

St Luke and St Philip's C.E. Primary Academy Inclusion Strategy

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	**Data / Information**
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr Walton / Headteacher

Our Approach to Inclusion

Our ambition at St Luke and St Philip's is for all children to grow socially, academically, and personally in preparation for the next stage of their life. Our vision statement, ethos, and Christian values underpin everything we do.

Vision Statement

"The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected, and talents are nurtured under the umbrella of God's love."

Ethos & Christian Values

Our school provides a grounding in the Christian Faith for all its children, with an emphasis on collective worship as part of daily life. Our Christian values of **Trust, Truth, Love, Peace, and Thankfulness** are built into the ethos and teaching of our school with the support of all Governors and staff. We also seek to encourage an understanding of and respect for other world faiths.

Statement of Intent

We are proud of being a Church Academy at the heart of our local community—a place where everyone is valued, respected, and encouraged to develop resilience and confidence. Our strong inclusive ethos strives to ensure that each pupil achieves their very best:

- **Academically** – through a knowledge-rich, focused, and sequenced curriculum.
- **Culturally** – through an extensive programme of extracurricular activities and visits.
- **Spiritually** – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry-based inclusive curriculum is designed to engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a lifelong thirst for learning in all our pupils.

To meet diverse needs effectively, we intend to provide targeted internal resource bases:

- **The Ark's Core Vision:** To provide an inclusive, nurturing environment where pupils with social, medical, emotional, or educational needs are fully supported to thrive, learn, and feel secure. The **Ark** is split into two zones.
- **Zone 1: Guided Learning & Adaptation:** A dedicated workspace designed for tailored, short-term academic support and individual adjustments, ensuring every pupil can access the curriculum at their own pace when extra support is needed.
- **Zone 2: Sensory & Emotional Regulation:** A calm, restorative area equipped with targeted sensory and emotional toolkits, empowering pupils to recognize, manage, and

regulate their feelings so they can return to learning ready to succeed.

The Ark provides a supportive, low-arousal environment designed to nurture pupils' emotional literacy, relational skills, and personal resilience. It offers a calm, low-stimulation space where verbal pupils can build emotional security and develop the foundational skills needed for successful classroom engagement.

Core Strategic Focus Areas

- **Emotional Literacy & Regulation:** Empowering pupils to identify, express, and manage their feelings using targeted emotional toolkits and guided support.
- **Relational Security & Connection:** Fostering safe, trusted relationships with staff and peers to build social confidence, empathy, and a strong sense of belonging.
- **Resilience & Growth:** Equipping children with practical coping strategies to manage challenges, adapt to changes, and build long-term personal strength.
- **Low-Arousal Learning Environment:** Providing a sensory-sensitive, reduced-stimulation space that minimizes anxiety and promotes calm, focused development.

These provisions function as supportive resource bases within a mainstream setting, enabling pupils with complex needs to remain fully included in mainstream school life.

Strategic Priorities

Our strategy focuses on four key areas of action:

1. Achieving ultimate objectives for whole-school inclusion and meeting the needs of pupils with SEND.
2. Embedding the 7 Principles of Inclusion into daily classroom practice.
3. Aligning strategic resources and interventions with analyzed cohort needs.
4. Collaborating closely with families and the wider school community to refine provision.

Cohort Needs Analysis

Analysis of assessment information, SEND data, attendance patterns, and contextual factors enables us to identify the most commonly occurring needs within our cohort (~182 pupils).

In Reception to Year 6:

- **40 pupils** are identified on our SEN Register (**22%** of the cohort).
- **6 pupils** have an Education, Health and Care Plan (EHCP) (**3.3%** of the cohort).
- **6 pupils** are currently undergoing an Education, Health and Care Needs Assessment (EHCNA).

Barriers to Learning Across the Four Areas of Need

Key Area of Need	Number of Children	Percentage of Cohort
Communication and Interaction	20	11.0%
Social, Emotional and Mental Health (SEMH)	5	2.7%
Sensory and/or Physical Needs	3	1.6%

Identified Neurodivergent Diagnoses

Diagnosis	Number of Children	Percentage of Cohort
Autism Spectrum Disorder (ASD)	7	3.8%

This analysis highlights that communication, interaction, and SEMH needs—alongside neurodivergent profiles such as ASD and ADHD—are the primary barriers across the cohort. These patterns directly inform our whole-school approach, ensuring high-quality teaching, targeted nurture, and evidence-informed interventions are deployed proactively.

Inclusion Strategy Funding

Our inclusive practice is funded through core school funding, the notional Special Educational Needs (SEN) budget, and the Inclusive Mainstream Fund (IMF).

Funding Breakdown (2026/2027)

Funding Stream	Amount
Notional SEND Budget Allocation	£103,371
Inclusive Mainstream Fund (IMF)	£19,949
Total Inclusion Funding	**£123,320**

Allocation of Notional SEND Funding

- Deployment of Teaching Assistants to support classroom access and independence.
- Support for 13 pupils in bespoke resource bases (*The Ark* and *The Nest*).
- Delivery of evidence-informed interventions and adaptive learning technologies.
- Staff training and ongoing professional development (CPD).

The 7 Areas of Inclusion

Area of Inclusion	Current Practice	Strategic Development Priorities

1. Ambitious Leadership & Governance	Inclusion is central to school improvement, led by the SENCO, SEND Manager, SLT, and Trust leads. Monitoring shows marked improvements following a Spring 2026 action plan focusing on scaffolding and flexible grouping. Dedicated Advocates for Vulnerable and Stretch & Challenge pupils hold staff accountable.	• Provide targeted support and challenge to close the attainment gap for SEND pupils. • Embed regular review cycles linked to cohort needs. • Facilitate shadowing opportunities for the trainee SENCO, SEND Manager alongside an experienced SENCO.
2. Early Intervention & Evidence-Based Support	Early identification in EYFS and a robust graduated response across all year groups ensure timely support. All interventions are tracked for impact via Insight.	• Strengthen early identification procedures for mid-year admissions. • Upskill support staff in key areas of need, particularly Speech & Language. • Further develop nurture provision for emerging SEMH

		needs.
3. High-Quality Teaching & Curriculum	Ambitious partnerships (Lancashire English, White Rose Maths, Number Sense, Jigsaw PSHE, Questful RE) support an inclusive design. Teachers use adaptive strategies to ensure full curriculum access.	• Embed consistent adaptive teaching across all subjects. • Develop metacognitive approaches in KS2 and executive function strategies in EYFS/KS1. • Introduce 1-to-1 reading partners (*Bookmark*) for target pupils.
4. Enrichment & Wider Opportunities	Extracurricular activities, trips, and wider experiences support personal development for all pupils.	• Increase SEND pupil participation in after-school clubs and residentials. • Expand joint enrichment opportunities for pupils in resource bases with mainstream peers.

5. Culture, Belonging & Attendance	High expectations and inclusive environments build a strong sense of belonging. Attendance is closely monitored by SLT and the Office Manager.	• Develop targeted attendance strategies for disadvantaged pupils and those with SEND.
6. Partnerships with Families & Services	Strong multi-agency working with CAMHS, Speech & Language, Educational Psychology, and the Autism Inclusion Team. EduKey Provision Mapping communicates targets to families.	• Increase parental engagement in SEN provision plans and review meetings. • Streamline communication channels between teachers, parents, and external agencies.
7. Inclusive Environments	Classrooms feature environmental adaptations, assistive technology, and low-arousal spaces to promote safe, independent learning.	• Finalize the Ark area and Upskill staff in SEMH/nurture methodologies. • Ensure consistent inclusive environment standards across all classrooms.

Identified Barriers to Learning & Participation

1. **Speech, Language, and Communication Needs (SLCN) & Receptive Language Gaps:** High numbers of EYFS/KS1 pupils entering with limited vocabulary and speech sound delays, requiring co-regulation and structured language support.
2. **SEMH & Emotionally Based School Avoidance (EBS):** Persistent anxiety, sensory overload, and emotional dysregulation impacting stamina and attendance, requiring trauma-informed relational practice.
3. **Working Memory & Executive Function Deficits:** Challenges with sustained attention, task initiation, and multi-step directions, requiring universal visual scaffolding and dual-coding strategies.
4. **Delayed Foundational Social & Communication Skills:** Barriers in turn-taking, understanding simple routines, and expressing needs appropriately without non-verbal distress.

Implementation Activities & Expenditure (2026/27)

Description of Activity	**Activity Type**	**Total Budgeted Cost**	**Intended Outcome**
High-Quality Teaching & Curriculum	Universal	£7,000	Whole-school CPD, curriculum resources, and pedagogical adaptations to raise baseline teaching quality.
Inclusive Environments	Universal / Targeted	£10,538	Creation of *The Ark* resource base adaptations, and accessibility/sensory environment enhancements.
Reading Interventions	Targeted	£180	Small-group/1:1 reading partnerships (*Bookmark*) and targeted phonics/comprehension

			support.
Unallocated IMF Reserve	Strategic Contingency	£231	Retained for mid-year adaptive technology or specialist intervention materials.
Total Expenditure		**£19,949**	Fully aligned with Inclusive Mainstream Funding allocation.

Intended Outcome Impact & Success Criteria

Intended Outcome	**Success Criteria**
Progress & Attainment: Pupils receiving additional support make expected progress from baseline starting points in reading, writing, and mathematics.	• The majority of pupils with SEND and disadvantage make expected or above-expected progress. • Attainment gaps between disadvantaged pupils and peers narrow consistently across year groups.
Classroom Independence: Teachers adapt learning effectively using agreed "Top 5" inclusion strategies.	• Pupils display greater independence and reduced reliance on adult prompts in mainstream

	lessons.
Attendance & Well-being: Persistent absence decreases among vulnerable cohorts.	• Attendance of SEND and disadvantaged groups moves closer to the whole-school average. • Pupils leave SLSP as confident, resilient, and prepared secondary learners.
Parental Partnership: Families report transparent communication and active involvement in provision planning.	• High participation rates in SEN review meetings and positive feedback on EduKey plans.

Review of Previous Academic Year (2026/27)

Note: As this strategy represents Year 1 of the updated 2026/27 framework, formal review metrics against these specific targets will be evaluated in November 2027 using:

- End-of-key-stage national assessment results and internal Insight tracking data.
- Attendance and engagement analytics for SEND and disadvantaged cohorts.
- Learning walks, book looks, and stakeholder feedback (pupils, staff, and parents).