# Inclusion Strategy Sacred Heart Leicester

## Inclusion Strategy – Summer Term 2026, Academic Year 2026-27

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

## Strategy overview

| Detail | Date |
|---|---|
| Academic year/years that our current Inclusion Strategy covers | IMF funding summer term 2026<br>School year 2026-27 |
| Date this statement was published | September 26 |
| Date on which it will be reviewed | July 27 |
| Statement authorised by | A James/M Sexton |

## Statement of intent

***What matters to us and why?***

Inclusion is always at the heart of our school. We are a very diverse school and our focus is on supporting **all** the children in our school community so that they can **flourish** and be ready for their **next steps in life**. Children within our school can face a wide range of barriers.

***How have we worked with our families and community to develop this strategy?***

We work with a wide range of family groups, discussing barriers to education. We have taken into account **the things which matter most to our families** which aligns with our intent for all children to flourish.

***There are seven key principles for inclusion and we have set out below how we focus on each of these areas in order to meet our overall intent.***

**Leadership and governance that embeds inclusion in planning and review**

- Funding supports us to release staff and leaders to complete 3 x annual pupil progress meetings. We have a SENCO 0.4 a week to lead SEND and analyse approaches to inclusion.
- Training is a priority and high-quality training is provided in areas such as Colourful Semantics, Makaton, Attention autism, Inclusion, SEMH trauma informed practise, SEN pupil passport training, SEN- areas of need training, Beat Dyslexia training and Sensory circuit training.
- SLT and Governors regularly review our approaches to inclusion to consider impact.

**Evidence based early intervention**

- Early intervention is key and we have a clearly embedded approach. This prioritises phonics interventions and training and colourful semantics interventions.

**Quality first teaching approaches**

- notional funding supports us to ensure all teachers are able to identify the expectations for supporting SEND learners within a mainstream environment at quality first teach approach and through SEND support.
- Pupil passports clearly identify reasonable adaptations for the learners with all areas of SEND need and these support staff in our inclusive strategy intent.
- These are recorded in detailed pupil provision maps and through the local authority Whole school and need Specific BERA document (Best Endeavour, reasonable adjustments)

**Enriching provision beyond the classroom (personal development)**

- notional funding supports our extra-curricular offer and enables us to have TA support for children accessing offer where this is needed. We aim to remove any barriers to a wide enrichment experience for all.
- All children on the SEND register have access to friendship groups
- All enrichment activities are monitored for engagement by vulnerable groups with changes being made as needed
- Notional funding has also allowed us to provide all children with a personal learning journey document which allows them to recall and record all enrichment activity

**Safe and respectful culture of belonging and attendance**

- We use notional funding for EWO expertise and to support administration work on attendance to reduce barriers. ( One day per week)
- We have a behaviour mentor in KS2- provision available three days per week.
- Telephone and in- person support is offered to parents and extended families of children experiencing a range of difficulties.
- We prioritise a culture of belonging.

**Strong partnerships with families/ services, particularly around transition**

- We run ASD/ Challenging behaviour workshops in English and Gujarati
- We offer free parent English classes with childcare provided.
- We have a weekly drop session facilitated by the Zinthyia Trust offering support for victims of domestic abuse and those facing hosing or financial difficulty.
- We have a wide range of planned transition with local nurseries and our secondary school. This is enhanced for SEND learners at each stage with extra staff provided.

**Inclusive physical environments**

- We have invested in a range of physical resources to create a sensory room which is used both by the children in the IAP and by others in mainstream classes for either sensory support or emotional regulation.
- We have also created a sensory circuit for sensory breaks as needed
- We have invested in a widget package which is extensively used throughout the school to signpost all areas of the school, describe the use of spaces, to explain school rules and where key people can be found.
- All classrooms have access to break out spaces with soft furnishings and appropriate guidance and aids to emotional regulation

## 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** |
|---|---|
| 1 | Speech and language: 41.76% of SEND pupils have this as a primary area of need which equates to 12.54% of the whole school cohort |

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|---|---|
| 2 | Challenges around social emotional and mental health/belonging: on average we provide support for SEMH and belonging to 6.5% of our whole school cohort based on 2025-26 data. |
| 3 | Cognition and learning barriers which impact children in securing strong foundations. 9.9% of our learners are classified as having an additional learning need. |
| 4 | 3% of pupils have complex needs including ASD , Downs' syndrome and Cerebral Palsy |
| 5 | 76.9% of pupils have English as an additional language |
| 6 | School is in the top 2% in terms of deprivation index so opportunities for home leaning and enrichment activities are significantly limited |

## Activity in this academic year

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

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

| **Description of activity** *(noting evidence and barrier numbers addressed)* | **Activity type** | **Total budgeted cost***)* |
|---|---|---|
| Investment in Little Wandle handwriting package as soon as available to focus on Early years -strong foundations in writing and confidence and fluency in ks2 (barrier 3). | Universal | R-£71.99<br>Teacher book £19.99<br>Y1 £31.19 +£71.99<br>Y2 £31.19+329.99<br>Total £257.14 (plus VAT) |
| Widget package to be expanded to be accessible for more users and to support EAL learners (barriers 1 and 3). | Targeted | £597 |
| **Staff training**<br>Continue to provide a wide range of CPD for support staff during twice weekly morning sessions (barriers 1,3,4 and 4)<br><br>Emphasis on phonics training for staff who will have moved year group (barriers 1 and 5).<br><br>The further development of Makaton as a whole school strategy – all staff to be able to use simple sign to communicate with our pre- verbal pupils (barriers 3 and 4). | Universal<br><br>Universal<br><br>Targeted | Cover for support staff @ £150.46<br>Up to £1000 as needed<br><br>Whole school INSET time |

| | | |
|---|---|---|
| Additional resources to support social interaction and emotional regulation in outdoor spaces (barrier 2). | Targeted | Awaiting quotation from CMAT up to a maximum of £4500 |
| Provide behaviour mentor support for an additional two days so support is available for children and families throughout the week (barriers 6 and 2). | Targeted | £11,595 |
| Continue to provide weekly drop-in sessions (Pilot scheme funding due to end) (barrier 2). | Targeted | Currently funded by Zynthia Trust |

## 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 |
|---|---|
| To support learners across the school to develop strong foundations in early writing and reading. | Successful implementation cross school of Little Wandle Handwriting.<br>Quality Assurance of phonics and early writing shows an improving trend. |
| To develop adaptations and scaffolding cross school. | Quality assurance shows widget is being where appropriate within each year group to provide planned scaffolds for pupils, particularly where pupils are on the SEND register. |
| To use Makaton successfully to reduce barriers to communication, including for those pupils who access our SEND provision base room. | Quality assurance and staff voice shows increased impact of Makaton and staff understanding of how to use Makaton. |
| To increase social interaction and self regulation. | There will be an increase in the use of appropriate resources to support social interaction and self regulation in outdoor spaces. |
| To work with children and families to support social and emotional well being and to reduce barriers to education. | Continued reduction in persistent absence for our most vulnerable.<br>Pupil and family voice show that those using mentoring feel this has a benefit for them. |