Inclusion Strategy – Christ Church CofE Primary

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/ 27
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Matthew Wynne, Headteacher
Inclusive Mainstream Fund (IMF) allocation 2026/27	£21,000
IMF carried forward from the previous year	None: 2026/27 is the first year of the fund
Total budgeted cost of activity in this statement (IMF and other funding)	£22,530
Inclusion lead	Tracey Bennington, SENDCo
Governor lead for SEND and inclusion	Jenny Caddick
Date scrutinised by the local governing body	11th November 2026

Statement of intent

At Christ Church C of E Primary School, our vision is inspired by the teachings of Jesus and his followers. Guided by *Matthew 5:16*, *"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven,"* we strive for every child to flourish academically, spiritually, emotionally and physically. Our SHINE values of Successful, Happy, Included, Nurtured and Enriched shape our approach to education and underpin our unwavering commitment to equity, inclusion and belonging.

This statement outlines our approach to delivering inclusive practice for all pupils, including those with special educational needs and disabilities (SEND). Provision is supported through the school's notional SEND budget, Inclusive Mainstream Fund (IMF) and Education, Health and Care Plan (EHCP) funding. These resources are strategically deployed to ensure pupils can access a broad and

ambitious curriculum, participate fully in school life and achieve well from their individual starting points.

Currently, 23.7% of pupils are identified as having SEND, compared with 20.8% nationally (DfE, Special educational needs in England, 2025/26), including 25 pupils with Education, Health and Care Plans (EHCPs) across mainstream and our Focus Provision. Many of these pupils experience multiple layers of disadvantage. For example, 37.5% of pupils with an EHCP are also identified as having English as an Additional Language (EAL), while 52% are eligible for Pupil Premium. Additionally, 50% of pupils receiving SEND Support are also eligible for Pupil Premium, compared with 39.8% of pupils receiving SEN support nationally who are eligible for free school meals (DfE, 2025/26). The predominant areas of need are Speech, Language and Communication Needs (SLCN), Moderate Learning Difficulties (MLD) and Autism Spectrum Disorder (ASD).

We proudly serve a diverse community where differences in language, culture and background are embraced and celebrated as strengths. However, we recognise that socio-economic disadvantage can create significant barriers to learning, wellbeing and future opportunities. Located within Sandwell, one of the most deprived areas in England, many of our families experience challenges associated with poverty, health inequalities, unemployment and reduced access to community resources. Within our school, 43.4% of pupils are identified as disadvantaged, an increase from 30% over the last three years, demonstrating growing levels of need within our community.

Many children enter school with knowledge, skills and experiences below those typically expected for their age. This places an increased responsibility on the school to identify need early, remove barriers to learning and provide effective support that enables every child to thrive. Our inclusion strategy is therefore driven by a moral and professional commitment to ensure that all pupils, regardless of starting point, background, disability, special educational need or disadvantage, receive the support, opportunities and high-quality education they need to succeed.

This commitment aligns closely with the vision and values of the Fioretti Trust, whose core purpose is to improve the life chances of young people through the values of Aspiration, Wisdom and Compassion. In line with these values, through aspiration, we maintain high expectations for all learners and support every child to become the best version of themselves. Through wisdom, we make informed decisions that positively impact our community and enable all pupils to flourish. Through compassion, we nurture positive relationships and create an environment where every individual feels valued, respected and a genuine sense of belonging.

This statement sits within the Fioretti Trust Inclusion Strategy 2026 to 2029 and translates the Trust's four strategic priorities into actions for our school: Priority 1, high-quality inclusive teaching as the first response; Priority 2, early, accurate identification and a consistent graduated response; Priority 3, closing attendance and belonging gaps; and Priority 4, partnership with pupils and families. Each activity below is referenced to the barrier it addresses, the Trust priority it supports and the DfE principle of inclusion under which it falls. Adaptive teaching at Christ Church is defined by the Trust's Teaching and Learning Principles, the Simple Model of Teaching, so that inclusion is secured through everyday teaching rather than as a separate strand.

As a Sandwell school, we work within Sandwell's local offer, SEND pathways and EHCP processes, and draw on Sandwell specialist services, including the Complex Communication and Autism Team (CCAT).

Our inclusion strategy recognises that successful inclusion is not simply about provision for children with additional needs; it is about creating a culture where every child can participate, achieve and

develop independence within a supportive and ambitious learning environment. We are committed to strengthening inclusive practice across the whole school, ensuring that high-quality teaching remains the first and most effective intervention for all learners. This includes our Inclusion Support Base and specialist Focus Provision, which provide additional support while maintaining strong links with mainstream learning opportunities.

Our approach is underpinned by the Department for Education's seven principles of inclusion, which guide our strategic planning and daily practice:

1. Ambitious leadership and governance that embeds inclusion.
2. Evidence-based support that prioritises early intervention.
3. High-quality adaptive teaching with a curriculum designed for all learners.
4. Enriching provision beyond the classroom that all children can access.
5. A safe and respectful culture that fosters belonging, attendance and participation in learning.
6. Strong partnerships with families and wider services.
7. Inclusive environments with continuous improvements to accessibility

Christ Church C of E Primary School seeks to create a truly inclusive community where barriers are removed, strengths are celebrated and every child is supported to let their light shine. By combining our Christian values, evidence-informed practice, strong partnerships and an ambitious curriculum, we aim to improve outcomes, enhance wellbeing and ensure that all pupils are equipped with the knowledge, skills and confidence needed to flourish both now and in the future.

Barriers to learning and participation

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Early maths and number sense difficulties, particularly for pupils with specific learning difficulties and an increasing number of pupils requiring additional support to secure foundational mathematical concepts. Assessment indicates insecure counting, quantity, comparison, composition and mathematical language, which impacts pupils' ability to access and build upon later mathematical learning.
2	Writing transcription and composition difficulties, particularly for pupils with specific learning difficulties and an increasing number of pupils requiring targeted support to develop foundational literacy skills. Difficulties with handwriting, spelling, sentence construction, planning and transcription constrain pupils' ability to record and communicate their understanding effectively.
3	Communication, interaction, sensory and autism-related needs create barriers to accessing and sustaining successful participation within mainstream learning. Some pupils require specialist provision, adapted environments and personalised pathways to engage fully in learning and school life.

Activity in this academic year

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
CPD for staff to use concrete pictorial and abstract – resourcing of manipulatives. *CC Barriers 1 -Trust priority 1, DfE principle 3* The EEF highlights that manipulatives and representations are powerful tools for developing mathematical understanding when used strategically and supported by effective teacher explanation and modelling (EEF, Improving Mathematics in the Early Years and Key Stage 1, Recommendation 3; EEF, Improving Mathematics in Key Stages 2 and 3, Recommendation 2.)	**Universal** Manipulatives, representations, mathematical talk and planned opportunities to revisit foundational concepts. Training from Helen Hackett Maths specialist	Tens frames - £400 Maths Specialist training- £1200
Specific learning difficulties training for staff *CC Barriers 1 -Trust priority 1,2 ,DfE principle 3* The EEF identifies high-quality teaching as having the greatest impact on improving outcomes for pupils with SEND. Effective professional development helps staff adapt teaching, use scaffolding effectively, provide explicit instruction, and develop pupils' independence through metacognitive strategies. These approaches are particularly beneficial for pupils with specific learning difficulties.	**Universal** Training for specific learning difficulties and multi-sensory approaches (research based)	Inclusion support to work with every year group - release costs £1000

(EEF, Special Educational Needs in Mainstream Schools, Recommendation 3; EEF, A Guide to Inclusive Teaching.)		
Diagnostic led number sense intervention training and resources *CC Barriers 1 -Trust priority 1,2, DfE principle 2* The EEF highlights that effective mathematics intervention should be informed by accurate assessment of pupils' strengths, misconceptions and gaps in understanding. Diagnostic assessment enables teachers to tailor support, address misconceptions and provide targeted intervention at the point of need. (EEF, Improving Mathematics in the Early Years and Key Stage 1, Recommendation 5; EEF, Improving Mathematics in Key Stages 2 and 3, Recommendation 8.)	**Targeted** Diagnostic-led number-sense intervention with clear entry and exit measures	1st class @ Number £680 (Y1+) 1st Class @ Number £680 (Y2+) 1st Class @ Number2 £750 (Y3+) Success @ Arithmetic Calculation £680 (Y5+)
CUSP Maths for Focus provision *CC Barriers 1, Trust priority 1, DfE principle 3* A structured, carefully sequenced curriculum, adapted to pupils' starting points, gives pupils in the Focus Provision access to the same ambitious mathematical content as their peers (EEF, Special Educational Needs in Mainstream Schools, Recommendation 3).	**Targeted** Specialist SEND CUSP curriculum for Maths in Focus Provision	CUSP access curriculum for SEND - £900
SATS companion *CC Barriers 1 -Trust priority 1,2, DfE principle 2* The EEF highlights the importance of using assessment to identify misconceptions and inform future teaching. Providing targeted academic support alongside high-quality teaching helps pupils to address gaps before they widen. SATs Companion supports these approaches through diagnostic	**Universal** Provides additional support and intervention for year 5 and 6 pupils to improve attainment and readiness for SATs	120 Licenses - £1440

questioning, instant feedback, gap analysis and targeted practice activities.		
Gross and fine motor resources purchased to support with development of muscles *CC Barrier 2- Trust priority 1 , DfE principle 3* The EYFS guidance and the EEF highlight the importance of developing children's physical skills through structured and play-based experiences. Strong gross motor skills support balance, posture and body control, while fine motor development contributes to children's ability to manipulate tools, develop independence and prepare for early writing. High-quality adult interactions and carefully selected resources help children make the most effective progress.	**Universal** Explicit handwriting, spelling and composition teaching; scaffolds and appropriate recording alternatives.	EYFS and YR1 resourcing -£1350
Lined whiteboards purchased for all year groups and whiteboard pencils to ensure consistency of handwriting expectations *CC Barrier 2- Trust priority 1, DfE principle 3* The EEF highlights the importance of high-quality teaching, formative assessment and effective feedback in improving pupil outcomes. Using lined whiteboards consistently enables teachers to quickly assess understanding, identify misconceptions, provide immediate feedback and reinforce presentation and handwriting expectations across the curriculum. The use of routine classroom resources can support pupils in practising skills regularly whilst reducing barriers to participation.	**Universal** Resources are provided for all pupils across all year groups, supporting a whole-school approach to handwriting development, consistency of presentation, and opportunities for regular practice and feedback.	Specialist writing boards and pencils - £750
Staff training and implementation of screening tools to enable the identification and support of specific learning difficulties *CC Barrier 2- Trust priority 1,2, DfE principle 2*	**Targeted** Focused intervention based on diagnostic assessment, including fine-motor support where	Salford reading test - £300

Delivering staff training and implementation of screening tools will strengthen the early identification of Specific Learning Difficulties and inform targeted support. This will enable staff to use assessment information effectively, adapt teaching and provide timely interventions in line with EEF recommendations on high-quality teaching, assessment and targeted academic support	this is the identified barrier.	
Resources purchased to support identified need in handwriting including pencil grips, writing slopes, footstools etc *CC Barrier 2- Trust priority 1,2, DfE principle 7* The purchase of specialist handwriting resources, including pencil grips, writing slopes and footstools, will help to remove barriers to writing and support identified needs. Resources will be used alongside high-quality adaptive teaching and targeted support, in line with EEF recommendations on assessment, SEND provision and high-quality teaching.	**Targeted** These resources are provided for identified pupils who require additional support to access writing tasks, develop fine motor skills, improve posture, and increase handwriting fluency and independence.	Pencil grips - £200 Writing slopes - £200 Footstools - £100
Staff training and implementation for colourful semantics for identified children in focused year groups *CC Barrier 2- Trust priority 1,2, DfE principle 2* Delivering staff training and the implementation of Colourful Semantics for identified pupils in targeted year groups will strengthen language development, sentence construction and communication skills. This targeted intervention will complement high-quality teaching and support pupils with identified language and literacy needs, in line with EEF recommendations on explicit instruction, targeted academic support and effective professional development.	**Targeted** Staff trained to deliver Colourful Semantics and implement the approach with identified pupils to develop language, sentence construction, vocabulary and written expression.	Training -£750 Release time to attend - £2500

(EEF Teaching and Learning Toolkit, oral language interventions, +6 months.)		
Staff training and refining of ShREC in Early Years with a particular focus on children with communication and language barriers *CC Barrier 3 - Trust priority 1,2, DfE principle 3* Delivering staff training and refining the implementation of the ShREC approach in EYFS will strengthen communication and language development, particularly for children with identified language barriers. This will enhance the quality of adult-child interactions and support early language acquisition, in line with EEF recommendations on communication, language and high-quality early years practice (EEF, Preparing for Literacy, Recommendation 1.)	**Universal** The training is delivered to all Early Years staff, strengthening universal classroom practice and improving the quality of adult-child interactions for all children. The enhanced approach particularly benefits children with identified communication and language needs.	ShREC Training - £1200 Release time to attend -£750
Staff will receive training on the Sensory Curriculum and use of B Squared assessment to develop expertise in assessing, planning and delivering personalised learning pathways for pupils with complex SEND. *CC Barrier 3- Trust priority 1, DfE principle 3* Providing specialist training on the Sensory Curriculum and B Squared assessment will strengthen staff expertise in assessing and planning for pupils with complex SEND. This will support the delivery of personalised learning pathways and evidence-informed provision, aligned with EEF recommendations on high-quality teaching, effective use of assessment and targeted support for pupils with SEND	**Targeted** The training is delivered to staff and strengthens whole-school provision, enabling teachers and support staff to accurately assess needs, monitor progress and adapt learning experiences for all pupils. The approach particularly supports pupils with complex SEND needs while enhancing curriculum access across the school.	Bsquared / sensory curriculum training and Release time for EY and FP staff - £1000
Educational Psychologist to increase staff awareness and knowledge of Autism and how best to support children. *CC Barrier 3- Trust priority 1, DfE principle 3*	**Universal** Educational Psychologist is providing additional training and guidance to staff, which strengthens whole-school knowledge,	Autism training -£1500

Using the Educational Psychologist expertise to provide staff training and consultation on autism will strengthen practitioners' ability to deliver high-quality adaptive teaching and inclusive provision. This will improve staff understanding of pupils with autism and support the implementation of evidence-informed strategies in line with EEF recommendations for SEND and high-quality teaching (EEF, Special Educational Needs in Mainstream Schools, Recommendations 1 and 2.)	practice and provision. This benefits all pupils by improving staff understanding of neurodiversity and adaptive teaching approaches, while having a particularly positive impact on autistic pupils.	
Speech and Language therapist to conduct training and planning support with new staff to support communication and language barriers *CC Barrier 3- Trust priority 1, DfE principle 3* The EEF identifies oral language development as one of the most important foundations for learning, with high-quality adult-child interactions, explicit language teaching and skilled staff support having a significant impact on children's communication, literacy and wider academic outcomes. Effective professional development ensures staff can implement these approaches consistently and effectively. (EEF Teaching and Learning Toolkit, oral language interventions, +6 months.)	**Universal** The training and planning support are provided to staff, strengthening classroom practice and improving the quality of communication support available to all pupils. The provision particularly benefits children with communication and language needs by ensuring staff have the knowledge and skills to adapt teaching effectively.	Speech and language training - £1000
Improve and develop the indoor and outdoor learning environments within the Inclusion Support Base to provide rich, purposeful opportunities for communication and language development. *CC Barrier 3- Trust priority 1, DfE principle 7* Developing the indoor and outdoor learning environments within the Inclusion Support Base will create communication-rich spaces that promote language development, social interaction	**Targeted** The enhanced provision is designed to meet the needs of pupils accessing the Inclusion Support Base, providing structured and purposeful opportunities for communication, interaction, language development and engagement through carefully planned learning environments. This will	Resourcing - £1500

and engagement. This will support pupils with communication and language barriers through high-quality interactions and purposeful provision, in line with EEF recommendations on oral language development and SEND provision.	include the introduction of high-quality communication resources, sensory-rich learning experiences, structured play opportunities and carefully planned environments that promote interaction, vocabulary acquisition, social communication and independence.	
Launch a programme of parent and carer workshops, training sessions and support groups for families of children with Autism Spectrum Disorder (ASD) or those undergoing assessment. Sessions will provide practical strategies to support communication, behaviour, emotional regulation, routines, independence and learning at home, while strengthening partnership working between home and school. *CC Barrier 3- Trust priority 4, DfE principle 6* By strengthening parental engagement and providing practical strategies that can be implemented at home, the school will promote consistency of support and improve outcomes for pupils, in line with EEF evidence on parental engagement, targeted support and inclusive practice. (EEF, Working with Parents to Support Children's Learning; EEF Teaching and Learning Toolkit, parental engagement, +4 months.)	**Targeted** The support is aimed at a specific group of parents/carers whose children have identified or emerging autistic needs. To promote stronger, home-school partnerships to lead to greater consistency in approaches used across settings, resulting in improved pupil engagement, wellbeing, communication and progress towards individual outcomes.	CCAT (Complex communication and Autism Team) and support for parents - £1200
External inclusion consultancy from Faye Whittle, Headway, commissioned by the Fioretti Trust to support school leaders with the inclusion strategy. Faye has worked alongside the headteacher and SENDCo to analyse the school's barriers to learning and participation, test the proposed actions against the evidence, and support the writing of the review of impact. This gives each school an external check that its strategy is	**Universal** Whole-school leadership and strategic planning	External inclusion consultancy - £500

accurate, evidence-informed and consistent with the Fioretti Trust Inclusion Strategy 2026 to 2029. *CC Barrier 1,2 & 3 - Trust priority 1&2, DfE principle 1&2* The DfE's guidance on developing an inclusion strategy asks schools to identify barriers from a range of sources, including external professionals, and to focus on implementing fewer approaches well. The EEF's implementation guidance, Putting Evidence to Work: A School's Guide to Implementation, shows that careful diagnosis of need and structured review are what make school improvement activity effective. External support also strengthens leaders' holistic understanding of pupils' needs (EEF, Special Educational Needs in Mainstream Schools, Recommendation 2).		
Total budgeted cost		**Total £22,530 (IMF £21,000; notional SEND budget £1,530)**

Intended outcomes

Intended outcome	Success criteria
Staff have the knowledge and expertise to identify, assess and respond effectively to speech, language and communication needs.	By July 2027, staff confidently identify and respond to speech, language and communication needs, with communication-supportive strategies consistently embedded across classrooms and specialist advice informing classroom practice. Staff confidence audits in autumn 2026 and summer 2027 will show at least 92% of staff rating themselves confident, up from a baseline of 25%.
Children develop stronger communication and language skills through consistently high-quality adult-child interactions.	By July 2027, communication, vocabulary, speaking and listening outcomes will improve, particularly for pupils with SEND and identified speech, language and communication needs, as a result of consistently high-quality adult-child interactions.

Parents and carers of children with ASD/SEND have an increased understanding of their child's needs and how these impact learning, communication, behaviour and wellbeing. Parents feel more confident in using effective strategies at home to support their child's communication, emotional regulation, independence and learning.	By July 2027, at least 80% of parents/carers attending the ASD/SEND support programme will report increased confidence in understanding their child's needs and implementing strategies to support communication, emotional regulation, independence and learning at home, as evidenced through pre- and post-programme questionnaires.
Strengthen adaptive teaching, with a focus on Maths and writing. Develop teachers' use of assessment for learning, scaffolding and responsive adaptations to improve access and pupil independence	By July 2027, all teachers will demonstrate the effective use of adaptive teaching strategies in Maths and writing, evidenced through lesson observations, learning walks and book scrutiny. By July 2027, assessment for learning strategies will be further embedded across all classes, enabling teachers to make responsive adaptations during lessons, as evidenced through monitoring.
Pupils receiving targeted number-sense intervention secure foundational mathematical concepts.	By July 2027, at least 80% of pupils completing 1st Class @ Number or Success @ Arithmetic meet the programme exit criteria.
Pupils with identified writing barriers write more fluently and accurately.	By July 2027, at least 90% of pupils receiving targeted handwriting support show measurable gains on re-assessment, and the proportion of pupils with SEND working at the expected standard in writing in Year 6 rises from 11% to 13%.
Pupils identified in target classes to structure sentences more accurately.	By July 2027, at least 90% of pupils receiving targeted colourful semantics support show measurable gains on re-assessment.
Pupils with SEND attend well and feel they belong.	By July 2027, attendance of pupils with SEND rises from 93.3% to 94.3%, persistent absence falls from 18.8% to 15.0%, and the gap to peers narrows, in line with the school's ABIE.
Pupils with SEND, and their families, help to shape the support they receive.	Pupil voice is gathered from pupils with SEND each term and families' views are captured at every SEND review. By July 2027, at least 90% of pupils with SEND report that they feel listened to and that they belong.
Staff have a further understanding of autism and how autistic pupils experience, process and respond to the learning environment.	By July 2027, lesson observations and learning walks will show that all staff consistently implement autism-friendly strategies, including appropriate adaptations to the environment, communication and teaching approaches.

Pupils accessing the Stepping Stones Inclusion Base demonstrate improved communication, interaction and engagement through the use of specialist communication approaches, resources and environments.	By July 2027, assessment information, observations and provision reviews will demonstrate improved communication, engagement and independence for pupils accessing Stepping Stones. Staff will consistently use specialist communication approaches and resources to support pupils to participate successfully in learning.
Stepping Stones and mainstream provision work seamlessly together to ensure pupils access an appropriately adapted curriculum, experience increasing levels of successful participation within mainstream classrooms and make strong progress from their individual starting points.	By July 2027, planning, learning walks and provision reviews will demonstrate that staff consistently use information from SEND profiles, specialist assessments and provision plans to adapt learning effectively. Pupils accessing Stepping Stones will demonstrate increased participation, engagement and independence within mainstream learning opportunities appropriate to their needs.

Review of the previous academic year

2026/27 is the first year of the Inclusive Mainstream Fund, so there is no IMF-funded activity to review. A full review of the activity in this statement, against the success criteria above, will be published in December 2027.

Further information

Pupil Premium strategy statement
Fioretti Inclusion Strategy
SEN information report
Accessibility plan
Inclusion policy

Our Focus Provision

At Christ Church C of E Primary School, we are proud to have a dedicated Focus Provision that specialises in supporting pupils with a diagnosis of Autism Spectrum Disorder (ASD). Our provision offers a calm, structured, and nurturing environment where children are supported to achieve their full potential academically, socially and emotionally.

The provision is led by a highly skilled and dedicated team who deliver personalised support tailored to each pupil's individual strengths, needs and aspirations. A bespoke curriculum is designed around pupils' Education, Health and Care Plans (EHCPs), ensuring learning is meaningful, engaging and promotes progress across all areas of development.