Inclusion Strategy – St. John Fisher Catholic College

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	September 2026-September 2027
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher and Governing Body

Statement of intent

At St. John Fisher Catholic College, we believe that every learner is created in the image and likeness of God and deserves to feel valued, included, and empowered to flourish. Inclusion is at the heart of our Catholic mission and underpins everything we do. We are committed to ensuring that all learners, irrespective of background, need or vulnerability, have equitable access to high-quality education, enriching opportunities and the support they need to achieve academically, socially, emotionally and spiritually.

Our inclusion strategy has been developed in response to the needs of our school community. Through careful analysis of school data, learner voice, staff feedback and engagement with parents and carers, we have identified the most common barriers to learning experienced by our learners. These include literacy and reading fluency, attendance and belonging, communication and interaction needs, social, emotional and mental health needs, resilience and self-regulation, participation in learning, and access to wider enrichment opportunities. Our strategy is designed to remove these barriers through evidence-informed practice and early intervention, enabling every learner to succeed.

Inclusion is everyone's responsibility. Leadership for inclusion is shared across all teams, faculties and pastoral areas, recognising that meeting the needs of learners with additional needs and SEND is not solely the responsibility of the SEND department, but a collective commitment shared by every member of staff. Through distributed leadership, professional development and quality assurance, we aim to continually strengthen high-quality inclusive adaptive teaching, knowing that this has the greatest impact on improving outcomes for all learners while particularly benefiting those who face the greatest barriers.

Our inclusion funding is strategically invested to strengthen universal provision, targeted support and specialist interventions in line with evidence-informed practice and the seven areas of inclusion. We will continue to invest in staff development, literacy, attendance, wellbeing, enrichment, communication and interaction, inclusive adaptive teaching, and meaningful partnerships with families and external agencies. Alongside academic success, we are committed to developing learners' confidence, resilience, independence,

metacognitive skills and ability to make informed, positive choices that enable them to lead safe, fulfilling and independent lives.

Our strategy reflects the seven principles of inclusion by promoting high aspirations, removing barriers to learning, valuing every learner, strengthening inclusive teaching, supporting wellbeing and belonging, engaging families as partners, and using evidence to evaluate and continually improve our provision. Prioritised within the strategy is professional development and ongoing quality assurance to enable staff to understand the most impactful approaches and to deliver quality provision that meets the needs of learners who are most vulnerable. Through regular monitoring and evaluation, we will ensure that our resources and approaches have the greatest possible impact on learner outcomes.

By working together with learners, families, governors, staff, our Trust and external partners, we are building an inclusive community where everyone belongs, everyone is supported to thrive and flourish, and everyone is encouraged to become the person God calls them to be.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our learners, 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	**Attitude to Learning:** Low levels of participation, particularly among learners with SEND and those with additional needs, can lead to passive engagement in lessons, reducing opportunities to develop understanding, confidence, independence, and progress. If learners have low aspirations for their future, this can affect their motivation, engagement and belief in their ability to achieve their God-given potential.
2.	**Reading and Literacy:** Limited reading fluency and literacy act as a significant barrier to learning, reducing learners' ability to access the curriculum independently, impacting confidence and self-regulation, and limiting engagement across the wider school experience.
3.	**Attendance and Belonging:** When learners do not attend on a regular basis or do not feel that they belong within the school community, they are less likely to engage confidently in learning, participate fully in school life, and achieve their potential.
4.	**Social and Emotional Need:** Difficulties in developing resilience and self-regulation can impact learners' ability to cope with challenge, manage emotions and behaviour, sustain attention, and engage positively with learning, reducing both academic progress and personal development.

Activity in this academic year

Description of activity	**Evidence to support this approach**	**Activity type**	**Total budgeted cost**
Teaching and Learning Pillars • Deliver coherent and ongoing CPD on inclusive adaptive teaching (Participation,	EEF's Guide to Inclusive Teaching 2026	Universal	£3,000

Disciplinary thinking, Vocabulary) and making effective adaptations. • Teachers given sufficient time in faculties to plan appropriate adaptations. • Quality-assure inclusive adaptive teaching across the curriculum driven by: -Faculty Inclusion Champions -Senior Leaders -Inclusion Lead and SENCO -School Transformation Partner **Inclusion Priorities** •Ongoing information sharing around inclusion and CPD to build skills and confidence of all staff to recognise clear pathways of referral for raising concerns around learners' academic and wellbeing needs. • Provide social support through working parties for teachers to discuss problems, share insights and provide peer support and assistance. • Monitor data for learners with SEND and additional needs in line with structured assessment cycles and adapt targeted support accordingly for learners not making progress. Use reviews from the Pupil Premium Strategy. • Leaders to review and strengthen planning and policies to embed high expectations for the outcomes of all learners, particularly those with SEND.	https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching EEF's "5-a-day" model 2022 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send EEF Making effective adaptations 2026 Evidence summary https://d2tic4wvo1iusb.cloudfront.net/production/documents/guide-to-inclusive-teaching/making_effective_adaptations_-_evidence_summary_v1.0.0.pdf EEF Metacognition Guidance Report 2025 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	(Barriers 1, 2, 4)	Staff development, release time, coaching and quality assurance to strengthen inclusive adaptive teaching. Existing leadership and faculty time is provided through core staffing.
Targeted Academic Support **Reading interventions:** •Embed targeted tutoring support for learners struggling to access the curriculum, especially disadvantaged learners. (Switch on) • Embed a secondary-based phonics intervention for learners with a reading age below 8 and with phonics gaps. (Fresh Start) • Embed Lexonik groups reading intervention termly to improve reading for learning for identified weaker readers and so enhance access to the curriculum. • Reading and Literacy Lead to evaluate data collection on the impact of targeted interventions. **One-to-one and Small-group interventions:** • Literacy and numeracy interventions, including KS3, for weaker and weakest readers. • Reintegration Manager targeted support with identified vulnerable learners who are at risk of exclusion from lessons.	EEF Teacher Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Special Educational Needs in Mainstream Schools 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-	Targeted (Barriers 2)	£24,160 Lexonik £4,000 Reintegration manager £20,160

Assess/Plan/Do/Review cycles completed and escalated process with SLT support for ongoing concerns. • LSA Mentoring Programme Removing barriers to learning and/or wellbeing for targeted vulnerable learners. Impact evaluated termly.	evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes		
Structured approaches to developing a fuller understanding of learners' needs, particularly vulnerable and SEND learners • The Inclusion Lead will establish a coherent **Learner Inclusion Champions** plan to ensure that learner voice is central to the development and implementation of the school's Inclusion Strategy. The panel will meet **half-termly**, with each meeting focusing on a key area of inclusion and identifying actions to help **remove or reduce barriers to learning and/or wellbeing**. Learner voice and recommendations will be used to inform the Inclusion Strategy, ensuring that learners have a meaningful role in shaping the provision and support that affects their experiences in school. • Coordinated working and regular meetings between SENCO, DSL SMHL, CiC Coordinator, Pastoral Leaders and HOY will lead to: -support learner passport reviews and planning. -review insights and coordinate support for most vulnerable learners. -share context and strategies with staff, ensuring a collective responsibility for inclusion. •CiC Coordinator supports learners with 6-weekly reviews and daily 1:1 support. Evaluates PEP plans in collaboration with Virtual School and HOY. Inclusion Lead sustains improvement for CiC through line management. • HOY intervention with vulnerable learners, consulting with teachers and agreeing on curricular targets.	https://inclusioninpractice.org.uk/report/	Targeted (Barriers 3, 4)	£10,000 Contribution towards release time for SLT, HOY and CiC Staff.

• Assessment for access arrangements is routinely completed in collaboration with teaching staff and home. • Staff time to consult with specialist advisors to support the design and implementation of targeted strategies. •LSA mentors given time to identify and review targets/strategies for SEND learner passports. Half-termly reviews shared with all staff on Edukey. •The Assertive Mentoring scheme will monitor and support Y11 learners who have been targeted to achieve a Grade 5 or above in most subjects but are currently underachieving in English and Maths. Staff mentors will identify barriers to learning and work closely with staff and parents/carers to overcome them.			
Inclusive culture: The Fisher Way ethos • Staff prioritise a culture of care. Staff embody a relational and trauma-informed approach when communicating and teaching learners. • Whole-school routines to support consistency and clarity - shared approaches to the beginning of lessons (Meet and Greet), learning stages in lessons and clear signposting to support (staff in blue coats). • We know our learners – reducing barriers to learning: -staff use effective strategies identified in learner passports -reasonable adjustments are made in lessons and during unstructured times. These are reviewed and supported by pastoral staff and HOY. -seating plans are thoughtfully designed to support vulnerable, disadvantaged and SEND learners.	Social and Emotional https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	Universal (Barriers 3, 4)	£500 Blue coats
The Caritas Offer – Personal Development and Wellbeing Programme • Dedicated weekly Caritas time, (formation time) to share safeguarding, wellbeing and personal development messages. •Caritas Time planned to promote emotional regulation and resilience. Themes for Caritas time are mapped to reflect Fisher Values, Protected Characteristics, British Values and Catholic Social Teaching. • Deliver a high-quality, evidence-informed PSHE curriculum that promotes inclusion, wellbeing, and personal development for all learners. PSHE lessons to expand on key messages in Caritas time including Prevent	https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development	Universal (Barriers 3,4)	£2,500

Duty, Anti-Violence, Honour-based abuse, Mental Health and Wellbeing and Alcohol and Substance Abuse. • Ensure the curriculum plays a central role in developing protective factors by promoting positive mental health and emotional wellbeing, teaching healthy relationships, respect and consent, developing digital resilience and online safety, and encouraging positive decision-making and help-seeking behaviours. • Through a sequenced and inclusive personal development curriculum, equip learners with the knowledge, skills, and confidence to manage challenges, build resilience, develop healthy relationships, and make informed choices. • Ensure new statutory guidance, in effect from September 1, 2026, replaces previous 2019 framework and is sequenced and planned. Monitor the quality and impact of PSHE to ensure it contributes to improved wellbeing, reduces barriers to learning, and supports learners to feel safe, included, and ready to learn. • Implementation of a framework for understanding learner, parent/carer and staff belonging, - 'Belonging to SJF' learner survey. Parental engagement events planned for academic year 2026-27. • Ensure that learners with additional needs and SEND are represented on the School Council Panel. **Fisher Wellbeing Provision** As part of this universal Caritas offer for all learners, the Fisher Wellbeing Provision works to build resilience amongst all learners and also identifies learners in need of further support. • SMHL identifies learners who require additional wellbeing support through analysis of CPOMS records. • The school commissions services and external agencies (Emotion coach, MIND counsellor) in timely ways to support the wellbeing, safeguarding and attendance of learners. **Enrichment activities and support for inclusion: enrichment trips; extracurricular opportunities and after-school clubs.** • Develop and sustain an inclusive enrichment programme that removes barriers to participation and ensures high levels of			

engagement for all learners, particularly those with SEND. • Provide a broad range of high-quality opportunities beyond the classroom, including the creative arts, sport, leadership, educational visits, and wider enrichment experiences, enabling learners to develop confidence, resilience, independence, and essential life skills. • Through targeted funding, support Faculty leaders to design and deliver 18 x 18 curriculum enrichment that extends learning beyond the core curriculum and provides equitable access to aspirational experiences. • Enrichment Lead to monitor participation to identify and address gaps in engagement, ensuring that all learners feel a strong sense of belonging, develop positive relationships, and are empowered to flourish both academically and personally.	https://www.mentallyhealthyschools.org.uk/targeted-support/ https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges		
Attendance and Belonging • Embed attendance interventions that consider the needs of learners with SEND (Velcro approach). • Leaders clearly explaining the rationale for behaviour expectations and procedures to all staff, learners, parents and carers and authentically consulting with the school community at review points. • Use the C L E A R process to continue to improve quality resolution of concerns with all stakeholders, especially those concerns arising from child-on-child abuse. **Strong transition support from primary to secondary school** Transition support (starting as early as year 4), particularly for learners with SEND. • Additional transition visits for SEND and vulnerable learners. This is key to the development of the Learner Passport ready for the learner's arrival on day 1 in September. • Transition information evening and transition days with important information shared with staff in advance. • Pastoral support - giving advice on uniform, homework or managing wellbeing in advance of joining St. John Fisher.	https://attendancetoolkit.blob.core.windows.net/toolkit-doc/Attendance%20toolkit%20for%20schools.pdf	Targeted (Barriers 3, 4)	£4,500 Champions League Attendance initiative

• Additional Induction evening for Y7 learners and their parents/carers. Opportunity to identify barriers to learning and/or wellbeing.			
Parental engagement • Develop a SEND parent-carer forum and regular SEND 'Drop-ins' to support parents/carers of vulnerable learners. • Invite carefully selected external agencies and specialists to lead workshops for parents/carers, underpinned by evidence and best practice. • Develop guidance for parents/carers, including signposting wider services for support or supporting learning at home – sharing on school website. • Build strong relationships based on trust with parents/carers, local authorities, and external services to help create coherent and consistent support for children.	Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Targeted (Barriers 3, 4)	£3,000 SEND Parent/Carer forum, workshops, outreach resources and specialist family engagement activity.
Improving accessibility spaces around school site. • Build inclusive environments with continued improvements to accessibility. • Consider the development of quiet spaces to be used at lunchtimes or breaktimes for learners who need them, as well as a range of structured activities. **Classroom based** • Create more supportive learning experiences – classrooms should be designed to support learning, minimise distraction, and meet a range of sensory and regulatory needs. • Create visual supports, such as timetables and communication aids. • Improve classrooms, corridors and other high-traffic spaces to meet a range of sensory needs, such as improving acoustics, lighting, temperature and removing visual clutter and distractions. • Consistent guidance on layout, font choice, and presentation used to support readability.	School and classroom climate https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/school-and-classroom-climate	Universal (Barrier 3)	£2,688 Priority accessibility, sensory/regulation and communication support improvements to classrooms and shared spaces.

Intended outcomes

Intended outcome	Success criteria
High-quality teaching with curriculum designed for all learners, with teaching and support staff trained,	**Staff CPD Teaching & Learning** General success criteria: Quality inclusive adaptive teaching will positively impact GCSE outcomes for learners with SEND and additional needs. The intention is to reduce gaps between SEND learners and those with additional needs and those who aren't

supported and effectively deployed to address a diverse range of needs. (Barrier 1)	and, over the 3-year period, to close the Progress 8 gap and the Attainment 8 gap. 1/9/2026 Teaching & Learning Pillars 2/9/2026 - Teaching & Learning Pillar 1: Learner Participation 6/10/2026 - Teaching & Learning Pillars: Reflection on universal response (September) Making effective adaptations - Inclusion 23/10/2026 – Teaching & Learning Pillar 2: Disciplinary Thinking 5/1/2027 – Teaching & Learning Pillar 3 Vocabulary 9/3/2027 – Teaching & Learning Pillars: Review • Through regular, sequenced and ongoing professional development, teachers expect 100% participation from all learners. • Increased percentage of lesson visits show inclusive adaptive teaching where all learners are accessing learning in lessons. • CPD around disciplinary thinking leads to the curriculum designed for all learners particularly those with SEND and additional needs. • All staff display commitment to removing barriers to learning and participation for all learners, including those with SEND. **2026/27 impact measure: by the summer term, quality assurance will show that inclusive adaptive teaching and active participation are securely evident across the great majority of lessons, with identified SEND/additional needs learners able to explain how classroom strategies help them access learning.**
A culture of continuous review, data-informed decision making and collaborative practice secures inclusive provision and high standards for all learners. (Barrier 1, 2)	Specific success criteria 2026-2027, led by Faculty Inclusion Champions: • Faculties implement strategies to ensure 100% participation in lessons. Champions' feedback from analysis of termly data. • Each Faculty member is involved in a working party that shares insights regarding the T&L priorities. • Each faculty has identified disciplinary subject-specific ways of thinking with fair access for all learners, using explicit modelling, targeted vocabulary, and temporary scaffolds. • Quality assurance activities are undertaken within the faculty to clarify understanding of impact of effective adaptive teaching strategies. All activities support growing understanding of what is helping and what is hindering the learning of SEND learners and those with additional needs in lessons.

	Autumn term focus: •Key Stage 3 Participation • Implementation of strategies to achieve 100% participation. • Impact of increased participation of SEND learners and those with additional needs. Spring term focus: • Year 10 and Year 11 • Share understanding from current data of the impact of faculty approaches on the attainment and progress of Key Stage 4 learners. • Implement learning from ongoing CPD around disciplinary thinking and strategies to promote learner participation. • Quality assure the impact for learners who are disadvantaged in their level of participation in learning through their participation in lessons and development of work in their books. • Actions to accelerate the progress of disadvantaged learners as identified in autumn term data within Year 11 and then Year 10. Summer term focus: • Year 9 • Implement faculty planned disciplinary thinking approaches within lessons. • Quality assure the impact for learners who are disadvantaged of approaches to disciplinary thinking planned and implemented in lessons. • All faculties clearly understand the impact of inclusive, adaptive teaching and learning priorities implemented during the year on the outcomes of learners who are disadvantaged. **2026/27 impact measure: termly faculty reviews will triangulate lesson visits, work scrutiny, learner voice and assessment information. Where a participation or progress gap is identified, faculties will record the response and review its impact at the next cycle.**
All learners, particularly those with SEND and additional needs receive the right support, at the right time, through evidence-based early intervention, enabling them to thrive academically, socially and emotionally. (Barriers 2, 4)	**Reading interventions** • Impact of targeted academic support is seen in outcomes of programmes such as Lexonik, Fresh Start and Switch On and shared by the Literacy Lead. This can include both hard data and case studies/voice to show impact. **One to One and Small Group interventions:** • Screening processes accurately identify learners who benefit from additional support. • This level of targeted support is implemented with fidelity and evaluated carefully ensuring that the support is linked to classroom learning (for example, pre-teaching vocabulary.) It is

	essential to monitor the impact of adaptations and additional support and not assume positive effects on learning. **The Fisher Wellbeing Provision** Through consistent implementation of the whole school approach to mental health and wellbeing, staff understand their responsibility in supporting learners in developing their resilience and learners have a growing appreciation of the universal and targeted wellbeing offer within the Fisher Wellbeing Provision This will be seen through: • Learner voice – termly (Safeguarding Lead collects in November and June; Senior Mental Health Lead (SMHL) in spring term. • Staff voice (SMHL) • Parent voice (SMHL) • SMHL evidence through the triage process within the whole school approach to wellbeing and mental health, with outcomes reported on a termly basis. • Termly evaluation of the impact of the Fisher Wellbeing Provision for SEND learners and those with additional needs. **2026/27 impact measure: at least 80% of learners completing a planned reading intervention cycle will demonstrate measurable improvement against the intervention's agreed entry and exit measure, or will have a documented next-step plan following review.**
Accessible and enriching provision beyond the classroom which provides all learners with opportunities to support their personal development, build their independence and prepare for adulthood. (Barriers 3, 4)	• Opportunities are taken to directly include learners who are disadvantaged in enrichment activities, in a planned manner. • Monitoring demonstrates a wider knowledge and understanding for disadvantaged children on a par with their peers. **2026/27 impact measure: participation data will be established by learner group in Autumn 2026 and the participation gap for SEND/disadvantaged learners will narrow across the year. Barriers to participation will be identified and acted upon rather than participation being monitored in isolation.**
A safe and respectful culture fostering belonging and attendance – approaches may include practice and policies supporting attendance or behaviour ambitions and upskilling of staff	• Improved attendance of SEND learners and those with additional needs. • Decreased % of PA for SEND learners and those with additional needs. **2026/27 impact measure: attendance for learners with SEND/additional needs will improve from the 2025/26 baseline and persistent absence will reduce. The school will aim for at least a 1 percentage-point improvement in**

by alternative provision specialists. (Barriers 3, 4)	**attendance and a 3 percentage-point reduction in persistent absence for the identified priority cohort, subject to cohort movement.**
Strong partnerships with parents and carers and wider services to support learners, particularly through transitions – activities may include sharing expertise and resource across settings, extra staff time to aid transitions, and outward engagement with parents and carers to support wellbeing and attendance. (Barriers 3, 4)	Parents/carers report that they are confident in reporting concerns to staff. Needs-based identification on transition ensures that we know our learners and respond accordingly to meet needs in collaboration with parents/carers and specialists. Working closely with parents/carers, local services, and other schools provides consistent and coordinated support for learners. **2026/27 impact measure: parent/carer engagement will be evaluated through attendance, feedback and case studies. At least 75% of respondents engaging with SEND/Inclusion events will report that they understand how to raise concerns and access appropriate support.**
An inclusive environment with continued improvements to accessibility, creating more supportive learning experiences – classrooms should be designed to support learning, minimise distraction, and meet a range of sensory and regulatory needs. (Barriers 3, 4)	Learners report that the school environment is welcoming, safe and is conducive to learning. Learners with sensory needs are supported to access the curriculum and strategies used are clearly identified on their learner passport. **2026/27 impact measure: accessibility actions will be reviewed termly through learner voice, SEND/learner passport reviews and site/classroom checks. Identified environmental barriers will have a recorded action, owner and review point.**

Monitoring and accountability: the Inclusion Lead will maintain a termly impact record against the four barriers, including expenditure to date, implementation evidence, learner/parent voice and outcome indicators. The Headteacher will review progress termly and governors will scrutinise impact and value for money. Where evidence shows limited impact, activity and spending will be adjusted rather than continued solely because it was planned.

Review of the previous academic year