Ursuline College Inclusion Strategy

Belonging, Participation and Achievement - "Getting Better Never Stops"

Inclusion Strategy – Ursuline 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	2026-29
Date this statement was published	1st September 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	

Statement of intent

At Ursuline College, inspired by the Gospel, the example of St Angela Merici and our commitment to Serviam ("I will serve"), we believe that every child is uniquely created in the image and likeness of God, with inherent dignity, individual strengths and limitless potential. Guided by our belief that Getting Better Never Stops, we are committed to creating a school where every pupil is known, valued and supported to flourish academically, spiritually, socially and emotionally.

Our vision for inclusion is built upon three interconnected principles: Belonging, Participation and Achievement. We believe that every pupil should experience a genuine sense of belonging within our school community, participate fully in every aspect of school life and achieve their potential through an ambitious, inclusive education. Inclusion is therefore the responsibility of every member of our community and shapes our leadership, curriculum, teaching, pastoral care and relationships.

Our approach begins with high-quality inclusive teaching and an ambitious curriculum for all learners. We recognise that need is dynamic; therefore, support must also be dynamic. Through our House Teams, Inclusion Panel and collaborative working between SEND, Attendance, Behaviour, Safeguarding, the Children in Care

Lead, Emotional Wellbeing services and external agencies, we identify barriers early and provide coordinated, evidence-informed support. Where pupils require more personalised provision, our specialist inclusion pathways provide flexible support that maintains curriculum access while enabling successful participation in mainstream school life wherever possible.

This strategy reflects the Department for Education's principles of inclusion by promoting ambitious leadership, high-quality teaching, early identification of need, meaningful partnership with families, flexible provision, a culture of belonging and continual evaluation of our practice. It has been shaped through collaboration with pupils, parents and carers, staff, governors, the Trust and external professionals, drawing upon pupil voice, family feedback and ongoing evaluation of our provision.

Through our shared commitment to Serviam and our belief that Getting Better Never Stops, we will continue to remove barriers, strengthen belonging, increase participation and raise achievement so that every pupil is empowered to become the very best version of themselves within the Ursuline community.

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	**Ensuring consistently inclusive classroom practice:** Although high-quality inclusive teaching is well established, there remains some inconsistency in the implementation of inclusive classroom practice across subjects and classrooms. Ensuring that every pupil consistently experiences ambitious, adaptive teaching is fundamental to removing barriers to learning.
2	**Increasing complexity of pupil need:** The complexity of pupil need continues to increase, particularly in relation to SEND, neurodiversity, emotional wellbeing, anxiety and Emotionally Based School Avoidance (EBSA). This requires increasingly flexible, responsive and evidence-informed approaches to ensure pupils remain engaged in learning.
3	**Attendance, engagement and belonging:** Persistent absence and reduced engagement continue to disproportionately affect vulnerable pupils. Improving attendance, strengthening relationships and ensuring every pupil experiences a genuine sense of belonging are essential to improving educational outcomes.

4	**Early identification and coordinated support:** As pupil needs become increasingly complex, early identification and effective collaboration between pastoral, SEND, attendance, behaviour, safeguarding, families and external agencies are essential to ensuring support is timely, proportionate and impactful.
5	**Maintaining curriculum access through flexible provision:** A small number of pupils require personalised pathways to remain successfully engaged in education. Continued development of flexible provision and structured reintegration pathways will ensure pupils maintain access to an ambitious curriculum whilst working towards successful participation in mainstream school life.

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)*
Developing consistently inclusive classroom practice through high-quality professional development (**Barriers 1, 2 & 4**). Deliver a sustained programme of CPD, instructional coaching and curriculum development focused on adaptive teaching, explicit instruction, scaffolding, metacognition and inclusive classroom practice. Curriculum Leaders, teachers and Teaching Assistants will work	Universal	£12,000 + additional core budget allocations

collaboratively to embed evidence-informed strategies across all subjects. **Evidence:** The EEF Guide to Inclusive Teaching recommends that schools prioritise high-quality inclusive teaching as the foundation of effective inclusion. It highlights the importance of developing an ongoing understanding of pupils' strengths and needs, using evidence-informed classroom adaptations and maintaining high expectations for all learners. The EEF *Special Educational Needs in Mainstream Schools* guidance recommends creating positive learning environments, developing an ongoing understanding of pupils' needs and ensuring access to high-quality teaching for all. • EEF – Guide to Inclusive Teaching • EEF – Special Educational Needs in Mainstream Schools • EEF – A School's Guide to Implementation • EEF – Metacognition and Self-Regulated Learning • EEF – Improving Behaviour in Schools		
Strengthening adaptive teaching through assistive technology (**Barriers 1 & 4**). Equip Teaching Assistants with portable digital devices to improve access to assistive technology, visual supports, communication tools, live lesson platforms and adaptive curriculum resources. This will strengthen classroom support, improve independence and enable TAs to supplement, rather than replace, teacher instruction. **Evidence:** The EEF recommends that Teaching Assistants should be effectively deployed to complement high-quality	Universal	£10,000 + additional core budget allocations

teaching and that technology can improve access and participation when used purposefully. **:** • EEF – Making Best Use of Teaching Assistants • Maximising the Impact of Teaching Assistants (MITA) • EEF – Special Educational Needs in Mainstream Schools • EEF – Using Digital Technology to Improve Learning • EEF – Guide to Inclusive Teaching		
Developing the Bridge Programme (including Compass and the Harbour pathway) (**Barriers 2, 3 & 5**). Further develop the school's flexible provision through staffing, curriculum resources, sensory equipment, live lesson technology and structured reintegration pathways. Investment will strengthen provision for pupils experiencing anxiety, SEND, EBSA or behavioural barriers, enabling them to remain connected to learning whilst working towards successful participation in mainstream education. **Evidence:** The DfE's Inclusive Mainstream Fund guidance promotes flexible provision, early intervention and maintaining pupils within mainstream education wherever possible. The SEND Code of Practice also emphasises graduated support and reintegration where appropriate. • DfE – Developing an Inclusion Strategy using the Inclusive Mainstream Fund • DfE – SEND Code of Practice: 0 to 25 years • EEF – Special Educational Needs in Mainstream Schools	Targeted	£12,000 + additional core budget allocations

• NASEN – Graduated Approach Resources • DFE – Inclusion bases in schools		
Strengthening early identification and coordinated inclusion support (**Barriers 2, 3 & 4**). Further develop the school's graduated response through enhanced Inclusion Panel processes, improved assessment and screening, staff training and strengthened collaboration between House Teams, SEND, Attendance, Behaviour, Safeguarding and external agencies. **Evidence:** The EEF recommends building an ongoing, holistic understanding of pupils' needs and ensuring early identification is complemented by coordinated support. • DfE – SEND Code of Practice • EEF – Special Educational Needs in Mainstream Schools • NASEN – Provision Mapping Resources • EEF – A School's Guide to Implementation	Targeted	£6000 + additional core budget allocations
Strengthening partnership with families and pupil voice (**Barriers 3 & 4**). Develop workshops, parent engagement opportunities, pupil voice activities and collaborative planning meetings to ensure families are active partners in supporting inclusion. Investment will improve communication, strengthen relationships and increase confidence in the graduated response. **Evidence:** The EEF highlights the importance of effective partnerships with parents and carers in improving pupil engagement, attendance and outcomes. • EEF – Working with Parents to Support Children's Learning • DfE – Working Together to Improve School Attendance	Targeted	£2500

• DfE – SEND Code of Practice		
Specialist outreach, coaching and external expertise (**Barriers 1, 2 & 4**). Commission specialist support, including Educational Psychology, speech and language, autism outreach and specialist SEND coaching, alongside staff training and modelling of effective inclusive practice. **Evidence:** The SEND Code of Practice and EEF guidance advocate the use of specialist expertise to complement high-quality teaching and strengthen inclusive practice across mainstream settings. • Autism Education Trust • Speech and Language UK • DfE – Developing an Inclusion Strategy using the Inclusive Mainstream Fund • EEF – Special Educational Needs in Mainstream Schools	Targeted	£6000
Monitoring and evaluating the impact of inclusive practice (**Barriers 1–5**). Develop a structured programme of learning walks, pupil voice, case studies, intervention reviews and data analysis to evaluate the impact of the Inclusion Strategy and inform future improvements. **Evidence:** Effective implementation requires schools to monitor fidelity, evaluate impact and adapt provision in response to evidence. This aligns with the EEF's implementation guidance and the DfE's expectation that schools continually refine their inclusive practice. • EEF – A School's Guide to Implementation • EEF – Using Research Evidence: A Concise Guide	Universal	£1000 + additional core budget allocations

• DfE – Developing an Inclusion Strategy using the Inclusive Mainstream Fund		

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 (and barriers)	Success criteria
High-quality inclusive teaching is consistently embedded across the school. (1,2)	• Learning walks demonstrate consistent implementation of adaptive teaching strategies. • Staff demonstrate increased confidence in meeting the needs of pupils with SEND and additional needs. • Teacher and Teaching Assistant CPD evaluations demonstrate improved knowledge and confidence. • Pupils report that classroom adaptations help them access learning. • Reduction in referrals relating to classroom accessibility.
Pupils with additional needs experience improved attendance, engagement and participation. (2,3)	• Attendance gap between vulnerable groups and their peers reduces. • Persistent absence decreases. • Increased participation in enrichment, educational visits and wider school life. • Pupil voice demonstrates improved sense of belonging.
Pupils receive earlier, coordinated and evidence-informed support (2, 4)	• Earlier identification of emerging needs. • Increased parental confidence in support provided. • Inclusion Panel actions completed within agreed timescales.

	• Multi-agency referrals demonstrate timely intervention.
Flexible provision successfully removes barriers and supports reintegration. (2, 3, 5)	• Increased successful reintegration from the Bridge Programme. • Curriculum continuity maintained through personalised provision. • Pupils accessing the Bridge Programme demonstrate improved attendance, engagement and wellbeing.
Families are active partners in supporting inclusion. (2,3,4)	• Improved parent survey responses. • Families report confidence in communication and support. • Pupil voice demonstrates pupils feel listened to.
Inclusion continues to improve through evidence-informed evaluation. (1-5)	• Annual review of the Inclusion Strategy completed. • Governors receive regular evaluation reports. • Activities demonstrate measurable impact. • Future priorities identified through QA, pupil voice and data analysis. • Strategy updated to reflect emerging needs. •
By July 2029, pupils will report that they feel safe, valued and included within the Ursuline community regardless of their individual needs or circumstances. (1-5)	• Student voice. • Behaviour surveys. • Parent surveys. • Staff surveys.

Review of the previous academic year

To be completed – September 2027

Further information (optional)

Monitoring and Review

- Regular monthly review of Inclusion Strategy at SLT meetings.
- LGC oversight via Inclusion/SEND Link LGC Member.
- Lesson observations, learning walks and department reviews focused on inclusion strategies and impact.
- Reporting to Trust via ASIP visits.

Impact Measures

- Improved attendance, attainment and progress for SEND/PP/EAL and other disadvantaged pupils.
- Reduction in suspensions and behaviour incidents for SEND/PP/EAL and other disadvantaged pupils.
- Improved attendance data and reduced persistent absence across the whole school.
- Positive wellbeing outcomes in pupil and parent voice feedback.