Inclusion Strategy – St Gregory's Catholic School

At St Gregory's Catholic School, we are committed to providing every student with a world-class Catholic education within an inclusive and caring community where every child is known and loved. Inspired by the life of St Gregory, we recognise the unique dignity, value and God-given potential of every individual. Our vision for inclusion is rooted in the belief that every child is **Known, Loved and Called to Greatness**. We are committed to ensuring that all students, regardless of need, background or circumstance, feel valued, experience genuine belonging within our community and are empowered to flourish academically, socially, emotionally and spiritually.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	01/09/26
Date on which it will be reviewed	01/09/27
Statement authorised by	Headteacher: M Wilson ASIP: M Walters

Statement of intent

Our Vision for Inclusion

Inclusion is the responsibility of every member of staff and underpins our leadership, curriculum, teaching, pastoral care and relationships. Our approach begins with high-quality teaching and the belief that all teachers are teachers of students with SEND. Through the effective implementation of the Mainstream Core Standards, a graduated approach of Assess, Plan, Do and Review, strong partnerships with families and collaboration with external agencies, we seek to identify and remove barriers to learning at the earliest opportunity. As the needs of our students continue to evolve, we remain committed to strengthening inclusive classroom practice, improving attendance and engagement, supporting vulnerable learners, promoting equity for students with SEND and EAL, and ensuring that every young person is known, loved and called to greatness.

Key Objectives

- To ensure that inclusion and equality of opportunity are understood to be the responsibility of **all** staff, supported through robust pupil information, high-quality professional development and shared accountability.
- To maintain a collective commitment that Quality First Teaching, underpinned by the Mainstream Core Standards, is the foundation for meeting the needs of all learners.
- To promote a shared understanding that pupil wellbeing underpins achievement, and that belonging, attendance and engagement are essential for success.
- To have consistently high expectations for all pupils, ensuring that every learner is supported and challenged to make strong progress from their individual starting points.

Context as of September 2026.

Number on roll:	1088
Disadvantaged pupils:	23.99%
SEND K:	4.87%
SEND EHCP:	2.21%
EAL:	21.23%
LAC:	0.09%
Young Carers:	5.24%

Key Challenges

Barrier 1: Knowing Every Child
Staff knowledge of vulnerable learners must consistently inform classroom practice, curriculum access and support strategies.

Barrier 2: Access to Ambitious Learning
Vulnerable learners require consistently effective adaptive teaching to successfully access ambitious curriculum content.

Barrier 3: Outcomes for Vulnerable Learners
Some vulnerable learners, including those eligible for Pupil Premium and SEND support, continue to face barriers that impact progress and attainment.

Barrier 4: SEND Outcomes and Provision
Increasingly complex SEND profiles require high-quality provision, adaptive teaching and robust review processes to secure strong outcomes.

Barrier 5: Belonging, Inclusion and Pupil Voice
Not all vulnerable learners experience the same levels of belonging, participation and representation in the wider life of the school.

Barrier 6: Attendance, Engagement and Participation
Attendance and engagement challenges continue to disproportionately affect vulnerable learner groups.

Strengths

- A deeply inclusive Catholic ethos, rooted in the belief that every child is known and loved, where the dignity, value and God-given potential of every individual is recognised and celebrated.
- A strong and experienced inclusion team, including an experienced SENCO, three Assistant SENCOs, specialist Teaching Assistants and ELSA-trained staff, providing support across all key stages.
- Effective pastoral care and safeguarding systems, enabling vulnerable learners to access timely support through strong relationships, family engagement and collaborative working.
- Robust systems for identifying and supporting need, including pupil passports, screening and assessment tools, graduated response processes and strong partnerships with external agencies.
- A wide range of evidence-informed interventions and specialist provision that support literacy, numeracy, communication, executive functioning, emotional wellbeing and preparation for adulthood.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Knowing Every Child:** Despite strong systems and relationships, pupil information is not always used consistently to inform classroom practice. There is a need to further strengthen staff understanding of vulnerable learners, ensuring that barriers, strengths and effective support strategies consistently influence teaching, learning and pastoral support.
2	**Consistent Adaptive Teaching:** While there is effective practice across the school, the implementation of adaptive teaching and the Mainstream Core Standards is not yet fully consistent across all subjects and classrooms. This can result in small variations in curriculum access and learning experiences for vulnerable learners.
3	**Increasing Complexity of Need:** The complexity of student needs continues to increase, particularly in relation to SEND, neurodiversity, communication and interaction needs, emotional wellbeing, anxiety and executive functioning difficulties. This requires increasingly flexible, responsive and evidence-informed support.
4	**Attendance, Engagement and Participation:** Attendance and persistent absence continue to disproportionately affect vulnerable learner groups. Reduced attendance impacts academic progress, wellbeing, belonging and participation in wider school life, requiring early intervention and strong partnership with families.

5	**Belonging, Wellbeing and Pupil Voice:** As pupil needs become increasingly complex, there is a need to further strengthen opportunities for belonging, pupil voice, mentoring and emotional wellbeing support so that vulnerable learners feel known, valued, represented and supported within the school community.

Activity in this academic year

Description of activity	Activity type	Total budgeted cost
St Gregory's will make use of the StepLab programme to further improve and secure consistent approaches to adaptive teaching and consistency of approach in pedagogy, for the benefit of all learners and for PP and SEND pupils in particular.	Universal	£10,000 pa
St Gregory's will invest in three Inclusion and Attendance Practitioners (IAPs) to strengthen the work of the Phase Teams and ensure that vulnerable learners are known, supported and able to engage successfully in school life. Working alongside pastoral leaders, the SEND team and families, IAPs will provide early intervention, attendance mentoring, academic and pastoral monitoring, family liaison and coordinated support for pupils experiencing barriers to learning, attendance or participation. The development of Phase Teams will support a more proactive and relational approach to inclusion, ensuring that knowledge of individual pupils informs decision-making and that support is provided at the earliest opportunity. This work will contribute to improved attendance, stronger engagement, increased belonging and better outcomes for vulnerable learners.	Targeted	£75,000 for annual salaries
At St Gregory's, we are committed to ensuring that every child is **Known, Loved and Called to Greatness**. Funding is allocated to the ClassCharts platform, which enables staff to access essential information about individual students quickly and effectively. ClassCharts provides teachers with immediate access to information relating to SEND, EAL, Pupil Premium and other vulnerable learners, including pupil profiles, identified needs, recommended	Targeted	£5600 p.a.

classroom strategies and pastoral information. This ensures that staff are equipped to understand the strengths, needs and barriers faced by individual students and can adapt their practice accordingly. By strengthening communication across the school and ensuring that information is readily available, this investment supports early identification of need, greater consistency of provision and a more personalised approach to teaching and learning. It enables us to know our students well, respond proactively to emerging concerns and remove barriers to learning at the earliest opportunity.		
At St Gregory's Catholic School, we recognise the many strengths that multilingual learners bring to our school community. Funding is allocated to specialist language-learning platforms, including Flash Academy and LanguageNut, to support students with English as an Additional Language (EAL). These resources provide personalised language support, enabling students to develop their academic and conversational English, access learning across the curriculum and participate fully in school life. The programmes support both newly arrived learners and those continuing to develop English fluency, helping to remove language as a barrier to achievement and inclusion. This investment supports our commitment that every child is Known, Loved and Called to Greatness, ensuring that students with EAL needs are equipped to flourish academically, socially and spiritually within our inclusive Catholic community.	Targeted	£2,000 p.a

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
StepLab is used to drive even more consistent approaches to lesson planning, lesson structure and delivery of adaptive teaching across all departments and all Key Stages.	• 95% of observed lessons demonstrate fidelity to the expectations of lesson structure at St Gregory's, using StepLab to monitor consistency and to

	support colleagues when expected aspects are absent.
Phase Teams effectively identify, support and monitor vulnerable learners, resulting in improved attendance, engagement, belonging and outcomes	• Persistent absence for students with SEND/PP reduced by at least 3% percentage points from the 2025-26 baseline. • Overall attendance for students with SEND/PP improves to 92% • 100% of SEND students to have a Pupil Passport by September 2026 and PP Students by December 2026. • 90%+ of parents surveyed report that they know who to contact (Key Person) regarding inclusion support and feel involved in decision-making. • Reduction in repeat behaviour incidents for targeted vulnerable learners by 10%.
Through the implementation of ClassCharts, St Gregory's aims to ensure that all staff have immediate access to high-quality information about the students they teach, enabling a more consistent and personalised approach to teaching and support. This investment will strengthen adaptive teaching, improve communication between staff and support the early identification of emerging needs and barriers to learning. As a result, vulnerable learners, including those with SEND, EAL and Pupil Premium status, will experience greater consistency of support across subjects, improved engagement in learning and enhanced access to the curriculum. Ultimately, this investment supports our commitment that every child is Known, Loved and Called to Greatness, ensuring that individual needs are recognised, understood and effectively supported across the school.	• 100% of vulnerable learners (SEND, EAL and Pupil Premium) have an up-to-date Pupil Passport and recommended strategies available to staff through ClassCharts. • 100% of teaching staff actively access pupil information to inform planning and adaptive teaching. This will support the SIP priority of improving the quality and consistency of teaching for all learners. • Learning walks and quality assurance activities demonstrate effective adaptive teaching in at least 90% of sampled lessons, with evidence that staff are implementing identified strategies for vulnerable learners. • 90% of students with SEND, PP. EAL and other identified vulnerabilities report that staff understand their individual needs and provide appropriate support. This directly supports the school's commitment that every child is Known, Loved and Called to Greatness. • Staff survey data shows that at least 90% of staff feel confident accessing and using student information to remove barriers to learning. • Evidence from SEND reviews, student voice and departmental monitoring

	demonstrates increased consistency of support across subject areas. • The attainment and attendance gaps for vulnerable learners continue to narrow compared with their peers, supporting the wider SIP priority of securing strong outcomes for all students. • Student voice demonstrates that at least 90% of vulnerable learners feel known, supported and able to succeed at St Gregory's
Through the use of Flash Academy and LanguageNut, St Gregory's aims to ensure that students with English as an Additional Language develop the language knowledge, confidence and independence needed to access a broad and ambitious curriculum. This investment will support learners in acquiring both conversational and academic English, enabling them to participate fully in lessons, build positive relationships and engage confidently in wider school life. By removing language-related barriers to learning, we aim to improve curriculum access, enhance student wellbeing and belonging, and ensure that EAL learners are able to achieve strong outcomes. This reflects our commitment that every child is Known, Loved and Called to Greatness, regardless of their starting point or stage of language acquisition.	• 100% of identified EAL learners have access to appropriate language acquisition support through Flash Academy and/or LanguageNut. • At least 80% of EAL learners make measurable progress against the DfE Proficiency in English Scale during the academic year, where movement between bands is expected. • Students assessed as DfE Code A (New to English) demonstrate progress towards Code B (Early Acquisition) within 12 months of entry where attendance and engagement are secure. • Students assessed as DfE Codes B and C demonstrate continued progression through the proficiency stages towards Code D (Competent) and Code E (Fluent). • 90% of EAL students report that they feel confident accessing learning across the curriculum and know where to access support when required. • Attendance of EAL learners remains in line with, or above, the whole-school average. • Learning walks demonstrate that adaptive teaching strategies to support EAL learners are evident in at least 90% of lessons sampled.

Review of the previous academic year

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

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

To support this, you should use:

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

Further information

Monitoring and Review

- Regular monthly review of Inclusion Strategy at SLT meetings.
- LGC oversight via Inclusion/SEND Link LGC Member.
- Lesson observations, learning walks and department reviews focused on inclusion strategies and impact.
- Reporting to Trust via ASIP visits.

Impact Measures

- Improved attendance, attainment and progress for SEND/PP/EAL and other disadvantaged pupils.
- Reduction in suspensions and behaviour incidents for SEND/PP/EAL and other disadvantaged pupils.

- Improved attendance data and reduced persistent absence across the whole school.
- Positive wellbeing outcomes in pupil and parent voice feedback.