EMMAUS
CATHOLIC MAC

School Inclusion Strategy Template and Guidance 2026-27

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Ratified by	Full Board
Date ratified	September 2026
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Policy review date	September 2027
Post holder responsible	MAC Inclusion Lead

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This School Inclusion Strategy Template and Guidance 2026-27has been approved and adopted by Emmaus Catholic Multi Academy Company on 12th September 2026 and will be reviewed in September 2027.

Signed by Director of Emmaus Catholic MAC: J Griffin

Signed by CEO for Central Team: S Horan

DfE alignment note: This document is structured to align with the Department for Education guidance Developing an inclusion strategy using the inclusive mainstream fund (updated 7 August 2026). It provides the template and guidance each Emmaus school uses to publish its own annual School Inclusion Strategy Statement, covering barriers, activity, evidence, budgeted cost, intended outcomes and review, within the framework set by the Emmaus Catholic MAC Inclusion Strategy.

1. Statement of intent

At Emmaus, inclusion is not a separate strand of our work; it is how our mission is lived out. It is our mission to form Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice. That calling belongs to every child who walks through our doors, whatever their starting point, need or circumstance. Our aim is not simply to include children with SEND, or those who are disadvantaged, or those known to social care, alongside their peers. It is to build schools where their presence, their voice and their flourishing are treated as central to what it means to be an Emmaus school at all.

This template and guidance sits beneath the Emmaus Catholic MAC Inclusion Strategy, which sets out the MAC's vision, principles, governance and trust-level duties under the Academy Trust Handbook (paragraphs 1.16 to 1.20). It supports each school to translate that vision into its own annual School Inclusion Strategy Statement, as required by the DfE guidance Developing an inclusion strategy using the inclusive mainstream fund. Each statement identifies the barriers evidenced in the school's own cohort, the activities chosen to address them, the evidence behind those activities, their budgeted cost, and the measurable outcomes the school intends to achieve.

Pupils, parents and carers are partners in inclusion, not recipients of it. Their experience and views inform how barriers are identified and how provision is planned, reviewed and evaluated. Each school's statement will set out how pupil and family engagement has informed its development, not only how families will be involved once provision is in place.

2. Our Catholic principles for inclusion

These principles are set out in full in the Emmaus Catholic MAC Inclusion Strategy. They should shape every school's statement.

Christ-centred: every child is made in God's image. Every child reflects the image of God, however they learn, communicate or experience the world. A child's difference is not a problem to fix but part of who they are, and something to be treated with real dignity.

Hope: no child's story is written yet. We refuse to let a diagnosis, a difficult start or a slow beginning become the ceiling on what we expect for a child. Hope means we keep raising expectations even when progress is hard-won.

Kind hearts: kindness shows up in the small, everyday moments. Inclusion lives in how a child is greeted at the door, how we talk about their difference, and whether we wait for them or leave them behind. Kindness towards difference should simply be how things are done in an Emmaus classroom.

Questioning minds: we're honest about our own practice. We ask whether our support is actually working, whether a plan is making a real difference to a child, and whether we would notice if a school was quietly becoming less inclusive. Each school statement is part of that honesty.

A thirst for knowledge: good intentions aren't enough on their own. We build genuine expertise in SEND, safeguarding and trauma-informed practice and share it across the MAC. Activities in each school statement should be grounded in evidence, not good intentions alone.

A hunger for justice: we look for the child who's easy to miss. That includes the pupil with SEND, the pupil known to social care, the disadvantaged pupil, and the pupil quietly carrying something no one has noticed yet. Barrier identification in each school should go looking for that child rather than waiting for them to come to us.

3. The DfE seven principles of inclusion

DfE principle	How Emmaus Catholic MAC will secure it
1. Ambitious leadership and governance	Board and executive oversight, school-level accountability, inclusion within school improvement, and routine assurance on outcomes and provision.
2. Evidence-based support prioritising early intervention	A consistent graduated response, early identification of barriers, use of research and school evidence, and targeted support where the universal offer alone is insufficient.
3. High-quality adaptive teaching and curriculum designed for all	Adaptive teaching, curriculum, resources and reasonable adjustments are part of everyday classroom practice and leadership development.
4. Enriching provision beyond the classroom	Pupils are supported to participate in trips, clubs, leadership opportunities, enrichment and Catholic life. Barriers are removed wherever reasonably possible.
5. Safe and respectful culture fostering belonging, attendance and participation	Safeguarding and inclusion are considered together. Schools review attendance, behaviour, participation, pupil voice and belonging for vulnerable groups.
6. Strong partnerships with families and wider services	Provision is developed and reviewed with pupils and families, with active partnership with local authorities and external professionals.
7. Inclusive environments and continuous improvements to accessibility	Schools identify environmental, sensory, communication, physical and curriculum barriers and use accessibility planning and reasonable adjustments to reduce them.

4. Our universal offer and targeted support

Universal offer

- High-quality adaptive teaching is the first response to additional need, not a fallback.
- A consistent graduated response supports early identification and timely action across schools.
- Curriculum design, resources, routines and classroom environments are considered from the outset for accessibility and participation.
- Reasonable adjustments are made according to need and are not dependent on a formal diagnosis.
- Inclusive pedagogy, SEND knowledge and safeguarding literacy are core elements of staff and leadership development.
- Pupil and parent voice informs planning, provision and review.
- Access to enrichment, wider school life and Catholic life is considered as part of inclusion, not separately from it.

Targeted support

Where barriers remain despite a strong universal offer, schools will select and implement targeted support carefully, using evidence and professional judgement. Targeted provision will be connected to classroom learning and reviewed for impact. Support may begin before formal assessment or diagnosis where the identified barrier and available evidence indicate that this is appropriate.

5. Governance and accountability

Role	Responsibility
Board of Directors	Holds ultimate statutory responsibility for safeguarding, SEND, fair admissions, place planning and inclusion across the MAC. Receives assurance that school statements are published, evidence-based and having impact.
MAC CEO	Holds overall executive accountability for inclusion across the MAC. Ensures inclusion, including the inclusive mainstream fund and notional SEN budget, is resourced and embedded within MAC strategy and school improvement planning.
MAC Inclusion Lead	Leads the MAC-wide strategic and operational approach to SEND, safeguarding, attendance and behaviour. Owns this template and guidance, supports schools to complete their statements, quality assures them before publication, and drives consistency of identification, provision and outcomes across schools.
MAC School Improvement Lead	Ensures inclusive practice and each school's statement are integrated into school improvement priorities, monitoring and support, so inclusion is judged alongside academic outcomes rather than separately from them.
MAC Inclusion Link Director	Provides board-level oversight and assurance on inclusion, including SEND, on behalf of the Board, as required under the Academy Trust Handbook. Reports to the Board on the quality and impact of school statements.
Executive Principals / Principals	Lead inclusive practice within their own school or schools. Responsible for completing, publishing and reviewing their school's annual School Inclusion Strategy Statement, and for the effective deployment of the inclusive mainstream fund and core resources.
Local Governing Bodies (LGBs)	Provide local scrutiny and challenge on the school's statement, provision and outcomes before publication and at review. Feed assurance and concerns back to the MAC via the MAC Inclusion Link Director.
All Staff	Notice and respond to individual pupils' needs in everyday practice. Contribute evidence on barriers through classroom observation and assessment, and embed inclusive teaching, kindness and high expectations into the daily life of the classroom.

6. Identifying barriers to learning and participation

Each school will identify the commonly occurring barriers within its own cohort. Identification will not be limited to diagnosed need, pupils on SEN Support or pupils with EHC plans. Schools will draw together evidence from:

- classroom observation and engagement with teachers
- internal assessment and curriculum information

- pupil and family engagement
- discussion with external professionals
- SEND information, including attendance, behaviour and attainment
- local or national evidence about changing patterns of need

The school-level statement in Annex A records the barriers evidenced in each school. The MAC does not prescribe generic barriers where local evidence does not support them.

7. Using evidence and allocating resources

Schools will select a small number of high-impact activities that respond directly to evidenced barriers. Decisions will draw on DfE inclusive mainstream fund guidance and best practice, the Education Endowment Foundation (EEF) Guide to Inclusive Teaching, the EEF guidance on Special Educational Needs in Mainstream Schools, relevant DfE RISE and attendance resources, and other appropriate research and professional evidence.

Each school will record the evidence informing its selected activity, whether activity is universal or targeted, the barrier(s) addressed, and the total budgeted cost. The cost will account for relevant expenditure from the Inclusive Mainstream Fund alongside core budget allocations, including the notional SEN budget. Where funding or resources are pooled across schools, suitable financial governance and transparent school-level reporting will be maintained.

8. Monitoring, intended outcomes and evaluation

We treat inclusion as something to be evidenced, not assumed. Across the MAC, schools and leaders will examine progress in learning and attainment, attendance, participation, behaviour where relevant, access to enrichment, pupil and parent experience, and sense of belonging. Each annual school statement will set clear, realistic and measurable intended outcomes and corresponding success criteria linked to the chosen activities.

Implementation will be monitored during the year so that activity can be strengthened where evidence indicates that it is not having the intended impact. The Board and school-level governance will receive assurance through the MAC's normal school improvement and governance arrangements.

9. An inclusive leader at Emmaus Catholic MAC will

- Hold the same high expectations for every child, adjusting the route to success rather than the destination
- Know the children in their care well enough to notice a need before it becomes a crisis
- Make reasonable adjustments a default habit, not a response triggered only by formal diagnosis
- Treat parents' and pupils' views as evidence, not simply as feedback to be logged
- Model the belief that difference is a normal and valued part of a school community, not a deviation from it
- Ask for expertise when they need it, rather than waiting for a problem to escalate
- Hold themselves accountable for the outcomes of every pupil in their care, including those whose needs are hardest to meet

10. Annual review and publication

This School Inclusion Strategy Template and Guidance will be reviewed annually. In addition, each school will complete and publish its own annual school Inclusion Strategy Statement using Annex A. The 2026 DfE guidance requires the strategy to be published on the school website by 31 December 2026. For a multi-year strategy,

review must take place annually. From year two, each school will review the previous academic year and record progress towards intended outcomes, including impact on engagement, participation, attendance, belonging and attainment.

11. Legislation, statutory guidance and evidence

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- Academy Trust Handbook
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- School Admissions Code
- DfE: Developing an inclusion strategy using the inclusive mainstream fund, updated 7 August 2026
- DfE: Inclusive mainstream fund best practice for schools
- EEF: Guide to Inclusive Teaching
- EEF: Special Educational Needs in Mainstream Schools

Annex A: School-level annual Inclusion Strategy Statement

This annex is designed to be completed separately by each school. It contains the school-specific information required by the DfE guidance. Do not publish bracketed prompts or unverified example content.

Strategy overview	School detail
School name	St Gregory's Catholic Primary School
Academic year	2026-27
Date published	September 2027
Review date	September 2028
Statement authorised by	Mrs A Mitchell SENCO/Mr K Brown Head Teacher
Inclusive Mainstream Fund allocation	£135,000.

A1. School statement of intent

At St Gregory's Catholic Primary School, we believe every child is created in the image of God and deserves to belong, participate, achieve and flourish within our inclusive Catholic community.

Our vision is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive high-quality teaching, appropriate support and equal opportunities to succeed academically, socially and emotionally.

Our ambition is to be recognised as a highly inclusive mainstream school where high-quality adaptive teaching, early identification and evidence-based practice enable all pupils, including those with SEND, to achieve, participate and flourish alongside their peers within our Catholic community.

Inclusion is everyone's responsibility. Through strong leadership, high expectations and partnership with families, we continually develop our provision so that barriers to learning are identified early and appropriate support is provided.

- inclusive leadership across the whole school
- high quality adaptive teaching for every classroom
- early identification and intervention
- meaningful partnership with parents and carers
- effective use of resources and specialist expertise
- a culture of belonging where pupils feel safe, valued and respected
- continuous evaluation to improve outcomes for all learners.

The strategy has been informed through consultation with staff, governors, parents, pupils and external professionals.

A2. 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	Increasing complexity of SEND needs: The school has seen an increase in pupils presenting with complex communication, cognition, autism, ADHD and social, emotional and mental health needs. Many pupils require graduated support whilst awaiting assessment.
2	Speech, Language and Communication Needs: A growing number of pupils enter school with delayed language development affecting literacy, vocabulary, communication and learning across the curriculum.
3	Emotional wellbeing and attendance: Some pupils experience anxiety, emotional regulation difficulties and reduced attendance which impacts engagement and progress.
4	Literacy and Mathematics attainment: Some pupils require additional structured intervention to secure reading, writing and mathematical understanding whilst continuing to access quality first teaching.
5	Staff confidence and consistency: Continuing professional development is required to ensure consistent adaptive teaching and effective implementation of the graduated approach across all classrooms.

A3. 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** (*whether it is universal*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*

	or targeted)	
Deliver high-quality adaptive teaching through ongoing staff training, coaching and monitoring.	Universal	£8,000
Continue early identification through regular pupil progress meetings, SEND reviews and graduated response.	Universal	£4,000
Provide evidence-based interventions for literacy, maths, speech and language and emotional wellbeing.	Targeted	£30,000
Expand sensory resources and regulation strategies to support pupils requiring sensory input and emotional regulation.	Universal	£12,000
Develop staff expertise through Educational Psychology, Speech and Language Therapy and specialist SEND training.	Universal	£6,000
Strengthen parent partnership through regular review meetings, workshops and person-centred planning.	Universal	£2,000
Maintain pastoral, ELSA and wellbeing support for vulnerable pupils.	Targeted	£15,000
Improve accessibility through assistive technology, adapted resources and reasonable adjustments.	Universal	£8,000
A trained Teaching Assistant delivers targeted Speech and Language interventions across the school using programmes recommended by the Speech and Language Therapy Service. Progress is monitored regularly to improve pupils' communication, vocabulary, listening, attention and language skills.	Targeted	£18,000
The school has purchased an enhanced Speech and Language package to strengthen universal classroom provision and provide staff with evidence-based resources, screening tools and intervention programmes that support	Universal	£3,500

pupils with Speech, Language and Communication Needs		
Parent workshops delivered in partnership with Barnardo's provide families with practical strategies to support communication, emotional wellbeing, behaviour regulation and learning at home, strengthening school-home partnerships.	Universal	£2,000
The SENDCo delivers whole-school CPD on adaptive teaching and curriculum adaptation, ensuring teachers meet the needs of pupils working two or more years below age-related expectations whilst maintaining ambitious learning opportunities.	Universal	£2,500
Establish an Inclusive Mainstream Provision at St Mary's that enables pupils with complex SEND to remain successfully educated within their local mainstream school through a highly personalised curriculum delivered by a dedicated Level 3 Teaching Assistant using the Adapted Curriculum Plan (ACP) and Assessment and Achievement Toolkit (AAT).	Universal	£4,000
Regular SEND pupil progress meetings involving teachers, SENDCo and senior leaders ensure early identification, review of interventions and timely adjustments to provision	Universal	£1,500
Ongoing collaboration with external professionals including Educational Psychology, Speech and Language Therapy, Occupational Therapy and health professionals to inform assessment, intervention and staff training	Universal	£5,000
Strengthen the accurate identification of pupils with English as an Additional Language (EAL) by implementing robust assessment procedures on entry, distinguishing between language acquisition and Special Educational Needs and Disabilities (SEND). The SENDCo and EAL Lead will work	Universal	£1,500

collaboratively with class teachers to monitor progress, use appropriate assessment tools and ensure pupils receive the correct support at the earliest opportunity, avoiding misidentification and ensuring equitable access to the curriculum.		
Pastoral and emotional wellbeing support, including ELSA and targeted nurture interventions, helps pupils develop emotional regulation, resilience, attendance and readiness to learn.	Targeted	£12,000

A4. 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
Deliver high-quality adaptive teaching through ongoing staff training, coaching and monitoring.	Learning walks, lesson observations and book scrutinies demonstrate consistent adaptive teaching across all year groups. Staff confidently adapt learning to meet a range of needs and pupils with SEND make good progress from their starting points.
Ensure early identification of pupils with additional needs through regular pupil progress meetings, SEND reviews and the graduated response.	Pupils requiring additional support are identified promptly, appropriate interventions are implemented without delay, and provision is reviewed regularly through the Assess, Plan, Do, Review cycle.
Improve outcomes for pupils receiving evidence-based interventions in literacy, mathematics, speech and language, and emotional wellbeing.	Assessment data demonstrates measurable progress towards individual targets. Pupils show increased confidence, engagement and independence within the classroom.
Improve access to learning through enhanced sensory resources and regulation strategies	Pupils requiring sensory support demonstrate improved emotional regulation, increased time engaged in learning and reduced incidents of dysregulation. Staff consistently implement agreed sensory strategies.
Increase staff knowledge and confidence through Educational Psychology, Speech	Staff evaluations indicate increased confidence in meeting diverse needs. Recommendations

and Language Therapy and specialist SEND training.	from external professionals are consistently embedded within classroom practice.
Strengthen partnerships with parents through regular reviews, workshops and person-centred planning.	Attendance at parent workshops and review meetings increases. Parent surveys demonstrate high levels of satisfaction with communication, involvement and support provided by the school.
Maintain effective pastoral, ELSA and wellbeing support for vulnerable pupils.	Pupils accessing pastoral support demonstrate improved attendance, emotional wellbeing, resilience and engagement in learning. Behaviour records and pupil voice evidence positive outcomes.
Improve accessibility through assistive technology, adapted resources and reasonable adjustments.	Pupils with additional needs access learning more independently. Reasonable adjustments are consistently implemented and barriers to participation are reduced.
Improve communication, language and interaction skills through targeted Speech and Language interventions delivered by a trained Teaching Assistant.	Pupils receiving interventions achieve measurable progress against Speech and Language targets. Teachers report improvements in vocabulary, listening, attention, expressive language and classroom participation
Embed high-quality universal speech and language provision through the enhanced Speech and Language package.	Staff consistently use universal speech and language strategies within classrooms. Pupils demonstrate improved communication skills and fewer pupils require intensive intervention due to earlier support.
Empower parents to support communication, emotional wellbeing and learning through Barnardo's parent workshops.	Parents report increased confidence in supporting their child's development at home. Home-school collaboration strengthens and pupils benefit from greater consistency between home and school.
Develop staff expertise in adaptive teaching through SENDCo-led whole-school CPD.	Staff implement a wider range of adaptive teaching strategies confidently. Monitoring demonstrates improved curriculum access for pupils working below age-related expectations.
Implement the Adapted Curriculum Plan (ACP) using the Assessment and Achievement Toolkit (AAT) for pupils working significantly below age-related expectations.	Teachers use AAT assessments to inform planning and teaching. Pupils make measurable progress in reading, writing and mathematics from their individual starting

	points, with learning appropriately matched to need.
Ensure SEND pupil progress meetings drive timely intervention and effective provision.	Progress meetings result in clear actions, timely adjustments to support and improved pupil outcomes. Interventions are regularly reviewed for effectiveness and impact.
Strengthen multi-agency working through collaboration with Educational Psychology, Speech and Language Therapy, Reflexions and health professionals.	Recommendations from external agencies are implemented promptly. Staff demonstrate improved understanding of pupils' needs and provision reflects specialist advice.
Ensure accurate identification of pupils with English as an Additional Language (EAL) to distinguish language acquisition from SEND.	Robust assessment procedures ensure pupils are accurately identified. Appropriate EAL or SEND support is implemented promptly, reducing the risk of misidentification and ensuring equitable access to the curriculum.

A5. Review of the previous academic year

Term 1 – Summary of Progress and Impact

The school continues to prioritise adaptive teaching, early identification, targeted interventions, communication and language, emotional wellbeing, and inclusive access to the curriculum. These remain the priorities identified in Sections A2–A4.

This is a developing review. Impact on attainment, attendance, participation and belonging will be evaluated against termly school data and intervention records rather than assumed.

Partnership with Families and External Agencies – Evidence of Impact

A positive example of school–family partnership concerns one family and the school's links with Sandwell Housing. The parent reported that "housing services had contacted them and that, on medical grounds, the family's position on the waiting list had improved from 'the hundreds to ninth place'. They reported that the family is now being considered for more suitable accommodation". The parent expressed delight and gratitude for the support provided by staff across the school.

This is a parent-reported outcome and an encouraging example of coordinated support beyond the classroom. The allocation of accommodation has not yet been confirmed.

The school will continue appropriate liaison with external agencies, with parental consent, and monitor the impact of housing circumstances on the pupil’s wellbeing, attendance and readiness to learn.

This example demonstrates the importance of strong partnerships between school, families and external services in addressing wider barriers to inclusion.