Inclusion Strategy – Catshill Middle School

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 £22,600).**

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	20th October 2026
Date on which it will be reviewed	16th October 2027
Statement authorised by	Rosie Critchlow, Chair of Governors (approval to be confirmed)

Statement of intent

At Catshill Federation, our ultimate objective is to create an inclusive, nurturing and aspirational environment where every child feels valued, safe and that they belong. We are committed to ensuring that all pupils, particularly those who are vulnerable and those with additional needs and special educational needs and disabilities (SEND), receive appropriate support, equal opportunities and the challenge necessary to achieve their full potential. Our approach reflects our school values of **kindness, aspiration and self-belief**, recognising and celebrating the individuality of every child. The Federation is a member of the Spire Trust and our inclusion strategy is developed alongside the Trust's Inclusion Strategy.

Inclusion Strategy Framework (Trust) 2026 - 2027 - September 2026.pdf

How our inclusion strategy achieves these objectives

Our strategy focuses on identifying and removing barriers to learning, participation and achievement. High-quality adaptive teaching is central to our approach, ensuring that the curriculum is accessible, ambitious and responsive to individual needs. We identify needs early through assessment, observation and collaboration with families and professionals. Using the graduated approach of assess, plan, do and review, we implement targeted interventions, reasonable adjustments and specialist support where appropriate. We monitor progress and evaluate the impact of provision to ensure that support remains effective. Staff training, collaborative working and the effective deployment of resources promote a consistent, whole-school approach in which inclusion is everyone's responsibility.

How the seven principles of inclusion are addressed

Our strategy is underpinned by the seven principles of inclusion:

1. **Ambitious leadership and governance that embeds inclusion** – Making inclusion a strategic priority across planning, decision-making, and oversight.
2. **Evidence-based support prioritising early intervention** – Identifying barriers early and implementing targeted support proactively.

3. **High-quality adaptive teaching with a curriculum designed for all learners** – Ensuring core teaching and adaptable curricula drive progress for diverse needs.
4. **Enriching provision beyond the classroom that all children can access** – Guaranteeing universal access to extracurricular and wider school experiences.
5. **A safe and respectful culture fostering belonging, attendance, and participation in learning** – Building supportive environments that encourage attendance and engagement.
6. **Strong partnerships with families and wider services** – Collaborating with parents, carers, and external agencies for joined-up care.
7. **Inclusive environments with continuous improvements to accessibility** – Regularly reviewing physical and sensory spaces to remove barriers.

These principles inform our curriculum, teaching, pastoral provision, behaviour approaches and decision-making, ensuring inclusion is embedded in everyday practice.

Working with families and the wider school community

We recognise that effective inclusion depends on strong partnerships. Parents and carers are valued as experts in their children, and we seek their views when identifying needs, planning support and reviewing progress. Open communication and collaborative decision-making help us develop provision that reflects each child's strengths, needs and aspirations. We listen to pupils and use their experiences to inform improvements. We also work with staff, governors, external agencies and specialist professionals to share expertise, coordinate support and strengthen outcomes. Feedback from families and the wider school community helps us identify priorities and shape our strategy around the needs of our pupils.

Reviewing and improving our provision

We regularly evaluate the impact of our strategy through progress, attendance, participation, wellbeing and feedback from pupils, families and staff. This enables us to celebrate successes, address barriers and continually improve our practice.

Our ultimate ambition is that every child at Catshill Federation feels they belong, receives the support they need, makes meaningful progress and develops the confidence, independence and resilience to succeed in school and beyond.

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	Language and foundational skills- Changes in speech, language and communication needs, literacy and numeracy skills, and the increasing prevalence or complexity of identified needs. Gaps in early knowledge are evident.
2	Task access and independence- Trends in pupils' ability to access learning, develop independence, sustain attention and engage with increasingly complex learning tasks.
3	Regulation and participation- Patterns in emotional regulation, sensory needs, behaviour, and participation, including any increase in the frequency or complexity of support required.
4	Family partnership and support- Trends in parental and carer engagement, communication, requests for support and collaboration with school and outside agencies, including emerging themes and changes in the complexity of family needs.

5	Attendance and participation-Trends in pupils' attendance, persistent and severe absence, punctuality and engagement in lessons and wider school life. This includes identifying patterns in absence, barriers to regular attendance and participation, and any increase in the prevalence or complexity of needs affecting pupils' ability to attend and engage consistently. Monitoring will consider the impact of SEND, emotional wellbeing, anxiety, sensory needs and family circumstances, alongside the effectiveness of targeted support and reasonable adjustments in improving attendance, participation and access to learning.

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 or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Small additional groups have been introduced within the lowest sets to provide more targeted teaching and diagnostic assessments, address gaps in foundational knowledge and ensure that pupils receive the level of support they need to make progress. Smaller group sizes allow staff to identify and address misconceptions more effectively, revisit key concepts, and adapt teaching to pupils' individual learning needs. This approach also provides greater opportunities for repetition, overlearning, verbal rehearsal and immediate feedback, helping pupils to develop confidence, consolidate essential skills and become more independent learners. The intention is to improve access to the curriculum, strengthen progress in core areas such as literacy and numeracy, and reduce barriers to learning while maintaining high expectations for all pupils. Barriers: 1, 2 Principles of inclusion: 1, 2, 3	Targeted	£64,500
Timetable changes have been introduced to provide pupils with more frequent and targeted opportunities to practise, consolidate and embed foundational skills, particularly in reading, writing, spelling and mathematics. Additional time has been allocated to structured sessions that address gaps in prior learning, reinforce key concepts and support the development of fluency and automaticity. This ensures that pupils have regular opportunities to revisit essential knowledge, build confidence and apply their skills across the	Universal	£0

wider curriculum. The changes are designed to strengthen long-term retention, improve access to learning and enable pupils to develop greater independence and make sustained progress. Barriers: 1, 2 Principles of inclusion: 1, 2, 3		
3 The role of nurture provision in supporting pupils' emotional wellbeing, self-regulation, social communication and readiness to learn. This includes monitoring trends in the number and complexity of pupils requiring nurture support, the effectiveness of targeted interventions in developing emotional resilience and positive relationships, and the impact on behaviour, attendance, engagement and successful reintegration into classroom learning. Nurture provides a safe, structured and supportive environment where pupils can develop the confidence, trust and emotional skills needed to access learning and participate successfully in school life. Barriers: 2, 3, 5 Principles of inclusion: 1, 2, 4, 5, 7	Targeted	£32,000
3. Regulation belonging and inclusive environments. Develop The Good Morning Club (TGMC***) whole-school strategies and bespoke support. Further develop R Space and nurture, using trusted adults, mentoring and sensory or regulation resources. Strengthen classroom co-regulation and support transitions. Evidence: specialist advice, nurture reviews, pupil feedback and suitability review of selected approaches. Barriers: 2, 3, 4, 5 Principles of inclusion: 1, 2, 4, 5, 7	Universal routines and play; targeted nurture.	£500
4 Family partnership – An increased need to strengthen parent and carer engagement within the middle school context, where daily contact and informal communication with families are often reduced compared with primary school. This can make it more challenging to identify emerging concerns early, share information and develop a consistent approach between home and school. The school therefore needs to provide additional opportunities to build positive relationships, improve communication and offer early support. Initiatives such as parent and carer coffee mornings and Tea and Chat sessions can create informal, welcoming opportunities for families to discuss concerns, access advice, share experiences and develop stronger relationships with staff. Over time, this will help the school identify emerging themes in family needs, strengthen partnership working and ensure that pupils receive consistent support to improve their wellbeing, engagement and outcomes.	Targeted and Universal	£250

Barriers: Barriers 4 and 3. Principles of inclusion: 1, 5, 6.		
5 Attendance data is monitored regularly to identify patterns of absence, persistent and severe absence, lateness and changes in attendance over time. Pupils with emerging attendance concerns are identified early, with barriers explored sensitively in partnership with families. Evidence includes attendance dashboards, individual pupil attendance records, attendance meeting notes and records of actions taken. Individualised support is provided for pupils whose attendance is affected by emotional wellbeing, anxiety, SEND, sensory needs or family circumstances. Strategies may include regular check-ins, individual attendance plans, reasonable adjustments, phased reintegration where appropriate and collaboration with external professionals. Evidence includes attendance plans, assess–plan–do–review records, referrals and attendance data showing changes over time. Barriers: 5, 3 and 4. Principles of inclusion: : 1, 4, 5, 6, 7.	Targeted and Universal	£18,000

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**
Pupils make accelerated progress in foundational literacy and numeracy skills, with gaps in prior learning identified and addressed. Improved retention, fluency and confidence enable pupils to access age-appropriate learning more successfully. Pupils develop greater independence, and the impact of smaller group teaching is evidenced through assessment outcomes, work scrutiny and teacher observations	Assessment data demonstrates measurable progress in literacy and numeracy from pupils' individual starting points. Gaps in foundational knowledge are reduced through targeted teaching and regular assessment. Pupils demonstrate improved fluency, accuracy and retention of key skills. Pupils increasingly access age-appropriate learning with greater confidence and independence. Work scrutiny and teacher observations evidence improved application of foundational skills. Regular reviews demonstrate that smaller group teaching is having a positive impact on pupils' progress and curriculum access.

Pupils have regular, structured opportunities to revisit, practise and consolidate essential knowledge and skills, particularly in reading, writing, spelling and mathematics. Improved fluency, automaticity and long-term retention enable pupils to apply their learning across the curriculum. Gaps in early knowledge reduce over time, supporting improved progress, confidence and readiness for more complex learning.	Timetabled sessions provide regular opportunities to practise and consolidate reading, writing, spelling and mathematics. Assessment data demonstrates improved fluency, accuracy and retention of foundational skills. Pupils increasingly recall and apply previously taught knowledge independently across the curriculum. Gaps in foundational knowledge reduce over time, as evidenced through assessments and work scrutiny. Pupils demonstrate increased confidence and independence when tackling learning tasks. Teachers report improved readiness for learning and greater ability to access more complex curriculum content.
Pupils develop improved emotional regulation, resilience, social communication and positive relationships. Increased emotional security and confidence support improved behaviour, attendance, engagement and readiness to learn. Pupils become increasingly able to manage challenges, participate successfully in classroom learning and reintegrate into mainstream lessons. The effectiveness of nurture provision is evidenced through reduced barriers to learning and increased independence.	Pupils demonstrate measurable progress towards individual targets for emotional regulation, resilience and social communication. Pupils increasingly recognise their emotions and independently use appropriate strategies to manage challenges. Behaviour records show a reduction in incidents linked to emotional dysregulation, where appropriate. Pupils demonstrate improved engagement, participation and readiness to learn. Attendance and lesson participation improve for pupils receiving nurture support, where these are identified barriers. Pupils successfully transition back into classroom learning and sustain participation with decreasing levels of adult support, where appropriate. Pupil voice indicates increased confidence, emotional security and positive relationships with peers and staff. Regular reviews demonstrate that nurture provision is reducing barriers to learning and developing pupils' independence.
Pupils' needs are identified early and responded to through a consistent, graduated approach, ensuring that provision is appropriate to the level and complexity of need. Regular assess–plan–do–review cycles enable staff to evaluate the impact of interventions, adapt support and identify emerging trends. Improved coordination between school	Pupils' needs are identified promptly, with appropriate support and reasonable adjustments implemented in a timely manner. Assess–plan–do–review cycles are completed regularly, with clear targets, recorded outcomes and agreed next steps. Provision is adapted in response to evidence of progress, emerging needs and changes in the complexity of support required. Staff demonstrate consistent use of agreed strategies and approaches across the school. Parents and carers are actively involved in reviewing pupils' needs and contributing to support plans.

staff, families and external professionals supports better outcomes in emotional wellbeing, participation, independence and access to learning.	Collaboration with external professionals leads to appropriate advice, referrals and coordinated support where required. Reviews demonstrate measurable improvements in pupils' emotional wellbeing, participation, independence and access to learning. Monitoring identifies trends in the prevalence and complexity of needs, informing future provision, staff development and resource allocation.
Stronger relationships between families and school improve communication, trust and collaboration. Increased opportunities for informal engagement enable concerns to be identified earlier, support to be accessed promptly and consistent strategies to be developed between home and school. Families feel more confident in approaching school and accessing guidance. Over time, improved partnership working supports pupils' attendance, emotional wellbeing, engagement and progress	Coffee mornings and Tea and Chat sessions are offered regularly and effectively communicated to parents and carers. Attendance and engagement at family events increase over time, with barriers to participation identified and addressed. Parent and carer feedback indicates increased confidence in communicating with school and accessing support. Staff identify emerging concerns earlier through improved communication and informal opportunities for discussion. Parents and carers report feeling listened to, valued and involved in decisions about their child's support. Records demonstrate timely signposting, referrals and coordinated support where appropriate. Improved communication leads to more consistent strategies between home and school to support pupils' needs. Over time, evidence indicates positive changes in pupils' attendance, emotional wellbeing, engagement and progress where these are identified priorities.

Review of the previous academic year

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

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

To support this, you should use:

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

Further information (optional)

Catshill Federation SEND/Inclusion Overview

The Good Morning Club (TGMC) https://www.tgmc.uk/welcome