

Springhill Catholic Primary School

Inclusion Strategy



We strive to achieve excellence in all that we do as we follow the Gospel values of Jesus Christ.



Our Approach to Inclusion

At Springhill Catholic Primary School, our mission is rooted in Catholic values, where every child is recognised as unique, valued, and created in the image of God. Our ambition is for all pupils to grow socially, academically and spiritually, enabling them to flourish and prepare for the next stage of their lives.

Through our broad and engaging curriculum, driven by curiosity, aspiration and respect, all children develop the knowledge, skills and vocabulary needed to succeed. We are committed to ensuring every pupil can fully access their learning and achieve their potential.

Our inclusive approach is underpinned by our school values and guided by the belief that every child, as a unique child of God, is valued, fully supported, and given an equal opportunity to flourish within our school community.

Intent

At Springhill Catholic Primary School, inclusion is not an add-on; it is central to everything that we do. We are committed to meeting the needs of all pupils and ensuring that every child thrives. We want children to develop high aspirations, learn to persevere when things are difficult and show kindness to themselves and others.

We recognise that pupils come from diverse backgrounds and experiences. Some may encounter barriers to learning that affect their ability to succeed and which may place them at a disadvantage.

At Springhill Catholic Primary School, disadvantaged pupils are defined as those eligible for Pupil Premium funding, including pupils who are currently or have been eligible for Free School Meals within the last six years, children looked after by the local authority, and previously looked after children.

In line with our inclusive ethos, we also recognise that disadvantage may extend beyond statutory definitions. We therefore identify and support additional pupils who face significant barriers to learning, such as: SEND needs, young carers, safeguarding concerns, death of a parent or other vulnerabilities that may impact on their progress and well-being.

Our approach ensures that all disadvantaged pupils are accurately identified, closely monitored, and provided with targeted, evidence-informed support to remove barriers, secure strong progress, and enable them to fully access and succeed within a broad and ambitious curriculum.

Guided by the SEND Code of Practice and the Equality Act, we identify needs early and respond with precision. However, our approach extends beyond statutory responsibilities; it is embedded in daily practice through:

- High-quality adaptive teaching
- Strong, respectful relationships
- High expectations for all
- A culture of belonging and dignity

Our curriculum is ambitious for every child. We do not lower expectations; instead, we increase support so that all learners can succeed.

Guided by our faith, we nurture strong relationships, responsive teaching, and a culture of acceptance and respect, so that every child is inspired to dream boldly, stand with courage, and act with kindness.

At Springhill, we have developed a support base for children with complex language, learning and emotional needs. Our Sunflower Room is a space for children who are pre-verbal, need support to regulate their emotions and manage their self-care effectively. The Sunflower Room provides children with bespoke provision to best support their complex needs. We have also developed a sensory garden and a dedicated sensory room, alongside a play therapy space. These environments are accessible to pupils and are designed to support their emotional regulation and the development of communication skills.

Cohort Needs Analysis

At Springhill Catholic Primary, analysis of assessment information, SEND data, attendance patterns and contextual factors enables us to identify the most commonly occurring and predictable needs within our cohort.

In Foundation Stage to year 6, 111 of our children have been identified as having an additional need and are on our SEND register which is the equivalent of 16.9% of our cohort. 22 of these children have an Education, Health and Care Plan (EHCP), which is the equivalent of 3.4%.

The number of pupils experiencing barriers to learning across the four areas of need is outlined below:

Key Area of Need	Number of Children	Percentage of SEND
Communication and Interaction	31	29%
Cognition and Learning	46	41%
Social, Emotional and Mental Health	34	30
Sensory and/or Physical	0	0%

There are a number of children at Springhill Catholic Primary School who have been diagnosed with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), as outlined below:

Diagnosis	Number of Children	Percentage of school
Autism Spectrum Disorder	26	4%
Autism assessment pathway	15	2.3%
Attention deficit hyperactivity disorder (ADHD)	3(6 awaiting assessment)	0.5% (0.9% awaiting assessment)
Global developmental delay	3	0.5%

The analysis demonstrates that a number of needs are commonly occurring across the cohort, particularly in relation to communication and interaction and social, emotional and mental health. It also highlights the prevalence of neurodivergent needs, including ASD and ADHD.

These patterns underpin our whole-school commitment to inclusion at Springhill Catholic Primary School. It ensures that high-quality teaching, targeted support, carefully planned interventions and ongoing, evidence-informed professional development are proactively designed to address potential barriers to learning. Through this approach, we support all pupils to access the curriculum successfully, while fostering independence, building resilience and nurturing confidence.

Inclusion and Strategy Funding

At Springhill Catholic Primary School, our approach to inclusion is funded through a combination of core school funding, including the notional Special Educational Needs (SEN) budget, alongside additional funding from Southampton Local Authority. These resources are used collectively to ensure that pupils with additional needs can access and succeed within our ambitious curriculum.

Our notional SEN budget is allocated to support a wide range of inclusive practices, including high-quality teaching, targeted interventions, staffing, bespoke support base, and wider classroom resources designed to meet the needs of our cohort. This includes:

- Deployment of learning support assistants to support access to learning and develop independence within mainstream classrooms
- A bespoke support base supporting up to 8 children with an EHCP or emerging complex needs
- Delivery of evidence-informed interventions
- Investment in staff training and professional development
- Purchase of resources and adaptive technologies to reduce barriers to learning

Notional SEND Budget Allocation 2026/2027	Addition expected top-up funding from Southampton	Total funding
£342,857.61	£105,561.70	£448,419.31

Funding is prioritised to ensure that staffing, provision and resources are aligned with the most significant areas of need identified within the cohort. A substantial proportion of funding is allocated to staffing, enabling high-quality support within classrooms and specialist provision with more complex needs.

Decisions about the allocation of funding at Springhill Catholic Primary School are guided by a thorough analysis of the needs of each cohort. This includes consideration of assessment data, SEND profiles, attendance patterns and wider contextual information. As a result, resources are strategically directed towards approaches that are most likely to positively impact pupil outcomes.

The 7 Areas of Inclusion

At Springhill Catholic Primary School, our inclusive approach is aligned with the seven key areas identified within the Inclusive Mainstream Fund. These areas guide our strategic planning, ensuring that provision is coherent, evidence-informed, responsive to the needs of our cohort and supporting our aim of all children accessing our ambitious curriculum.

Area of Inclusion	Current Practice	Strategic Development Priorities
Ambitious Leadership and Governance	Inclusion is central to school improvement planning and is led by the senior leadership team, which the SENDCO is a part of, and governors. Regular monitoring takes place which includes book looks, lesson drop-ins, data analysis and pupil voice. This ensures that our inclusive practice is improving	• Embed regular review cycles linked to cohort needs and review provision • Ensure children in the sunflower room are closing the gap to their non-disadvantaged peers
Early Intervention and Evidence-Based Support	Needs are identified swiftly and early through ongoing assessment. A graduated response is followed throughout the school to ensure that children receive the support that they need early. Close relationships are built with	• Strengthen early identification of need for children who are new to the school • Continue to develop nurture provision for those with SEMH needs

	preschools and information for children who have additional needs is shared early.	Continue to plan CPD opportunities for LSAs to support their knowledge of the four broad areas of need
High-Quality Teaching and Curriculum	Our curriculum has been carefully designed by subject leaders to reflect the diverse range of learners and their needs. Teaching is thoughtfully adapted and scaffolded to ensure all pupils can access learning effectively. The senior leadership team monitors provision closely to ensure that all interventions are of a consistently high standard. For example, the Reading Plus initiative in Key Stage 2 supports lower-attaining readers to develop fluency, while WellComm assessments in the Early Years enable early identification and targeted support for pupils requiring speech and language development.	- Embed consistency in adaptive teaching across the whole curriculum - Drop-ins to focus on how learning is scaffolded for children
Enrichment and Wider Opportunities	Our children are provided with a wealth of opportunities beyond the classroom to support their personal development, including trips, clubs and wider curriculum experiences. We gradually increase the level of challenge with our residential trips in Key Stage 2 beginning with an on-site, overnight stay in Year 3, an off-site overnight stay in Year 4 and a two night residential off-site in Year 6.	- Increase participation of children with SEND in after school clubs - Provide additional opportunities for children in the Sunflower Room to interact with their chronological year group peers in inclusive, accessible enrichment - Sunflower room children to continue to engage in enrichment opportunities such as Sensory trip and the travelling farm
Culture, Belonging and Attendance	A strong culture of inclusion underpins respect, belonging and high expectations. At Springhill, we are committed to creating an environment in which every child feels a deep sense of	Develop the use of technology to include those children who are unable to attend school eg. using AV1 bot

	belonging and is supported to learn and flourish. This is achieved through consistently high expectations and the provision of inclusive learning environments. Attendance is rigorously monitored by the senior leadership team and attendance officer, with targeted support in place for families where this is needed.	
Partnerships with Families and Services	Our inclusive approach is underpinned by the strong relationships we build with families and external partners. We work collaboratively with a range of agencies to ensure that pupils can access expert, evidence-informed support from specialists. In addition, we engage closely with families, ensuring that they feel listened to and valued, and are well-informed about the wider support available beyond the school.	• Increase parental engagement on SEND provision plans • Increase staff knowledge of wider agencies to ensure support can be gained more efficiently • Provide more opportunities for parent coffee mornings with ELSA, MHST etc.
Inclusive Environments	We recognise that inclusion benefits all learners. Our classrooms are carefully designed to support learning for every pupil, with adaptations embedded in practice to meet a wide range of needs. Resources and technology are used effectively to remove barriers to learning and promote accessibility. At Springhill, all children are nurtured within a safe and inclusive environment that empowers them to be ambitious, resilient and compassionate learners.	• Ensure all classrooms across school show consistency in inclusive environments

Implementation

Inclusion at Springhill is delivered through a graduated and responsive approach. Whilst we meet our statutory duties under the SEND Code of Practice, our inclusive proactive extends to any pupil who may face a barrier to learning. At Springhill Catholic Primary School, disadvantaged pupils are defined as those eligible for Pupil Premium funding, including pupils who are currently or have been eligible for Free School Meals within the last six years, children looked after by the local authority, and previously looked after children.

In line with our inclusive ethos, we also recognise that disadvantage may extend beyond statutory definitions. We therefore identify and support additional pupils who face significant barriers to learning, such as: SEND needs, young carers, safeguarding concerns, death of a parent or other vulnerabilities that may impact on their progress and well-being.

Our approach ensures that all disadvantaged pupils are accurately identified, closely monitored, and provided with targeted, evidence-informed support to remove barriers, secure strong progress, and enable them to fully access and succeed within a broad and ambitious curriculum.

Providing the right support for our disadvantaged pupils is rooted in our inclusion implementation. We identify pupils who may encounter barriers to learning, carefully assess their needs and respond promptly and effectively to support them. Through this approach, we promote independence, foster resilience and build confidence.

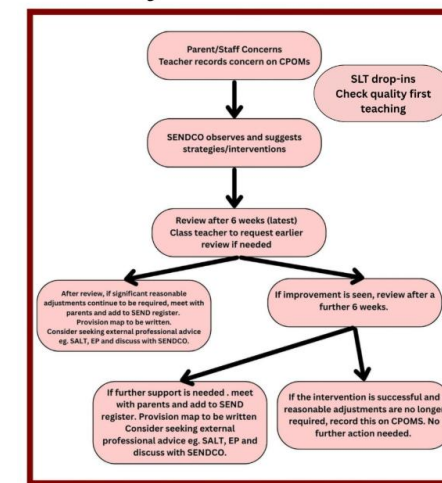
For pupils with SEND, we ensure that support is bespoke to their individual needs and goes beyond ordinarily available classroom support. We respond to the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We use the graduated approach to identify needs early and respond appropriately and purposefully.



SEND Early Identification Flow Chart



1. Identification and Early Intervention

- Needs are identified early through assessment and professional judgement
- A graduated approach: **Assess – Plan – Do – Review**
- Swift, targeted responses to emerging needs

2. High-Quality Teaching First

High-quality teaching is the foundation of inclusion. Teachers adapt lessons through:

- Clear explanations and modelling
- Structured scaffolding
- Flexible grouping
- Use of appropriate resources and technology
- Opportunities for reflection and metacognition

These strategies support all learners while being essential for those with additional needs.

3. Targeted Support

Where additional support is required:

- Evidence-informed interventions are implemented
- Support is purposeful, time-limited and regularly reviewed
- Wherever possible, support is delivered within the classroom to promote independence

Partnerships

Pupils with SEND are supported through clearly defined, personalised targets that are shared with families and reviewed on a regular basis. The school leadership team routinely monitors both these plans and the provision outlined within them to ensure effectiveness and consistency.

The SENCO and staff at Springhill Catholic Primary School work alongside many different agencies including:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Advisory Teachers
- Southampton Inclusion Partnership
- School Nurse
- Mental Health in Schools Team
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapist
- Physiotherapist

Springhill works with a link Educational Psychologist commissioned through the Local Authority. Where a child is undergoing an Education, Health and Care Plan (EHCP) assessment, they may be allocated an alternative Educational Psychologist. The school may also seek additional consultation from Puzzle Psychology where appropriate.

The Educational Psychologist provides specialist support to families and staff for pupils with more complex needs, particularly where initial interventions have not had the desired impact. To develop a clearer understanding of a pupil's needs, the psychologist engages with both families and school staff, offering feedback and producing a detailed report following the assessment.

For pupils experiencing other barriers, including children from low-income families and children with social care involvement, support plans may focus on attendance, wellbeing, regulation, pastoral support or academic catch-up. Provision is co-ordinated to ensure that support is cohesive. Springhill's ELSA (Emotional Literacy Support Assistant) provides support for children and families alongside our Pastoral Learning Support Assistant.

We support pupils in developing independence and resilience, ensuring that provision fosters long-term confidence and capability rather than reliance on adult support.

The SENDCO, Jenny Hall, works closely with staff, families and external agencies to support appropriate expertise when needed. This may include Educational Psychology, Speech and Language Therapy, CAMHS, health services and social care professionals. The senior leadership team relentlessly monitor the provision of disadvantaged pupils across the school.

Partnership with parents is central to all provision. Throughout every stage of the graduated approach, including the identification of any additional or external support, parents and carers are actively involved and given meaningful opportunities to contribute and provide feedback. We promote a culture of respect, acceptance and compassion, ensuring that every child feels valued and safe, and that all families feel fully included and supported.

Through early identification, high-quality teaching, and carefully planned, evidence-informed support—underpinned by rigorous monitoring—we ensure pupils receive timely and appropriate intervention, reducing barriers and enabling full participation in school life.

Key strategies embedded across the school include:

- Flexible grouping
- Effective deployment of teaching assistants
- Scaffolding learning to provide more meaningful opportunities for all children to thrive
- Use of technology to assist and to give further learning opportunities
- Development of metacognitive and executive function skills

Staff Development

Through ongoing, evidence-informed CPD, staff at Springhill are well prepared to meet the diverse needs of all pupils in their classrooms. Professional learning is revisited regularly, with leaders systematically monitoring both the implementation of approaches and their impact on outcomes. This is achieved through a range of quality assurance activities, including book looks, lesson drop-ins, and feedback from both staff and pupils.

Impact

At Springhill Catholic Primary School, the success of our inclusive approach is reflected in pupils' attainment, progress, engagement and preparedness for the next stage of their education. Pupils with SEND, those experiencing disadvantage, and others facing barriers to learning are identified at the earliest opportunity and supported effectively, enabling them to access the same ambitious curriculum as their peers.

Impact on pupils	Impact on staff	Impact on families
Pupils with SEND and those who are disadvantaged make strong progress from their individual starting points. Over time, gaps in attainment between disadvantaged pupils and their peers narrow, as teaching, targeted intervention and pastoral support are carefully planned, monitored and refined. Pupils demonstrate good levels of attendance, engage positively in learning and feel confident in sharing their ideas. They develop increasing independence and are well prepared to meet the expectations of secondary education.	Staff confidently adapt their teaching to ensure all pupils can access learning and achieve success. High-quality teaching meets the needs of a diverse range of learners, while additional provision is used strategically and reviewed regularly for impact. Staff have a strong understanding of pupils' needs and share collective responsibility for promoting their progress, independence and wellbeing.	Families play an active role in their children's learning and provision. They are listened to, kept well informed, and given meaningful opportunities to contribute to decision-making. This fosters strong, trusting relationships between home and school, helping to support pupils' success.

How impact is monitored

The senior leadership team review the effectiveness of provision through:

- attainment and progress information
- attendance and engagement
- review of interventions and provision plans
- pupil and parent voice
- monitoring by the SENCO and senior leaders

This ensures that support remains effective and responsive to need.

Strategic Priorities and Development Plan

Priority Area	Actions	KPI	IMF linked areas
Ensure we have a robust inclusion strategy, pp strategy in place to support pupils.	• Review and update the Inclusion Strategy and Pupil Premium Strategy to ensure they are evidence-informed, compliant and aligned with current school priorities. • Ensure all pupils requiring additional support are identified swiftly through assessment, teacher referrals, pupil progress meetings and provision mapping. • Deliver ongoing professional development for teachers and support staff on adaptive teaching,	• Strategies reviewed, approved and published by September each year • Cause for concern forms and provision maps completed within 2 weeks of needs emerging • Minimum of 6 inclusion-focused CPD sessions annually • Inclusion learning walks completed termly • Entry and exit data collected for all interventions • Provision maps reviewed half-termly • Attendance reviewed every half term	Ambitious Leadership and Governance • Review and update the Inclusion Strategy and Pupil Premium Strategy. • Report impact to governors through termly analysis. • Conduct regular learning walks, book looks, pupil voice and provision reviews. • Monitor attainment, progress, attendance and wellbeing of vulnerable pupils. • Audit curriculum plans and review provision regularly. These actions demonstrate strategic leadership, accountability, self-evaluation and governance processes which ensure inclusion remains central to school improvement planning.

	SEND, trauma-informed practice and effective support for disadvantaged pupils. • Strengthen Quality First Teaching so that inclusive classroom practice is consistently evident across all year groups. • Implement targeted interventions based on identified pupil needs, with clear entry and exit criteria. • Maintain robust provision maps and individual support plans that are reviewed regularly and shared with parents. • Prioritise attendance, enrichment opportunities and wider curriculum experiences for disadvantaged and vulnerable pupils. • Strengthen partnership working with parents, external agencies and local authority services to secure timely support and intervention.	• Participation tracking termly • Parent meetings held termly for targeted pupils • Progress reviewed termly through pupil progress meetings • Termly inclusion and PP monitoring through learning walks and book monitoring • Inclusion and PP reports included in HT report to governors	Early Intervention and Evidence-Based Support • Ensure pupils requiring additional support are identified swiftly through assessment, teacher referrals, pupil progress meetings and provision mapping. • Strengthen the use of assessment information to identify learning gaps. • Implement targeted interventions with clear entry and exit criteria. • Adapt provision based on termly monitoring. These actions reflect the IMF focus on early identification, graduated response and evidence-informed intervention to prevent barriers from becoming entrenched. High-Quality Teaching and Curriculum • Strengthen Quality First Teaching across all year groups. • Implement adaptive teaching strategies. • Provide professional development on adaptive teaching and SEND. • Ensure curriculum plans clearly identify knowledge, skills and vocabulary required for success. • Align reasonable adjustments and provision maps with curriculum expectations.
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	• Monitor the attainment, progress, attendance and wellbeing of disadvantaged and SEND pupils at least termly, adapting provision where required. • Conduct regular learning walks, book looks, pupil voice and provision reviews to evaluate the impact of inclusion and PP strategies. • Report impact to governors through termly analysis of outcomes, attendance, behaviour and engagement measures for vulnerable groups.	These priorities support an ambitious curriculum that is accessible to all pupils and promote inclusive classroom practice as the foundation of SEND provision. Inclusive Environments • Deliver ongoing professional development on adaptive teaching, SEND, trauma-informed practice and support for disadvantaged pupils. • Provide high-quality professional development on inclusive practice and SEND strategies. These actions directly contribute to developing staff expertise and confidence so that all adults can meet the needs of diverse learners effectively. Enrichment and Wider Opportunities • Prioritise attendance, enrichment opportunities and wider curriculum experiences. • Review curriculum provision to ensure equitable access to all subjects and enrichment activities. • Monitor participation and engagement across all curriculum areas. These actions ensure disadvantaged and SEND pupils can fully participate in the wider life of the
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			school and benefit from the same opportunities as their peers. Partnerships with Families and Services • Strengthen partnerships with parents, external agencies and local authority services. • Maintain robust provision maps and individual support plans shared with parents. • Work collaboratively with parents, pupils and external agencies to identify barriers and secure support. These actions reflect the IMF emphasis on co-production, partnership working and coordinated support systems around the child.
Ensure all pupils, including those with SEND and disadvantaged pupils, access a broad, ambitious curriculum that is planned and sequenced to remove barriers to learning.	• Audit curriculum plans to ensure that learning is coherently sequenced and identifies the knowledge, skills and vocabulary all pupils need to achieve success Review curriculum provision regularly to ensure that SEND and disadvantaged pupils have equitable access to all subjects, enrichment	• 100% of subjects have documented progression maps for knowledge, skills and vocabulary. • Subject leader monitoring confirms curriculum sequencing is secure in all subjects. • Pupil voice shows at least 90% of pupils can articulate key learning and build on prior knowledge. • SEND and disadvantaged pupil participation in trips, clubs and enrichment is within 5% of peers. • 99% of pupils access all National Curriculum subjects.	High-Quality Teaching and Curriculum • Auditing curriculum plans to ensure coherent sequencing of knowledge, skills and vocabulary. • Reviewing curriculum provision to secure equitable access to all subjects and wider opportunities. • Implementing adaptive teaching strategies that remove barriers while maintaining high expectations.

	opportunities and wider curriculum experiences. • Implement adaptive teaching strategies that remove barriers to learning while maintaining high expectations and curriculum ambition for all pupils. • Strengthen the use of assessment information to identify gaps in learning, inform targeted support and ensure pupils remain on track within the planned curriculum sequence. • Provide high-quality professional development for staff on inclusive practice, adaptive teaching and the effective implementation of SEND strategies within the classroom. • Ensure that reasonable adjustments and SEND provision maps are closely aligned to curriculum expectations and individual pupil needs.	• Termly inclusion review completed and actions tracked. • Reduction in identified curriculum access barriers across the year. • Learning walks show effective adaptive practice in at least 90% of lessons. • Book scrutiny demonstrates appropriate scaffolding and challenge in all year groups. • Pupil voice indicates at least 90% of SEND pupils feel supported while challenged. • Closing attainment gaps for identified groups. • Assessment reviews conducted termly in all year groups. • 100% of identified pupils have targeted provision linked to assessed need. • Diminishing gaps in attainment and progress between disadvantaged/SEND pupils and peers. • At least 85% of pupils achieve curriculum milestones appropriate to their stage of learning. • 100% staff attendance at planned inclusion CPD. • Staff confidence surveys show improvement following training.	• Aligning reasonable adjustments and provision maps with curriculum expectations and individual needs. These actions ensure that inclusive practice is embedded within curriculum design and delivery, enabling all pupils to access and succeed within an ambitious curriculum. Early Intervention and Evidence-Based Support • Using assessment information to identify gaps in learning and inform targeted support. • Developing interventions that complement, rather than replace, access to the full curriculum. • Monitoring participation, engagement and attainment to identify and address barriers promptly. These priorities reflect the graduated approach to SEND and the importance of early identification, evidence-informed intervention and responsive provision. Inclusive Environments • Providing high-quality professional development on inclusive practice, adaptive teaching and SEND strategies.
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	• Monitor the participation, engagement and attainment of SEND and disadvantaged pupils across all curriculum areas, taking swift action where barriers are identified. • Develop targeted interventions that complement, rather than replace, access to the full curriculum and are regularly evaluated for impact. • Work collaboratively with parents, pupils and external agencies to identify barriers to learning and support effective curriculum access.	• Monitoring demonstrates consistent implementation of CPD strategies in classrooms. • Positive impact evidenced through improved pupil engagement and outcomes. • 100% of SEND pupils have an up-to-date provision map reviewed at least termly. • Provision maps clearly link support to identified curriculum barriers and intended outcomes. • Parent and pupil reviews completed termly. • Increased proportion of SEND pupils achieving personalised targets. • Termly tracking reports produced for SEND and disadvantaged groups. • Attendance, participation and attainment gaps analysed and reported to SLT/governors. • Intervention or support plans implemented within two weeks of barrier identification. • Improved engagement indicators, attendance and progress over time. • Intervention entry and exit data collected for 100% of programmes. • At least 75% of pupils meet	This supports the development of staff expertise so that high-quality inclusive teaching is consistently delivered across the school. Enrichment and Wider Opportunities • Ensuring SEND and disadvantaged pupils have equitable access to enrichment opportunities and wider curriculum experiences. • Monitoring participation and engagement across all curriculum areas. These actions promote inclusion beyond the classroom and ensure pupils benefit from the full breadth of school life. Partnership with Families and Services • Working collaboratively with parents, pupils and external agencies to identify barriers to learning and support curriculum access. This reflects the IMF expectation that effective inclusion is achieved through strong partnership working and co-production with families and professionals.
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		intervention targets. • Curriculum time missed for intervention remains minimal and monitored. • Intervention reviews completed termly, with ineffective interventions adapted or discontinued. • 100% of SEND pupils have termly review meetings involving parents. • Parent satisfaction surveys show positive feedback regarding communication and support. • External agency recommendations implemented within agreed timescales. • Improved attendance, engagement and progress for pupils receiving multi-agency support.	
Embed adaptive teaching as the first response, so that lessons are inclusive by design rather than relying on withdrawal interventions.	• Deliver whole-staff CPD on adaptive teaching, focusing on scaffolding, modelling, questioning, retrieval practice and reducing barriers to learning. • Embed a non-negotiable expectation that teachers plan for SEND learners	• 100% of teaching staff and LSAs attend adaptive teaching training sessions. • 90% of staff report increased confidence in using scaffolding, modelling, questioning and retrieval strategies through staff voice surveys.	High-Quality Teaching and Curriculum • Delivering CPD focused on adaptive teaching strategies. • Embedding the expectation that teachers meet needs through adaptation before additional intervention. • Developing a Springhill Adaptive Teaching Toolkit.

	through adaptive teaching strategies before considering additional interventions. • Develop and share a Springhill adaptive teaching toolkit, outlining effective strategies for cognition and learning, communication and interaction, SEMH, and sensory/physical needs. • Use coaching, peer observations and instructional coaching cycles to support teachers in refining adaptive teaching practices. • Include adaptive teaching as a key focus during lesson observations, learning walks, planning scrutiny and book looks. • Ensure learning support assistants are deployed to promote independence and access to learning within the classroom rather than creating dependency. • Introduce pupil voice and SEND learner walks to	• Adaptive teaching strategies are evidenced in at least 90% of lesson observations and learning walks. • Staff can articulate how they adapt learning for pupils with SEND during monitoring discussions. • Planning scrutiny shows adaptive strategies identified prior to consideration of withdrawal interventions in 100% of sampled plans. • All provision maps demonstrate clear classroom adaptations alongside any additional intervention. • Reduction in the number of pupils withdrawn from core curriculum lessons where needs can be met through classroom adaptations. • Teachers consistently reference adaptive teaching within Assess–Plan–Do–Review processes. • Toolkit developed, launched and shared with all staff by the agreed deadline.	• Reviewing intervention timetables to maximise access to high-quality classroom teaching. • Ensuring LSAs promote independence and curriculum access. These actions place inclusive classroom practice at the centre of provision and support all pupils to access an ambitious curriculum through effective adaptation and scaffolding. Inclusive Environments • Delivering whole-staff professional development. • Using coaching, peer observations and instructional coaching cycles. • Sharing effective classroom practice through staff meetings and professional learning communities. • Developing staff understanding of the four broad areas of need. These priorities build staff knowledge, confidence and consistency, ensuring that inclusive practice is embedded across the workforce. Ambitious Leadership and Governance • Establishing adaptive teaching as a non-negotiable expectation.
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	evaluate whether adaptations are improving access, participation and engagement. • Share examples of effective classroom practice through staff meetings, professional learning communities and teaching showcases. • Review intervention timetables termly to ensure pupils are not routinely removed from high-quality classroom teaching where adaptations could meet need. • Monitor the impact of adaptive teaching on SEND and disadvantaged pupils through attainment, progress, attendance and engagement data.	• 100% of teachers and LSAs have access to and utilise the toolkit. • Learning walk evidence shows staff drawing upon toolkit strategies across all phases. • Staff voice indicates that at least 90% of staff find the toolkit useful in supporting inclusion. • Every teacher participates in at least one coaching cycle per term. • All teachers complete at least one peer observation focused on adaptive teaching annually. • Coaching records demonstrate measurable improvement against identified adaptive teaching targets. • Staff feedback indicates increased confidence and consistency in adaptive practice. • Adaptive teaching included as a focus in 100% of lesson observations, learning walks,	• Including adaptive teaching within lesson observations, learning walks, planning scrutiny and book looks. • Monitoring the deployment and impact of classroom support staff. These actions demonstrate strategic leadership, accountability and a clear commitment to embedding inclusion within school improvement processes. Early Intervention and Evidence-Based Support • Reviewing intervention timetables to ensure interventions complement rather than replace classroom learning. • Ensuring support is graduated appropriately through classroom adaptations before additional provision is introduced. These priorities reflect the IMF emphasis on early, responsive and evidence-informed support that builds upon high-quality teaching.
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		planning scrutinies and book looks. • Monitoring records show a termly increase in the consistency and quality of adaptive strategies. • Identified areas for development are addressed through targeted support within one monitoring cycle. • Good or better adaptive teaching evident across all year groups. Observation evidence shows LSAs promoting independence rather than task completion in at least 95% of observed sessions. • Pupil voice demonstrates increased confidence and independence among SEND pupils. • Reduction in over-reliance on adult support during independent learning tasks. • LSA deployment reviewed termly and aligned with classroom learning objectives.	
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		• SEND pupil voice collected and analysed termly. • SEND learner walks conducted at least once per term. • At least 90% of SEND pupils report feeling included and supported within lessons. • Identified barriers lead to documented actions and measurable improvements. Adaptive teaching becomes a standing item in staff meetings at least once per half term. • Staff surveys demonstrate increased awareness of successful adaptive teaching approaches across the school. Intervention timetables audited weekly by SENDCo and year leads. • Evidence demonstrates interventions are targeted, time-limited and reviewed for impact. • Reduction in curriculum time missed through intervention withdrawal where classroom	
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		adaptation would be sufficient. • All interventions demonstrate a clear rationale linked to assessment data and identified need. SEND and disadvantaged pupils show sustained progress towards individual and curriculum targets. • Attainment gaps between SEND/disadvantaged pupils and peers reduce over the academic year. • Attendance and engagement measures for SEND pupils improve compared with baseline data. • Behaviour incidents and learning disengagement for identified pupils decrease over time. • Termly data reviews demonstrate that adaptive teaching is contributing to improved outcomes for vulnerable groups.	
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Reduce attainment gaps across all year groups, particularly for SEND and disadvantaged pupils, through targeted and evidence-informed support.	• Use termly assessment and progress data to identify SEND and disadvantaged pupils at risk of underachievement and implement timely support. • Ensure high-quality adaptive teaching is consistently embedded across all classrooms, with staff receiving ongoing training and coaching to meet the needs of all learners. • Deliver evidence-informed interventions that are carefully matched to identified needs, with clear entry and exit criteria and regular evaluation of impact. • Use standardised assessments and diagnostic tools to	100% of SEND and disadvantaged pupils discussed at termly progress meetings. • Provision maps implemented within 2 weeks of identification. • At least 80% of identified pupils make expected progress and 30% make accelerated progress from their starting points. 100% of teachers receive annual adaptive teaching CPD. • Learning walks show adaptive teaching strategies evident in at least 95% of lessons. • Staff confidence in meeting diverse needs increases through annual staff survey. • 100% of interventions have documented entry and exit data. • Intervention impact reviewed at least termly. • 75% of pupils accessing interventions achieve their intended outcomes. • Interventions demonstrate positive impact on attainment and/or engagement.	Early Intervention and Evidence-Based Support • Using termly assessment and progress data to identify SEND and disadvantaged pupils at risk of underachievement. • Using standardised assessments and diagnostic tools to accurately identify barriers to learning. • Delivering evidence-informed interventions matched to identified needs with clear entry and exit criteria. • Providing targeted academic support, including pre-teaching, precision teaching and small-group interventions. • Implementing structured pupil progress meetings to review progress and identify next steps. These priorities reflect the IMF emphasis on early identification, targeted support and evidence-informed intervention to remove barriers to learning and improve outcomes for vulnerable learners. High-Quality Teaching and Curriculum • Embedding high-quality adaptive teaching consistently across all classrooms. • Ensuring classroom practice is responsive to

	accurately identify barriers to learning and inform provision planning. • Strengthen collaboration between class teachers, SEND staff and pupil premium leads to ensure support is coordinated and targeted effectively. • Implement structured pupil progress meetings each term, focusing on the attainment and progress of SEND and disadvantaged pupils and identifying actions to accelerate learning. • Provide targeted academic support, including pre-teaching, precision teaching and small-group interventions where appropriate. • Monitor the quality and impact of interventions through learning walks, book looks, pupil voice,	• 100% of pupils with identified complex needs assessed using appropriate diagnostic tools annually. • Assessment outcomes inform provision maps and support plans. • Standardised assessment data reviewed termly to monitor progress. • Half-termly meetings held between relevant staff. • 100% of identified pupils have coordinated support plans. • Staff surveys indicate improved communication and understanding of pupil needs. • Three progress meetings completed annually for every class. • Action points recorded and reviewed at subsequent meetings. • Evidence shows actions implemented within agreed timescales. • Targeted support in place for 100% of identified pupils. • Progress data demonstrates accelerated progress for pupils receiving targeted interventions. • Attendance at intervention sessions exceeds 95%.	identified pupil needs. • Providing targeted support that complements and enhances access to the mainstream curriculum. • Using assessment information to inform planning and adaptation of learning. These actions place inclusive classroom practice at the centre of provision and ensure all pupils can access an ambitious curriculum through effective adaptation, scaffolding and responsive teaching. Inclusive Environments • Providing ongoing staff training and coaching focused on adaptive teaching and inclusive practice. • Using current research and EEF guidance to inform professional development. • Developing staff expertise in literacy, numeracy and effective interventions for vulnerable learners. • Building staff confidence in identifying and responding to barriers to learning. These priorities strengthen workforce capacity and ensure staff have the knowledge and skills required to deliver high-quality inclusive provision consistently across the school. Ambitious Leadership and Governance
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	attendance data and progress measures. • Engage parents and carers as partners in learning through provision maps, regular communication and guidance on supporting learning at home. • Ensure staff professional development is informed by current research and Education Endowment Foundation (EEF) guidance, particularly in relation to adaptive teaching, literacy, numeracy and interventions for vulnerable learners.	• Termly monitoring cycle completed and documented. • Monitoring evidence demonstrates improvement in provision quality. • Pupil voice indicates increased confidence and engagement in learning. • Attendance rates for SEND and disadvantaged pupils improve or remain above national comparators. • 100% of provision maps shared with parents termly. • Parent consultations attended by at least 95% of families of SEND pupils. • Parent surveys indicate increased confidence in supporting learning at home. • Positive parental feedback regarding communication and support. • Minimum of three evidence-informed CPD opportunities delivered annually. • 100% of teaching staff engage in relevant professional development. • Learning walks demonstrate implementation of key CPD messages. • Improved outcomes for SEND and	• Using assessment data and progress information to inform strategic decision-making. • Implementing termly pupil progress meetings focused on SEND and disadvantaged pupils. • Monitoring the quality and impact of interventions through learning walks, book looks, pupil voice and progress measures. • Strengthening collaboration between class teachers, SEND staff and pupil premium leads. These actions demonstrate strong leadership, accountability and strategic oversight, ensuring that provision is effectively targeted, monitored and evaluated to improve outcomes. Partnership with Families and Services • Engaging parents and carers through provision maps and regular communication. • Providing guidance to families on supporting learning at home. • Developing collaborative relationships that support pupil progress and wellbeing. These priorities promote meaningful partnership working with families, ensuring that support is consistent between home and school and that parents are active partners in their child's education.
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		disadvantaged pupils evidenced through assessment data.	
Ensure early identification of additional needs, with timely and effective interventions that are regularly evaluated for impact.	• Implement a robust graduated response approach across the school, ensuring concerns are identified early through ongoing assessment, observation and staff discussions. • Use screening tools and standardised assessments (e.g. WellComm, YARC, Sandwell and diagnostic assessments) to identify emerging needs and inform provision planning. • Strengthen transition arrangements with pre-schools, nurseries and previous settings to ensure information about children with additional needs is gathered and acted upon before entry to school.	100% of teachers follow the graduated response process when concerns are identified. • Concerns recorded and reviewed within 2 2 weeks of identification. • Reduction in the number of pupils requiring higher-level intervention due to earlier support. • 100% of identified pupils receive appropriate screening and/or diagnostic assessment. • Assessments completed within agreed timescales. • Assessment outcomes used to inform provision maps and intervention planning. • Termly review of assessment data completed • 100% of children with identified additional needs have transition information received prior to admission. • Transition meetings completed for all pupils with significant SEND. • Individual transition plans in place where required.	Early Intervention and Evidence-Based Support • Implementing a robust graduated response approach to identify needs early through assessment, observation and staff discussions. • Using screening tools and standardised assessments such as WellComm, YARC, Sandwell and other diagnostic assessments to identify emerging needs. • Establishing termly assessment and provision review meetings to ensure support is implemented without delay. • Delivering evidence-informed interventions matched to pupils' identified barriers to learning. • Working collaboratively with external professionals to secure specialist advice and support at the earliest opportunity. These priorities reflect the IMF emphasis on early identification, timely intervention and evidence-informed practice to prevent needs from escalating and to enable pupils to access learning successfully. Inclusive Environment

	• Establish termly assessment and provision review meetings to identify pupils requiring additional support and implement interventions without delay. • Develop clear referral pathways for staff, ensuring concerns are recorded, monitored and escalated appropriately where necessary. • Deliver evidence-informed interventions that are matched to pupils' identified barriers to learning and are delivered by trained staff. • Create intervention plans with defined entry criteria, intended outcomes, timescales and success measures to enable accurate evaluation of impact. • Monitor intervention effectiveness through	• Positive parent and staff feedback regarding transition arrangements. • Three provision review meetings completed annually for every class. • Provision maps implemented within two weeks of identified need. • Actions from meetings recorded and reviewed at subsequent meetings. • Evidence of accelerated progress for identified pupils. • Referral process understood by 100% of staff. • All referrals logged and reviewed within agreed timescales. • Appropriate referrals made to external agencies when required. • Increase in staff confidence measured through annual survey. • 100% of interventions delivered by appropriately trained staff. • Interventions matched to assessed need and recorded on provision maps. • 75% or more of pupils meet intervention targets. • Intervention attendance exceeds 95%. • 100% of intervention plans include baseline data, intended outcomes and review dates.	• Providing ongoing professional development for teachers and LSAs on the early identification of SEND across the four broad areas of need. • Strengthening staff knowledge and confidence in delivering evidence-informed interventions. • Developing staff understanding of assessment information and how to use this to inform provision planning. These actions build workforce capacity and ensure that staff have the knowledge, skills and confidence to identify needs early and implement effective support consistently across the school. Ambitious Leadership and Governance • Developing clear referral pathways to ensure concerns are recorded, monitored and escalated appropriately. • Establishing termly provision review meetings to evaluate support and identify next steps. • Ensuring robust systems are in place for monitoring provision maps, interventions and pupil progress. • Coordinating support through collaboration with external agencies and professionals. These priorities demonstrate strong strategic leadership and accountability by embedding clear systems, oversight and decision-making processes that promote effective inclusive practice.
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	regular assessment, pupil progress reviews and provision map evaluations, adapting provision where impact is limited. • Work collaboratively with external professionals, including educational psychologists, speech and language therapists and specialist advisory services, to secure early support when required. • Provide ongoing professional development for teachers and LSAs to improve early identification of need across the four broad areas of SEND and to strengthen intervention delivery. • Engage parents and carers as partners in the identification and review process through regular communication, provision maps and review meetings.	• Progress against targets reviewed termly. • Exit data available for all completed interventions. • Clear evidence of impact recorded on provision maps. • Intervention impact reviewed at least termly. • 100% of provision maps updated following review meetings. • Adaptations made promptly where limited impact is identified. • Progress data demonstrates improved outcomes for targeted pupils. • External agency recommendations implemented within agreed timeframes. • Multi-agency meetings held where appropriate. • 100% of pupils requiring specialist support have up-to-date professional advice informing provision. • Positive outcomes evidenced through review reports and progress data. • All staff access SEND-focused CPD annually. • Minimum of three SEND training opportunities delivered each year.	High-Quality Teaching and Curriculum • Using assessment information and diagnostic tools to inform adaptive teaching and curriculum access. • Ensuring intervention decisions are informed by identified needs and complement classroom provision. • Supporting teachers to respond effectively to barriers to learning through the graduated response process. These actions strengthen inclusive classroom practice and ensure that teaching is responsive to need, enabling all pupils to access an ambitious curriculum. Partnerships with Families and Services • Strengthening transition arrangements with pre-schools, nurseries and previous settings to gather and act on information before pupils enter school. • Engaging parents and carers in identification, planning and review processes through regular communication, provision maps and review meetings. • Working closely with educational psychologists, speech and language therapists and specialist advisory services to coordinate support. • Using pupil voice to inform planning, review and evaluation of provision.
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	• Use pupil voice to ensure children's views inform support planning and evaluation.	• Staff confidence scores increase following training. • Monitoring shows effective implementation of training in classroom practice. • Provision maps shared with parents half-termly. • Attendance at review meetings exceeds 90%. • Parent feedback indicates strong satisfaction with communication and support. • Parents contribute to target setting and review processes. • Pupil voice gathered at least termly for all pupils receiving SEND support. • Adapted approaches used to gather views from non-verbal and complex-needs pupils. • Evidence that pupil feedback informs provision decisions. • 90% of SEND pupils report feeling listened to and supported.	These priorities promote a collaborative approach to inclusion by ensuring that families, pupils, schools and external professionals work together to identify needs and provide effective support.
Establish a strong culture of inclusion, where all staff believe that every child can succeed and barriers to learning are actively removed.	• Embed inclusion as a core component of the school's vision, values and improvement priorities, ensuring it is regularly referenced in staff	• Inclusion explicitly referenced within the School Development Plan and Self-Evaluation Form. • Inclusion featured in at least one staff meeting or CPD session each half term. • Governors receive termly updates	Ambitious Leadership and Governance • Embedding inclusion within the school's vision, values and improvement priorities. • Regularly promoting inclusion through staff meetings, CPD and self-evaluation processes. • Using pupil, parent and staff voice to evaluate the inclusiveness of school systems.

	meetings, CPD and school self-evaluation. • Promote a culture of high expectations for all pupils, ensuring staff focus on strengths, potential and achievement rather than labels or perceived limitations. • Deliver ongoing professional development focused on inclusive practice, adaptive teaching, neurodiversity, SEMH, equality and removing barriers to learning. • Ensure adaptive teaching is consistently implemented across all classrooms so that learning is accessible to all pupils from the outset. • Develop staff understanding of the social model of disability and the importance of identifying and removing environmental barriers to	on inclusion priorities and impact. • Staff survey indicates that 100% of staff understand the school's inclusive vision. • Learning walks demonstrate consistently high expectations in 90% of classrooms. • Staff monitoring evidences strengths-based language in planning and discussions. • Reduced attainment gaps for SEND and disadvantaged pupils. • Pupil surveys show that children feel challenged and supported to succeed. • 100% of staff access annual inclusion-focused CPD. • Minimum of four inclusion-related training opportunities provided each year. • Staff confidence improves following CPD evaluations. • Monitoring demonstrates implementation of training into classroom practice. • Adaptive teaching strategies evident in at least 95% of learning walks and lesson observations. • Book looks demonstrate appropriate scaffolding and support for diverse learners.	• Monitoring inclusive practice through learning walks, lesson observations, book looks and pupil discussions. • Strengthening collaboration between teachers, SEND staff, support staff and leaders to ensure inclusion is a shared responsibility. These actions demonstrate strategic leadership, accountability and a whole-school commitment to inclusion, ensuring that inclusive practice is embedded within school improvement and decision-making processes. High-Quality Teaching and Curriculum • Ensuring adaptive teaching is consistently implemented across all classrooms. • Developing staff understanding of the social model of disability and the removal of barriers to learning. • Designing classroom environments, resources and routines that promote accessibility, independence and participation. • Celebrating diversity, difference and individual strengths through the curriculum and wider school experiences. These priorities place inclusive classroom practice at the centre of provision and ensure all pupils can access an ambitious curriculum through
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	participation and achievement. • Celebrate diversity, difference and individual strengths through the curriculum, assemblies, enrichment opportunities and wider school life. • Promote positive language around SEND and inclusion, ensuring all communication reflects respect, dignity and high aspirations for every child. • Ensure pupils with SEND and disadvantaged pupils are represented and actively involved in leadership roles, clubs, trips, residential and wider school activities. • Use pupil voice, parent voice and staff voice regularly to evaluate the inclusiveness of school systems and identify areas for development.	• Staff can articulate how learning is adapted to meet pupil needs. • Improved progress for SEND and disadvantaged pupils. • All staff receive training on the social model of disability. • Environmental audits completed annually. • Identified barriers addressed through action planning. • Staff confidently identify and minimise barriers to participation during monitoring activities. • Diversity and inclusion themes embedded across the curriculum. • Inclusion celebrated through assemblies and themed events each term. • Pupil surveys indicate that children feel their identity and strengths are valued. • Increased participation in enrichment opportunities by vulnerable groups. • Monitoring of reports, provision maps and communications demonstrates consistently positive language. • Staff challenge inappropriate language when identified. • Parent feedback reflects positive	responsive teaching and the removal of barriers to learning. Inclusive Environment • Delivering ongoing professional development focused on inclusive practice, adaptive teaching, neurodiversity, SEMH and equality. • Developing staff understanding of the social model of disability and inclusive approaches to learning. • Providing coaching and support to strengthen inclusive classroom practice. • Sharing examples of effective inclusive practice across the school. These priorities build staff knowledge, confidence and consistency, ensuring that inclusive practice is embedded across the workforce and reflected in everyday teaching and learning. Culture, Belonging and Attendance • Promoting a culture of high expectations for all pupils. • Focusing on pupils' strengths, potential and achievements rather than labels or limitations. • Promoting positive language around SEND and inclusion. • Celebrating diversity, difference and individual strengths across school life. • Ensuring pupils with SEND and disadvantaged
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	• Strengthen collaboration between teachers, SEND staff, support staff and leaders to ensure inclusion is a shared responsibility across the school. • Monitor the quality of inclusive practice through learning walks, lesson observations, book looks and pupil discussions, providing coaching and support where needed. • Share examples of effective inclusive practice and celebrate successes to build staff confidence and consistency across the school. • Ensure classroom environments, resources and routines are designed to support accessibility, independence and participation for all learners. • Work in partnership with families and external	experiences of communication. • Pupil voice indicates children feel respected and valued. • Representation of SEND pupils across pupil leadership groups reflects the school cohort. • Participation rates in clubs, trips and enrichment activities increase year-on-year. • No significant participation gap between vulnerable pupils and their peers. • Pupil voice indicates a strong sense of belonging. • Pupil, parent and staff voice gathered at least termly. • Feedback analysed and used to inform action plans. • Identified actions completed within agreed timescales. • Surveys demonstrate increasing confidence in the school's inclusive approach. • Half-termly inclusion meetings held and documented. • Staff report improved collaboration and communication. • Consistent approaches evident across classrooms. • Shared responsibility for SEND	pupils are represented in leadership roles, clubs, trips, residential and enrichment opportunities. These actions strengthen a culture of belonging, respect and dignity, ensuring all pupils feel valued, included and able to participate fully in school life. Partnership with Families and Services • Working in partnership with families to develop a shared understanding of inclusion and effective support strategies. • Engaging parents and carers in evaluating and improving inclusive practice. • Collaborating with external agencies to support inclusive provision and remove barriers to participation. These priorities promote a collaborative approach to inclusion by ensuring that families, schools and external professionals work together to support positive outcomes for all pupils.
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	agencies to develop a shared understanding of inclusion and effective support strategies	evident during monitoring and staff discussions. • Inclusion monitoring completed termly. • Areas for development identified and addressed through coaching. • Improvement observed between monitoring cycles. • Good or better inclusive practice evident in 95% of classrooms. • Good practice shared during staff meetings at least once per half term. • Inclusion successes celebrated through newsletters and internal communications. • Increased staff confidence recorded through surveys. • Greater consistency in inclusive practice across year groups. • Inclusive classroom environment audit completed termly. • 100% of classrooms meet agreed inclusion standards. • Visual supports, scaffolds and accessibility resources consistently available. • Pupil voice indicates that learners can access learning independently. • Parent attendance at review meetings exceeds 90%. • External agency recommendations	
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		implemented within agreed timescales. • Parent surveys demonstrate high levels of satisfaction with support and communication. • Evidence of improved pupil outcomes following collaborative interventions.	
Ensure high expectations for all pupils, including those with SEND, so they are fully involved in learning and school life.	• Embed consistently high expectations for all pupils, including those with SEND, through ambitious curriculum planning and adaptive teaching rather than reduced expectations. • Monitor the participation, progress and attainment of pupils with SEND through regular pupil progress meetings, book scrutiny, learning walks and pupil voice activities. • Ensure all staff receive ongoing professional development in adaptive teaching, SEND strategies and inclusive classroom practice. • Strengthen the use of reasonable adjustments, scaffolds and assistive	• 100% of curriculum plans demonstrate ambition for pupils with SEND through appropriate scaffolding rather than reduced learning objectives. • Learning walks and book scrutinies show adaptive teaching strategies evident in at least 95% of lessons observed. • The attainment gap between pupils with SEND and their peers narrows year-on-year where appropriate • Termly pupil progress meetings held for all pupils with SEND. • Half-termly book scrutiny and SEND learning walks completed. • Pupil voice demonstrates that at least 90% of pupils with SEND feel supported and included in learning. • Classroom monitoring shows reasonable adjustments consistently implemented in at least 95% of	High-Quality Teaching and Curriculum • Embedding consistently high expectations for all pupils, including those with SEND, through ambitious curriculum planning and adaptive teaching. • Strengthening the use of reasonable adjustments, scaffolds and assistive resources to enable access to the full curriculum. • Supporting pupils to develop resilience and self-confidence through successful participation in classroom learning. • Using a graduated approach to identify and address barriers to learning and adapt provision accordingly. These actions place inclusive classroom practice at the centre of provision, ensuring that pupils with SEND can access, participate in and succeed within an ambitious curriculum alongside their peers. Ambitious Leadership and Governance

	resources to enable pupils with SEND to access the full curriculum alongside their peers. Focus on resilience and self-confidence through targeted support that enables pupils to achieve success within the classroom. • Ensure pupils with SEND are fully included in enrichment opportunities, educational visits, clubs, leadership roles and wider school events. • Use a graduated approach to identify and address barriers to learning swiftly, adapting provision in response to emerging needs. • Strengthen collaboration with parents, carers and external professionals to ensure provision remains responsive and effective. • Develop a culture of belonging, dignity and respect where pupils with SEND are valued members	lessons. • Provision maps are reviewed half-termly and adjustments updated as needed. • Increased curriculum access evidenced through pupil work, progress data and pupil voice. • Individual targets relating to independence are achieved by at least 90% of pupils receiving targeted support. • Reduction in adult dependency observed through SEND monitoring. • Pupil voice demonstrates increased confidence and positive attitudes towards learning. • Participation rates for pupils with SEND in clubs, trips and enrichment activities are proportionate to the wider school population. • No pupil with SEND is excluded from an activity due to unmet support needs. • Increased representation of pupils with SEND in leadership and pupil ambassador roles. • Initial concerns result in appropriate action within agreed timescales. • Provision maps and support plans are reviewed at least half-termly.	• Monitoring the participation, attainment and progress of pupils with SEND through pupil progress meetings, book scrutiny, learning walks and pupil voice activities. • Regularly evaluating participation and engagement data across all aspects of school life. • Using monitoring information to identify strengths, address barriers and improve provision. These priorities demonstrate strong leadership and accountability by ensuring that inclusion is systematically monitored, evaluated and embedded within school improvement processes. Inclusive Environment • Ensuring all staff receive ongoing professional development in adaptive teaching, SEND strategies and inclusive classroom practice. • Developing staff confidence in implementing reasonable adjustments and removing barriers to learning. • Strengthening staff understanding of approaches that promote pupil independence, resilience and success. These priorities build workforce capacity and consistency, ensuring that staff have the knowledge and skills required to deliver effective inclusive practice across the school.
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	of the school community and their voices are heard. • Regularly evaluate participation and engagement data to ensure pupils with SEND are represented and successful across all aspects of school life.	• Evidence of impact is recorded for all interventions and informs next steps • Parent consultation meetings held at least termly for pupils with SEND. • Parent surveys show high levels of satisfaction with communication and support. • External agency recommendations are implemented and reviewed within agreed timescales. • Pupil voice activities conducted termly and inform school improvement priorities. • Behaviour, attendance and wellbeing data indicate positive engagement for pupils with SEND. • Surveys demonstrate that pupils with SEND feel safe, respected and included within school life. • Termly analysis completed for attendance, attainment, behaviour, enrichment and leadership participation. • Action plans developed where under-representation is identified. • Governors receive termly reports on SEND participation, outcomes and inclusion measures.	Culture, Belonging and Attendance • Developing a culture of belonging, dignity and respect where pupils with SEND are valued members of the school community. • Ensuring that pupils with SEND have opportunities to share their views and influence decisions that affect them. • Promoting high aspirations and a strengths-based approach to supporting learners with SEND. These actions foster an inclusive culture in which all pupils feel valued, respected and empowered to participate fully in school life. Enrichment and Wider Opportunities • Ensuring pupils with SEND are fully included in educational visits, clubs, leadership roles, residential and wider school events. • Monitoring engagement and participation to ensure equitable access to enrichment opportunities. • Promoting successful participation in all aspects of school life beyond the classroom. These priorities align with the IMF focus on ensuring that pupils with SEND can access the same opportunities as their peers and develop
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			confidence, independence and a sense of belonging. Early Intervention and Evidence-Based Support • Using a graduated approach to identify and address barriers to learning swiftly. • Adapting provision in response to emerging needs and ongoing assessment information. • Ensuring support remains responsive and proportionate to individual need. These actions reflect the IMF emphasis on early identification and timely intervention, helping to prevent barriers from becoming entrenched and supporting pupils to achieve positive outcomes. Partnership with Families and Services • Strengthening collaboration with parents, carers and external professionals. • Ensuring provision is regularly reviewed and adapted in response to shared information and expertise. • Working together to develop effective support strategies that promote participation and achievement. These priorities promote a collaborative approach to inclusion, ensuring that families, professionals
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			and school staff work together to improve outcomes for pupils with SEND.
Develop strong relationships with families, especially those of vulnerable pupils, to support engagement and attendance.	• Establish positive and trusting relationships with families through regular, proactive communication that celebrates success as well as addresses concerns. • Identify vulnerable pupils and families early through attendance monitoring, safeguarding information, SEND reviews and pastoral support systems. • Provide targeted support for families experiencing barriers to attendance, including personalised attendance plans and access to appropriate external services. • Ensure vulnerable families have access to ELSA/home link worker and pastoral LSA within school to strengthen communication and provide consistent support.	• At least one positive communication shared with families of vulnerable pupils each half term. • Parent survey results show at least 90% of families feel communication is timely, supportive and effective. • Reduction in communication-related complaints year-on-year. • Personalised attendance plans in place for 100% of pupils with persistent attendance concerns. • Attendance improves for targeted pupils over the academic year. • Reduction in persistent absence among identified vulnerable groups. • 100% of identified vulnerable families allocated a named key worker or school contact. • Families report knowing who to contact for support through parental feedback. • Records demonstrate regular contact and follow-up where required. • Review meetings held at least termly for vulnerable pupils. • Attendance at review meetings	Partnership with Families and Services • Establishing positive and trusting relationships with families through regular, proactive communication. • Holding regular review meetings with parents and carers to discuss progress, wellbeing, attendance and emerging concerns. • Developing opportunities for parents to engage with school through workshops, coffee mornings, information sessions and celebration events. • Working collaboratively with external agencies to provide coordinated support for families facing complex challenges. • Promoting a culture of partnership where families feel valued, listened to and involved in decision-making. These priorities strengthen meaningful partnerships between home, school and external services, ensuring families are actively involved in supporting their child's learning, wellbeing and inclusion. Early Intervention and Evidence-Based Support

	• Hold regular review meetings with parents and carers to discuss progress, wellbeing, attendance and any emerging concerns. • Strengthen the role of pastoral, family support and SEND staff in engaging hard-to-reach families and facilitating early intervention. • Develop opportunities for parents to engage with school through workshops, coffee mornings, information sessions and celebration events. • Work collaboratively with external agencies to provide coordinated support for families facing complex social, emotional, health or financial challenges. • Monitor attendance, punctuality and engagement data regularly and respond swiftly where concerns arise. • Gather parent voice routinely and use feedback	exceeds 90% where possible. • Agreed actions are recorded, monitored and reviewed within specified timescales. • Increase in successful engagement with previously hard-to-reach families. • Referrals for support are actioned promptly and tracked. • Evidence shows barriers are addressed before concerns escalate. • A minimum of one parent engagement event offered each term. • Parent attendance at engagement events increases year-on-year. • Feedback from attendees demonstrates positive impact on confidence and engagement. • Multi-agency support plans are in place and reviewed regularly where required. • External agency recommendations are implemented within agreed timescales. • Case reviews demonstrate positive outcomes for targeted families. • Attendance and punctuality data reviewed at least fortnightly. • Early intervention triggered for identified concerns within agreed	• Identifying vulnerable pupils and families early through attendance monitoring, safeguarding information, SEND reviews and pastoral systems. • Providing targeted support for families experiencing barriers to attendance. • Ensuring vulnerable families can access pastoral, ELSA and home-link support. • Strengthening the role of pastoral and SEND staff in engaging families and facilitating early intervention. • Responding swiftly when attendance, punctuality or engagement concerns arise. These actions reflect the IMF emphasis on early identification and timely intervention, ensuring that barriers to attendance, wellbeing and learning are addressed before they become entrenched. Ambitious Leadership and Governance • Monitoring attendance, punctuality and engagement data regularly. • Using attendance and pastoral information to identify vulnerable pupils and families requiring support. • Coordinating support across school teams and external agencies. • Gathering and responding to parent voice to improve systems and provision.
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	to improve communication, support services and family engagement strategies. • Promote a culture of respect, inclusion and partnership where families feel valued, listened to and involved in decision-making regarding their child's education and wellbeing. • Celebrate improvements in attendance and engagement through positive recognition and ongoing partnership with families.	timescales. • Attendance and punctuality improve for targeted pupils across the year. • Parent surveys conducted at least annually, with additional targeted feedback opportunities throughout the year. • Feedback informs school improvement actions. • Increased parental satisfaction demonstrated through survey outcomes. • Parent surveys show at least 90% of families feel respected, listened to and involved in decision-making. • Increased parental participation in review meetings and school events. • Positive parental feedback evidences strong home-school partnerships. • Attendance improvements recognised through school reward systems and family communication. • Increased attendance rates among targeted vulnerable groups. • Families report feeling supported and valued in improving attendance and engagement.	These priorities demonstrate strong leadership and accountability through the use of data, monitoring and strategic oversight to improve outcomes for vulnerable pupils and families. Culture, Belonging and Attendance • Promoting a culture of respect, inclusion and partnership across the school community. • Celebrating success as well as addressing concerns through positive communication with families. • Recognising and celebrating improvements in attendance and engagement. • Ensuring families feel valued, respected and welcomed as partners in school life. These actions foster a strong sense of belonging and trust, helping families to feel connected to the school community and more engaged in supporting their children's success. Inclusive Environment • Strengthening the role of pastoral staff, family support workers and SEND staff in family engagement and early intervention. • Developing staff knowledge and confidence in supporting vulnerable families and removing barriers to participation. • Building staff expertise in working
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			collaboratively with families and external professionals. These priorities enhance workforce capacity and ensure staff have the skills and confidence to build positive relationships with families and coordinate effective support.
Promote pupil voice, ensuring all children feel heard, valued and included in decision-making.	• Conduct termly pupil voice surveys and interviews to gather the views of all pupils, including those with SEND and disadvantaged pupils. • Adapt pupil voice activities to ensure accessibility for non-verbal pupils and those with communication needs through visuals, symbols, assistive technology and adult-supported discussions.] • Ensure pupils with SEND are represented within key leadership groups, including School Council, Eco Warriors, Peer Mediators and	• 100% of classes participate in termly pupil voice activities. • At least 90% of pupils with SEND and disadvantaged pupils contribute their views each term. • Pupil voice findings analysed and shared with SLT termly. • 100% of non-verbal pupils and pupils with communication needs access adapted pupil voice methods. • Adapted approaches evidenced through records, photographs or communication profiles. • Pupil views successfully captured for all pupils regardless of communication needs. • SEND pupils represented in all key pupil leadership groups. • Representation reflects the school's SEND demographic where appropriate. • Participation monitored termly and	Culture, Belonging and Attendance • Celebrating diversity and inclusion through pupil-led assemblies, awareness events and curriculum projects. • Ensuring all pupils feel respected, valued and heard through staff training in person-centred approaches. • Creating opportunities for children to share their experiences, strengths and perspectives with others. These priorities promote a culture of belonging, dignity and respect where every pupil is encouraged to contribute and feel valued within the school community. Enrichment and Wider Opportunities • Ensuring pupils with SEND are represented within leadership groups such as School Council, Eco Warriors, Peer Mediators and Safeguarding

	Safeguarding Ambassadors. • Involve pupils in reviewing and shaping school policies, enrichment opportunities, behaviour approaches and environmental improvements. • Introduce regular class meetings where children can share ideas, celebrate successes and discuss issues that matter to them. • Create a "You Said, We Did" process so that pupils can see how their feedback has influenced decisions and improvements across the school. • Include pupil voice as part of monitoring and evaluation activities, alongside learning walks, book looks and parent feedback • Seek the views of pupils when reviewing SEND provision maps, individual targets and support strategies, ensuring	barriers addressed promptly. • Evidence of pupil consultation included within policy reviews and action plans. • Pupil suggestions routinely considered and recorded. • Meeting records demonstrate pupil contributions and actions taken. • Pupil surveys indicate that at least 90% of children feel comfortable sharing their views. • Termly "You Said, We Did" updates shared with pupils and parents. • At least five examples of school improvement resulting from pupil feedback documented annually. • 95% of pupils report that adults listen and respond to their ideas. • Pupil voice included in 100% of subject reviews, learning walks and inclusion monitoring activities. • Findings referenced in monitoring reports and school improvement evaluations. • Actions from pupil feedback reviewed and tracked termly. • 100% of pupils with SEND contribute to annual target-setting and review processes, where appropriate.	Ambassadors. • Providing leadership and responsibility opportunities for all pupils, particularly those at risk of marginalisation or exclusion. • Monitoring participation rates to ensure representation reflects the diversity of the school community. These actions align with the IMF expectation that all pupils, including those with SEND, can access leadership, enrichment and wider opportunities alongside their peers. Ambitious Leadership and Governance • Involving pupils in reviewing and shaping school policies, behaviour approaches, enrichment opportunities and environmental improvements. • Including pupil voice within monitoring and evaluation activities. • Monitoring representation and participation to ensure equitable opportunities for all groups of pupils. These priorities demonstrate strong leadership and accountability by ensuring pupil experiences directly inform school development and inclusive practice. Inclusive Enviroment
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	children are active participants in planning their learning. • Provide leadership and responsibility opportunities for all pupils, particularly those who may be at risk of marginalisation or exclusion. • Celebrate diversity and inclusion through pupil-led assemblies, awareness events and curriculum projects that encourage children to share their experiences and perspectives. • Train staff in effective listening and person-centred approaches to ensure every child feels respected, valued and heard. • Monitor participation rates in pupil leadership groups and wider school events to ensure representation reflects the diversity of the school community.	• Pupil aspirations and views recorded within provision maps or support plans. • Parent and pupil feedback demonstrates increased ownership of learning targets. • All pupils have access to at least one leadership or responsibility opportunity annually. • Participation rates among SEND and disadvantaged pupils increase year-on-year. • Leadership opportunities monitored to ensure equitable access. • At least one pupil-led diversity or inclusion event held each year. • Increased pupil awareness of diversity and inclusion evidenced through surveys and discussions. • Positive participation rates from all groups across the school. • 100% of staff receive annual training on pupil voice and person-centred practice. • Staff confidence scores improve following training. • Monitoring evidence demonstrates effective use of pupil-centred approaches in classrooms. • Representation of SEND,	• Training staff in effective listening, communication and person-centred approaches. • Developing staff understanding of how to engage meaningfully with pupils who have communication needs. • Strengthening staff confidence in gathering and responding to pupil voice. These actions build staff capacity to ensure that all pupils can communicate their views and participate fully in school life.
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		disadvantaged and vulnerable pupils mirrors or exceeds cohort proportions.	
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Measuring impact over time

To ensure that our approach to inclusion leads to sustained improvement, we will review impact against the following milestones.

By the end of this academic year	By the end of next academic year	Within three years
• Children receiving additional support make at least expected progress from their individual starting points in reading, writing and mathematics • Attainment gaps between disadvantaged pupils and their peers are progressively reduced across all year groups • Teachers show increasing confidence in adapting their teaching through the consistent use of agreed inclusive strategies • Families of pupils receiving additional support report that communication with the school is clear, supportive and effective	• The majority of pupils with SEND and those experiencing disadvantage make at least expected progress, with a growing proportion demonstrating accelerated progress • Attainment gaps between disadvantaged pupils and their peers continue to narrow across the school • Pupils receiving additional support develop greater independence in their learning, with reduced reliance on adult support where appropriate • Attendance remains high for all groups of pupils • Most pupils receiving additional support leave Springhill as confident, resilient and independent learners, well prepared for the next stage of their education	• Pupils with SEND and those who are disadvantaged achieve strong attainment and make consistently good progress from their individual starting points across all key stages • Attainment gaps between disadvantaged pupils and their peers are significantly reduced and, in some cohorts, eliminated • Inclusive practice is fully embedded within all classrooms and is consistently of a high standard across the school • All pupils leave Springhill as confident, independent learners who are well prepared for the next stage of their education

Governance and Accountability

At Springhill Catholic Primary School, accountability for inclusion is overseen by the governing body. Governors ensure that inclusive practice is strategically led, rigorously monitored and continually developed. They provide both support and challenge to the school's leadership team, holding them to account for the quality and impact of inclusive provision, and ensuring alignment with national expectations.

Responsibility for inclusion is shared across the school's leadership team. The Headteacher, Deputy Headteacher, SENDCo and Assistant Headteachers work collaboratively to embed inclusive practice across all aspects of school life. The SENDCo leads the strategic development and day-to-day implementation of SEND provision, while the wider leadership team, alongside teaching and learning leads, ensure that high-quality adaptive teaching meets the needs of all pupils.

Accountability is strengthened through a range of robust processes, including:

- Regular monitoring of pupil progress, attainment and attendance
- Ongoing review of SEND provision and the impact of interventions
- Lesson drop-ins, book scrutinies and learning walks
- Pupil and parent voice
- Continuous professional dialogue between the school and the governing body

The impact of inclusive practice is reviewed regularly by both school and the governing body to ensure provision remains responsive to changing cohort needs and that funding is used effectively. This collaborative approach ensures that inclusion remains not only a shared priority, but a shared responsibility between the school and its governing body.

Publication and Review

This Inclusion Strategy is published annually on the Springhill Catholic Primary School website to ensure it is accessible to parents, carers and the wider school community. It provides a clear and transparent overview of how the school identifies and responds to the needs of its pupils, including how funding is used to support inclusive provision.

The strategy is reviewed on an annual basis, with updates informed by:

- Changes in cohort need, including SEND profiles, attainment and attendance data
- Evaluation of the impact of current provision and interventions
- Feedback from pupils, parents, staff and external partners
- Ongoing developments in national guidance and evidence-informed practice

In addition to the annual review, key elements of the strategy are monitored and evaluated throughout the academic year. Senior leaders and the SENDCo regularly review progress to ensure that provision remains responsive, effective and aligned with the school's priorities.

The strategy is subject to scrutiny and challenge from the governing body, ensuring that inclusion remains a strategic priority and that the impact of provision is clearly understood.

This Inclusion Strategy will be shared with inspectors as part of the school's documentation and will support the evaluation of inclusive practice. Through regular review and transparent publication, the school ensures that its approach to inclusion continues to develop in response to the evolving needs of its pupils.