regularly through plan-do-review cycles, pupil progress, provision mapping, monitoring and professional dialogue. Staff receive appropriate training and support, and we work collaboratively with the Trust, local authority and specialist services. We also recognise that inclusion includes removing barriers beyond the classroom, including those linked to attendance, wellbeing, communication, behaviour and family circumstances.

The seven principles of inclusion

Our work reflects all seven DfE principles:

1. **Ambitious leadership and governance** – inclusion is central to school improvement, leadership and governance.
2. **Early intervention** – we identify needs early and provide evidence-informed support.
3. **Adaptive teaching and curriculum** – teaching is responsive to individual strengths, needs and barriers.
4. **Enrichment for all** – every child is supported to participate fully in school life.
5. **Belonging and participation** – we promote a safe, respectful and nurturing Catholic community where every child is valued.
6. **Partnerships** – we listen to children and families and work with external services and our wider school community.
7. **Accessible environments** – we continually review our physical, sensory and learning environments to remove barriers.

Working with families and our community

Families are central to our inclusion strategy. We seek their views when identifying needs, reviewing support and planning next steps, recognising that parents and carers know their children best. Children are encouraged to share what helps them to learn and feel successful.

As a Catholic school, we work in partnership with our parish, Blessed Edward Bamber Catholic Multi-academy Trust, other schools and a range of external agencies. We use these relationships to share expertise, strengthen provision and ensure our children and families can access appropriate support.

Our ambition is simple: every child at Holy Family should know that they belong, that they matter and that they can achieve.

Barriers to learning and participation

	DETAIL OF BARRIER TO LEARNING
1	Increasing complexity of need, including SEND. Some children may arrive at school with cognition and learning needs, sensory needs and other SEND. Some children require highly personalised approaches and adaptations to access the same curriculum and experiences as their peers.
2	Communication and interaction difficulties. Children can begin school with significantly different experiences, including differences in language development, vocabulary, communication, independence and exposure to books, play and wider experiences.
3	Social, emotional and wider life circumstances. Some children may experience barriers arising from anxiety, emotional regulation, low confidence, difficult family circumstances, financial pressures or other experiences outside school.
4	Attendance. Some families struggle to establish routines whereby children can attend frequently and on time.

Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER	TOTAL BUGDETED COST
Use of our Learning Mentor who can build trusted relationships with children and families, provide early support, help remove barriers to attendance and strengthen home–school relationships. The role would	Some children experience barriers to learning linked to family circumstances, attendance, anxiety, emotional wellbeing or	Both universal offer and targeted.	£2000

include targeted work with children who are struggling to engage, alongside practical support for families and close work with the school's attendance systems.	difficulties engaging with school.		
Enhance KS1 sensory room provision	Children can use this space flexibly for intervention, regulation and a safe space	Universal but also used for targeted support	£1000
Develop a dedicated KS2 Inclusion and Intervention Space which can be used flexibly by pupils and staff. The space could support targeted academic intervention, social and emotional support, regulation and small-group teaching, enabling children to access additional support without becoming disconnected from their class.	Some KS2 pupils need a quieter, more flexible environment for targeted intervention, emotional regulation, pre-teaching, catch-up work or short periods of supported learning. In a one-form entry school, finding appropriate space can be particularly challenging.	Targeted	£1000
Develop an inclusive KS1 outdoor play area, alongside improving playtime equipment across the school. Introduce timetabled sports and structured physical activity opportunities so that children have a wider range of ways to participate, develop friendships, build confidence and be physically active.	Playtimes can present particular challenges for children who find unstructured social situations difficult, including some pupils with SEND. Limited equipment or opportunities can also mean that some children do not fully participate in active play.	Universal	£20,000 additional SEND grant from Blackpool Council. £2000
Develop club offer across the school.	Infant clubs are being offered and children directly invited to attend. Junior clubs are non-selective but a register to ensure all children are included is kept and reviewed.	Targeted	Resources for clubs - £200
Wellcom baseline assessment for speech and language	To provide a baseline so that we can direct services to	Universal -> targeted	1 day SALT £150

	support children as early as possible.		
Improve accessibility by use of IT equipment. E.g. Maths whizz for maths interventions and Clicker for writing	Purchase of a set of 6 x iPad for KS2 room.	Targeted	£2,714.62

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

INTENDED OUTCOME	MEASURABLE SUCCESS CRITERIA	TARGET DATE
Improved attendance and punctuality, stronger relationships with families, increased engagement and improved readiness to learn.	Improved attendance rates	Termly attendance reports Review Sept 2027
Increased access to targeted support, improved engagement and independence, reduced barriers to learning and greater inclusion within the mainstream classroom.	Baseline taken for each intervention and improvement seen at each review point.	Pupil progress termly Review Sept 2027
More purposeful and inclusive play, improved social interaction, increased physical activity, fewer playground difficulties and a stronger sense of belonging.	Children speaking positively about playtime. Fewer playtime incidents.	Pupil voice July 2027 Review Sept 2027

Review of the previous academic year

This section will be updated 2027/28.

Sources

This template is based on the DfE's inclusion strategy template.