Inclusion Strategy – St Mary's Catholic College- URN 143554

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	7-13
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Board

Statement of intent

At St Mary's Catholic College, our mission is to ensure that every child is known, valued and supported to achieve their full potential. Guided by our vision, *'Work Together; Succeed Together'*, and rooted in our Catholic ethos of placing Christ within us all. We are committed to providing an inclusive education where all pupils, regardless of their starting point or additional needs, can flourish academically, socially and spiritually.

Our Inclusion Fund Strategy has been developed in response to the changing needs of our school community and reflects our commitment to removing barriers to learning for all pupils. As a fully inclusive, non-selective Catholic school serving the community of Wallasey, we educate a significantly higher proportion of disadvantaged pupils and pupils with SEND than is seen nationally. The school also continues to experience increasing numbers of pupils with EHCPs, EAL, and pupils requiring support with SEMH needs.

Whilst the College has made significant improvements in behaviour, culture, reading and pastoral support in recent years, we recognise that the profile of our pupils continues to evolve. Increasing levels of disadvantage, a growing number of pupils with SEMH needs, rising numbers of EAL learners and a high proportion of pupils entering the College with below age-related reading skills require us to continually

adapt our provision. Our inclusion strategy is therefore designed not only to meet these changing needs but also to ensure that every pupil can fully access a high-quality mainstream education and participate in all aspects of school life.

The Inclusion Fund will enable us to strengthen provision in the areas where evidence tells us it will have the greatest impact. During 2026/27 our priorities will be to extend our specialist reading and language acquisition provision, ensuring pupils with low reading ages and those new to English rapidly develop the literacy skills needed to access the curriculum. Alongside this, we will enhance our on-site inclusion provision through the enhancement of our Recharge Room, providing targeted support for pupils with SEMH needs and those experiencing emotionally based school avoidance (EBSA) as well as diagnosed SEND needs. These approaches will help pupils regulate successfully during the school day, improve attendance, increase engagement in learning and strengthen their sense of belonging within the school community.

This strategy has been developed through ongoing evaluation of school improvement priorities, SEND reviews, attendance analysis, pupil need and engagement with staff, governors, families and external partners. It complements our wider School Improvement Plan and SEND Strategy, ensuring inclusion is embedded across every aspect of school life rather than viewed as a separate initiative. The priorities have also been devised through collaboration with HFCMAT and our RISE partners.

Success will be measured through a clear evaluation framework that considers improvements in attendance, academic progress, reading and language acquisition, behaviour, participation, wellbeing and pupils' sense of belonging. Regular review points will allow us to evaluate impact, adapt provision where necessary and ensure that the Inclusion Fund continues to deliver meaningful improvements for our most vulnerable learners. Through this strategy we aim to ensure that every pupil has the opportunity to thrive, overcome barriers and achieve success both in school and beyond.

There are a number of other inclusion strategies across the school that are funded through the core school budget. The initiatives outlined within this strategy are intended to complement and enhance that existing provision rather than replace it.

The impact of these targeted approaches will be carefully monitored throughout the 2026/27 academic year using a range of success measures, including attendance, engagement, reading and language acquisition, behaviour, wellbeing and academic progress. This evaluation will inform future planning and ensure that the Inclusive Mainstream Fund (IMF) continues to be invested in the areas that have the greatest impact on improving outcomes for our most vulnerable pupils

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 numbers of pupils with Education, Health and Care Plans (EHCPs)**, resulting in a growing cohort of pupils whose needs cannot always be fully met through a universal mainstream curriculum without additional targeted support and reasonable adjustments.
2	**Rising levels of Social, Emotional and Mental Health (SEMH) needs**, creating increased challenges with emotional regulation, engagement in learning and attendance, and resulting in greater demand for targeted in-school inclusion and pastoral support.
3	**A significant increase in pupils with English as an Additional Language (EAL)**, requiring enhanced language acquisition support to enable pupils to access the curriculum, participate fully in lessons and integrate successfully into school life.
4	**Persistently low reading ages on entry**, particularly amongst disadvantaged and vulnerable pupils, which continue to create barriers to accessing the wider curriculum, developing independence and achieving strong academic outcomes.

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)*
Language acquisition and reading support work	This forms a universal offer for EAL students and Targeted offer in line within the reading intervention strategy.	£30,000.
EBSA and pupil wellbeing support.	Recharge offer within the school to be enhanced as part of the universal offer	£30,000.
Sixth form inclusive enrichment programme	Life Skills and Leadership through Sport Programme Enhanced careers and transition programme	£12000

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
Improve reading and language acquisition so pupils with EAL and low reading ages can access the curriculum confidently.	• Reading ages improve for targeted pupils. • EAL pupils make expected or better academic progress. • Improved curriculum access evidenced through QA and assessment. • Increased pupil confidence and engagement.
Strengthen emotional regulation and wellbeing through the enhanced Recharge provision.	• Reduction in behaviour incidents and removals. • Improved attendance for EBSA and SEMH pupils. • Increased successful reintegration into lessons. • Positive pupil wellbeing feedback.
Increase attendance and engagement of vulnerable learners.	• Attendance of targeted pupils improves. • Persistent absence reduces. • Improved punctuality. • Increased participation in school life.
Improve access to a mainstream curriculum for pupils with EHCPs and SEND.	• Appropriate reasonable adjustments evident. • SEND pupils make expected progress. • Reduced need for alternative provision. • Positive parent and pupil feedback.
Raise aspirations, independence and preparation for adulthood through the Sixth Form Life Skills and Leadership through Sport Programme.	• Increased participation in enrichment. • Improved confidence and leadership skills. • Positive destinations into HE, apprenticeships or employment.

	• Student voice demonstrates raised aspirations.
Embed an evidence-informed inclusion strategy that demonstrates value for money and informs future IMF investment.	• Half-termly evaluation completed. • Impact reported through attendance, progress and wellbeing data. • Funding priorities refined for 2027/28. • Positive stakeholder feedback.

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.*