Inclusion Strategy 2026-2027





'Together we will flourish'

Your beginning will seem so small, since your future will flourish – Job 8:7

Our Approach to Inclusion:

Our ambition at St Luke's is for all children to grow socially, academically and personally in preparation for the next stage of their life.

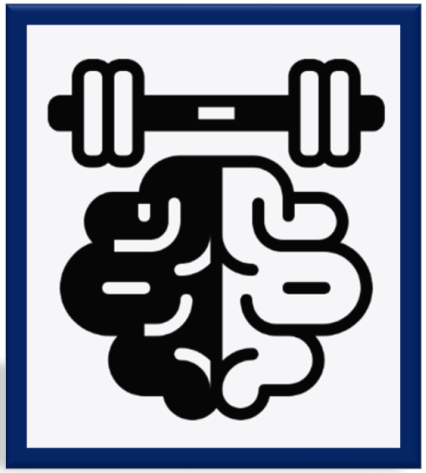
Across our curriculum, driven by oracy, curiosity and aspiration, all children develop the core knowledge, skills, vocabulary and foundations to access the next part of their curriculum journey, preparing them for life after Primary School. Our approach to inclusion is underpinned by three key aims, which link to our school motto and values:

'St Luke's CofE Primary School- Together we will Flourish.'

Our Three Aims:



Develop Independence



Encourage Resilience



Empower Confidence

At St Luke's Primary School, inclusion is not just an ambition; it is a culture that underpins everything we do. We are determined not only to meet the educational needs of all pupils, but to help all pupils thrive. We want children to develop high aspirations, learn to persevere when things are difficult, and show kindness to themselves and to others.

We recognise that children's starting points, experiences and needs differ. Some pupils face barriers to learning which may place them at a disadvantage.

Our definition of disadvantage can be found below:

'Disadvantaged pupils are pupils who experience circumstances or conditions that could reduce their chances of success beyond their control'

Guided by the SEND Code of Practice and the Equality Act, we identify needs early and respond with precision. However, inclusion at St Luke's extends beyond statutory frameworks; it is reflected in our daily practice through adaptive teaching, strong relationships, high expectations and a deep commitment to belonging.

Our curriculum is unapologetically ambitious for every child. We refuse to lower expectations and, instead, we increase support so all children can succeed.

Our approach to support is underpinned by our three key aims:

- Developing independence
- Encouraging resilience
- Empowering confidence

We believe these qualities help children to manage increasing responsibility as they move beyond primary school and prepare them well for the next stage of their education.

The inclusion offer for children at St Luke's is rooted with our school values, meaning that it is not just limited to children with Special Educational Needs and Disabilities (SEND). Instead, the inclusion offer is for all children at St Luke's Primary School, as we recognise that inclusion is vital for some, but valuable for all.

Vital for some, valuable for all, drives all our approaches to teaching and learning. Through strong relationships, responsive teaching and a culture of acceptance and respect, we ensure that every child has the opportunity to dream big, stand strong and be kind.

As a school we strive to keep children within the classroom for learning with adaptations and support put in place. When this is not possible we have two provisions, 'The Nook and The Haven' where children can access learning in a different environment. This is imperative for children with complex behaviours that are impacting their own and others' learning.

Our Nook provision is an environment for children who are pre-verbal, on the ASD and EHCP pathway and who are unable to regulate or access classroom practice independently. Our Haven provision is for children who need a calm environment and access to a more sensory approach to learning. These new provisions were completed at the start of the academic year and will continue to be developed to reflect the needs of the current SEND pupils in school.

The Nook and Haven are used as bases in a mainstream setting, to provide children, who require more bespoke provision, the opportunity to be included in mainstream schooling.

Cohort Needs Analysis

At St Luke's Primary School, analysis of assessment information, SEND data, attendance patterns and contextual factors enables us to identify the most commonly occurring and predictable needs within each cohort.

From Reception to Year 6, 58 children are identified on our SEN Register, which is the equivalent of 27.6% of our cohort. Similarly, 17 of our children have an Educational Health Care Plan, which is the equivalent of 8.1% of our school population. We have 3 further children currently undergoing an Education, Health and Care Needs assessment (EHCNA).

The number of pupils experiencing barriers to learning across the four areas of need is outlined below:

Communication and Interaction	**26**
Cognition and Learning	**23**
Social, Emotional and Mental Health Needs	**8**
Sensory and/or physical needs	**2**

The analysis shows a number of needs are commonly occurring across the cohort, particularly in relation to communication and interaction and social emotional mental health. It also highlights the prevalence of neurodivergent needs, including ASD and ADHD.

These patterns inform our whole-school approach to inclusion, ensuring that high-quality teaching, targeted nurture support, carefully planned intervention support and ongoing, evidence-informed professional development are designed to address these barriers proactively, rather than reactively.

In doing so, we enable pupils to access the curriculum successfully and work towards our core aims of developing independence, encouraging resilience and empowering confidence.

Inclusion and Strategy Funding

At St Luke's Primary School, our approach to inclusion is funded through a combination of core school funding, including the notional Special Educational Needs (SEN) budget, alongside additional funding from Bradford Local Authority.

These resources are used collectively to ensure that pupils with additional needs can access and succeed within our ambitious curriculum.

Our notional SEN budget is allocated to support a wide range of inclusive practices, including high-quality teaching, targeted interventions, staffing, two bespoke resource bases, and wider classroom resources designed to meet the needs of our cohort. This includes:

- Deployment of teaching assistants to support access to learning and develop independence within mainstream classrooms
- Two bespoke resource bases supporting pupils with an EHCP, EHCNA, or emerging complex needs
- Delivery of evidence-informed interventions
- Investment in staff training and professional development
- Purchase of resources and adaptive technologies to reduce barriers to learning

Notional SEND Budget Allocation 2026/2027	Additional expected top-up funding from Bradford	Mainstream Inclusion Grant	Total Funding
£202,359	£107,048	£12,335	£321.742

Funding is prioritised to ensure that staffing, provision and resources are aligned with the most significant areas of need identified within the cohort. A substantial proportion of funding is allocated to staffing, enabling high-quality support within classrooms and specialist provision for pupils with more complex needs.

Decisions regarding the allocation of funding are informed by a robust analysis of cohort needs, including assessment data, SEND profiles, attendance patterns and wider contextual information. This ensures that resources are directed towards approaches that are most likely to have a positive impact on pupil outcomes.

The 7 Areas of Inclusion

At St Luke's Primary School, our inclusive approach is aligned with the seven key areas identified within the Inclusive Mainstream Fund.

These areas guide our strategic planning, ensuring that provision is coherent, evidence-informed, responsive to the needs of our cohort and supports our aim of all children accessing our ambitious curriculum.

Area of Inclusion	Current Practice	Strategic Development Priorities
Ambitious Leadership and Governance	Inclusion is central to school improvement planning and is led by the SENCO, senior leadership team and governors. Regular monitoring, including book looks, lesson observations, data analysis and voice from key stakeholders is demonstrating that our inclusive practice is only improving. This is likely due to a rapid action plan implemented which focuses on scaffolding, modelling, flexible grouping and creating a positive learning environment for all pupils. Our leadership team and governors, hold school to account for the progress for all learners, particularly those who require further support to access the curriculum. This emphasis placed by the leadership team ensures effective provision is in place.	Provide opportunities to ensure children are closing the gap to their non-disadvantaged peers. Embed more regular review cycles linked to cohort needs, identifying key patterns and reviewing provision. To train the SENDCO to a level to be able to complete the job effectively and confidently (NPQSEN)

Early Intervention and Evidence-Based support	Needs are identified early through ongoing assessment. In our Early Years environment, evidence-informed approaches are implemented by all members of staff to ensure that monitoring cycles begin for children demonstrating signs of requiring additional support. This is similar across school, where a graduated response ensures that children receive the support they need early. The Leadership Team ensure that all interventions provided in school are of high quality and have recorded impact. For example, Our Wellcomm assessments in Early Years provide further speech and language support for our children who have been identified as needing support in this key area. Our baseline assessment document for English and math's provides us with a thorough understanding of what level our lowest ability children are working at.	Strengthen early identification of need for new children who start in school. Strengthen support staff knowledge and competence with all key areas of need, particularly speech and language. Develop nurture provision for emerging SEMH needs.
High-Quality Teaching and Curriculum	Our curriculum partnerships are formed with NCETM, Kapow, Believing and Belonging and our own bespoke curriculum.	Embed consistency in adaptive teaching across all curriculum areas Further develop metacognitive approaches in Key Stage Two to develop independence

	These partnerships are ambitious in their content and inclusive in their design. Through high-quality lesson preparation and planning, our teachers are able to utilise adaptive teaching strategies to ensure all children can access the ambitious curriculum.	in planning and monitoring of own outcomes
Enrichment and Wider Opportunities	Pupils are provided with opportunities beyond the classroom to support personal development, including trips, clubs and wider curriculum experiences. We gradually increase the level of challenge with our Residential trips in Key Stage Two, beginning with a one night stay in Year 3 and Year 4, a 2-night Residential Year 5 and a 3-day trip to London in Year 6.	Increase participation of children with SEND in afterschool clubs, enrichment activities and residential visits.
Culture, belonging and attendance	A strong culture of inclusion promotes respect, belonging and high expectation. At St Lukes, it is our ambition to create an environment for children to belong, learn and flourish. This is rooted with high expectations and inclusive learning environments. Attendance of pupils with SEND is closely monitored by the senior leadership team and the attendance officer with targeted support for families who need it.	Develop further strategies to improve attendance for children with SEND and children with disadvantage.

Partnerships with Families and Services	As stated further below, our inclusive approach relies heavily on the relationships we build with wider agencies and the families we serve. The school works closely with external agencies to ensure children have expert, evidence-informed support from professionals. The school also works closely with families to ensure they feel their voice is heard and they are aware of the further support they can access outside of school.	Increase parental engagement on SEN provision plans Increase parental engagements in SEN meetings with class teachers Enhance communication opportunities for class teachers with parents and wider agencies Increase staff knowledge of wider agencies to ensure support can be gained more efficiently
Inclusive Environments	Our key identifier for inclusive practice is that inclusion is 'vital for some, valuable for all'. This means our classrooms are designed to support learning, with adaptations made to meet all needs demonstrated in the classroom. Resources and technology are used to reduce barriers to learning. All children at St Luke's are immersed in a safe, inclusive environment, which supports them to be ambitious, resilient and kind learners.	Further develop Nurture rooms and train staff members to develop opportunities for children with SEMH to make progress Ensure all classrooms across school show consistency in inclusive environments

Implementation

At St Luke's Primary School, inclusion is enacted through a graduated and responsive approach.

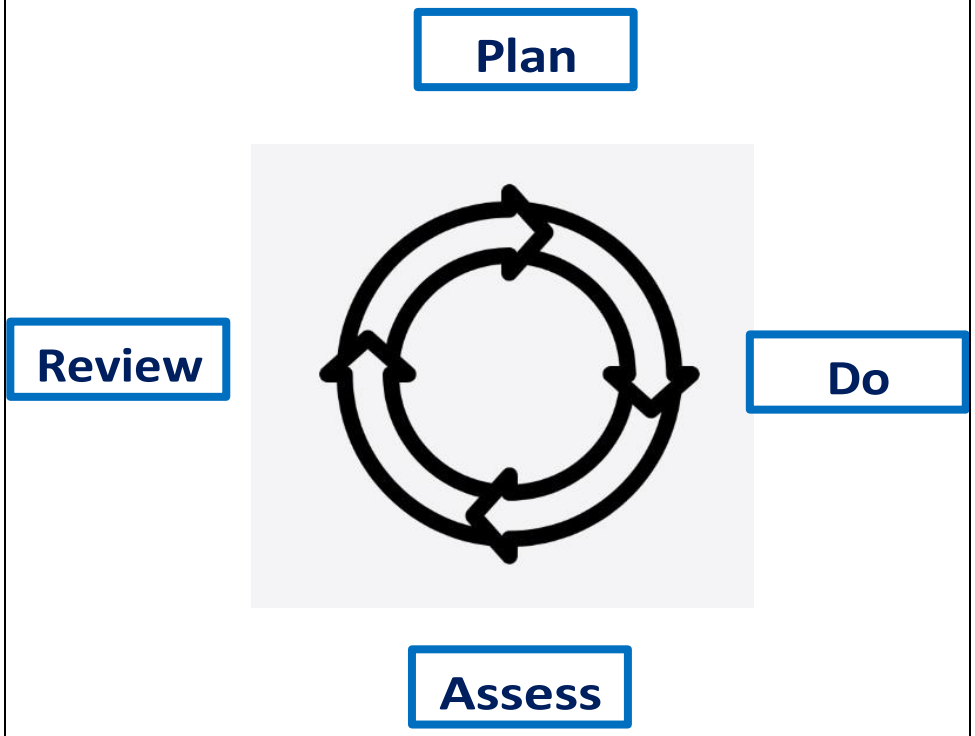
While we meet our statutory duties under the SEND Code of Practice, our inclusive practice extends to any pupil who may face a barrier to learning.

Our definition of disadvantage (pupils who experience circumstances or conditions that could reduce their chances of success beyond their control) is rooted in our inclusion implementation.

We identify who may face a barrier to learning, assess the need and respond swiftly and purposefully to ensure that independence is developed, resilience is encouraged and confidence is empowered.

For pupils with SEND, we ensure that support is tailored to individual needs and goes beyond ordinary classroom support. We respond to the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs



We use the graduated approach to identify needs early and respond appropriately and purposefully.

In all aspects of teaching and learning, the Education Endowment Foundation (EEF) guidance is used to guide practice.

We acknowledge and understand that High Quality Teaching is the first step in responding to need. Teachers adapt teaching through clear explanations, modelling structured scaffolding and opportunities for pupils to reflect on their learning. Flexible grouping, carefully chosen resources and, where appropriate, the use of technology is used to support access to the curriculum.

These approaches form part of everyday classroom practice and benefit all pupils, while being particularly important for pupils who face disadvantage.
Where further support is required, targeted interventions are carefully planned, evidence-informed/time-limited and reviewed for impact. Wherever possible, support is delivered within the classroom to maintain independence and inclusion.

Partnerships

Pupils with SEND have clear, personalised targets which are shared with families and reviewed regularly.

The Edu Key Provision Mapping tool is used to identify key strategies to support children, key provision that can improve progress and opportunities for feedback from all stakeholders. Monitoring of these plans, and the associated, implemented provision, is regularly monitored by the school leadership team and SENCO.

The SENCO and staff at St Luke's Primary School work alongside agencies such as:

- CAMHS (Child and Adolescent Mental Health Service)
- SCIL team
- Child Development
- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy

- Paediatric Services
- School Nurse
- Educational Psychology
- Bradford EEWP (Education Emotional Wellbeing Practitioners Team)
- Pastoral and wellbeing provisions

An SEN case worked is allocated from Bradford SEN (Gemma Dobson) who works closely with us to ensure all SEN provision is in place for children with EHCP and EHCA's. We also work closely with the SCILS team with an allocated officer from Nasrat.

Our SEND link governor (Louise Dempsey) meets termly with the SENDCO to monitor plans and policies linked to inclusion and check these are being well implemented across the school.

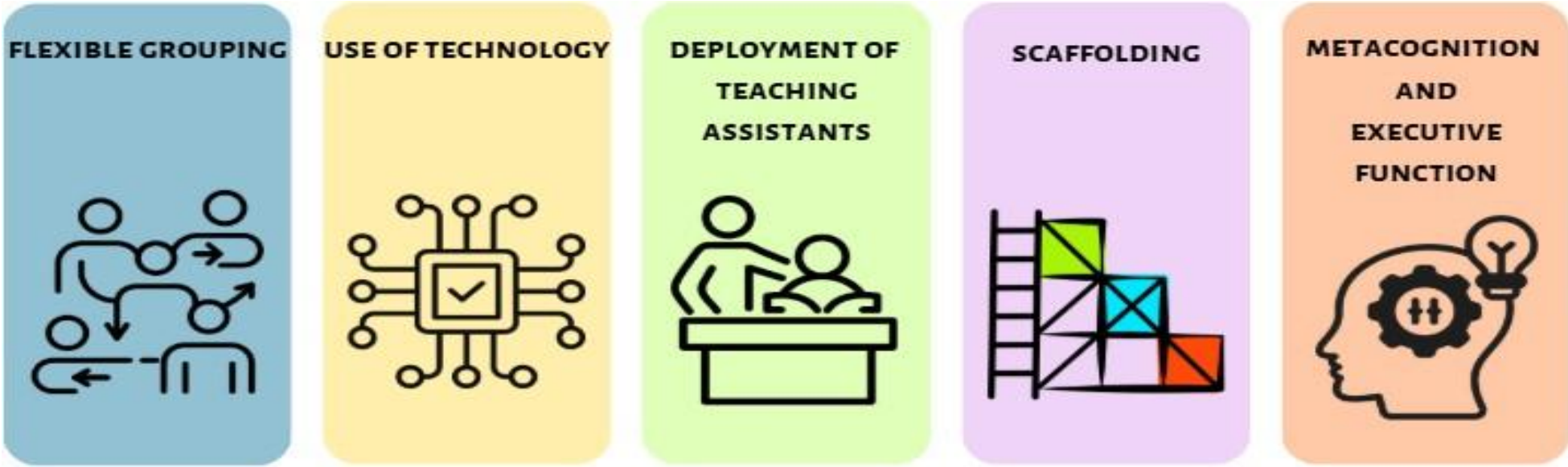
For pupils experiencing other barriers, including children from low-income families and children with social care involvement, support plans may focus on attendance, wellbeing, regulation, pastoral support or academic catch-up. Provision is co-ordinated to ensure that support is cohesive.

Our approach underpinned by the development of independence, encouraging of resilience and building of confidence guide both classroom practice and targeted support, ensuring that provision builds long-term capability, rather than dependence on adults.

Partnerships with parents are fundamental to all provision. In all stages of the graduated approach, and any identification of further, wider support, parents and carers are involved and provided opportunities to give feedback and contribute to provision.

Through early identification, strong teaching, careful and evidence-based support and relentless monitoring, we ensure that pupils receive the right help at the right time, so that barriers are reduced and participation in school life is maximised.

At St Luke's, we have created a 'Top 5' of Inclusion Strategies, that we aim to use in the classroom at all times:



Through regular, evidence-informed CPD, members of staff at St Luke's are well-equipped to meet the needs of all children in their classroom by grouping children flexibly, using technology to assist and further learning opportunities, deploying teaching assistants to develop independence in children, scaffolding learning to provide more meaningful opportunities for all children to thrive and develop metacognitive strategies and executive function.

CPD is revisited regularly and all leaders regularly monitor the approaches used and their impact on children through book looks, lesson observations, staff and pupil feedback.

Impact

At St Luke's Primary School, the impact of our inclusive approach is seen in pupils' attainment, progress, engagement and readiness for the next stage of education. Pupils who have SEND, experience disadvantage or face other barriers to learning are identified early and supported effectively so that they can access the same ambitious curriculum as their peers. The three core principles of our approach to inclusion are to develop independence, encourage resilience and build confidence. Over time, pupils increasingly apply strategies independently, persevere when learning is challenging and take an active role in lessons and school life. These qualities support both academic success and personal development.

Impact on pupils	Impact on staff	Impact on families
Pupils with SEND and those who experience disadvantage make strong progress from their starting points. Differences in attainment between disadvantaged pupils and their peers diminish over time as teaching, intervention and pastoral support are carefully targeted and reviewed. Pupils attend well, participate in lessons and feel confident to contribute. They become more independent in their learning and are better prepared for the expectations of secondary school.	Staff are confident in adapting teaching so that all pupils can access learning and achieve well. High quality teaching meets the needs of a wide range of learners, and additional provision is used purposefully and reviewed regularly. Staff understand pupils' needs and take shared responsibility for their progress, independence and wellbeing.	Families are involved in their children's learning and provision. They are kept informed, listened to and able to contribute to decisions. This strengthens trust between home and school and supports pupils to succeed.

How impact is monitored:

- attainment and progress information
- attendance and engagement
- review of interventions and provision plans
- pupil and parent voice
- monitoring by the SENCO and senior leaders

This ensures that support remains effective and responsive to need.

Strategic Priorities and Development Plan

Our strategic priorities are directly informed by our cohort needs analysis and aligned with the seven areas of inclusion. These priorities will be reviewed regularly to ensure that provision remains responsive to the evolving needs of our pupils.

PRIORITY 1: Develop and embed a clear whole-school inclusion strategy, ensuring that inclusion is central to teaching, learning and school improvement.

Member of staff with overall responsibility: RS (SENDCO)

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Develop and embed a clear whole-school inclusion strategy, ensuring that inclusion is central to teaching, learning and school improvement.	Review current SEND/inclusion provision and identify strengths, gaps and areas for development.	SENDCO / SLT	Autumn 1	Current SEND policies, provision maps, pupil data, staff and parent feedback	A clear picture of current provision and priorities is established.	SENDCO / Headteacher	
	Develop a whole-school inclusion strategy with clear expectations for Quality First Teaching, reasonable adjustments, scaffolding, adaptive teaching and support for pupils with SEND.	SENDCO / SLT	Autumn 1–2	SEND guidance, staff consultation, school improvement plan	Inclusion strategy is completed, shared and understood by all staff.	SLT review FGB approval	
	Consult with staff, pupils and parents/carers to ensure the strategy reflects the needs and experiences of the school community.	SENDCO / SLT	Autumn 2	Questionnaires, pupil voice, parent voice, staff meetings	Feedback is gathered and demonstrably influences the strategy.	SENDCO	

	Provide staff CPD on inclusive practice, adaptive teaching, scaffolding, modelling and effective use of support staff.	SENDCO / SLT	Throughout the year	CPD time, training materials, external agencies where appropriate	Staff demonstrate increased confidence and consistency in inclusive classroom practice.	Learning walks, observations, book scrutiny and staff feedback	
	Ensure SEND provision is reflected within curriculum planning and whole-school improvement priorities.	SLT / Teachers	Ongoing	Curriculum planning time, provision information	SEND and inclusion are evident within curriculum planning and school improvement work.	SLT monitoring	
	Review the effectiveness of classroom adaptations and targeted interventions, using pupil progress and assessment information to evaluate impact.	SENDCO / Teachers	Termly	Assessment data, intervention records, provision maps	Evidence demonstrates that adaptations and interventions are improving access, engagement and progress.	SENDCO termly review	
	Develop pupil voice and self-advocacy so that pupils increasingly understand their needs and can identify the support and adaptations that help them learn.	SENDCO / Teachers	Spring–Summer	Pupil voice activities, individual profiles	Pupils can increasingly articulate their strengths, needs and effective strategies.	Pupil voice / SENDCO	
	Review and evaluate the inclusion strategy annually and use findings to inform the next cycle of school improvement.	SENDCO / SLT	Summer term	Evaluation evidence, pupil/parent/staff voice, progress data	Inclusion strategy is evaluated against measurable outcomes and informs future priorities.	Headteacher / Governors	

PRIORITY 2: Strengthen the ADPR cycle so that assessment, provision, review and evaluation are consistently effective, purposeful and clearly demonstrate the impact of support

Member of staff with overall responsibility: **RS (SENDCO)**

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Strengthen the ADPR cycle so that assessment, provision, review and evaluation are consistently effective, purposeful and clearly demonstrate the impact of support.	Review the current ADPR process and identify areas where the cycle, documentation or expectations need to be strengthened.	SENDCO / SLT	Autumn 1	Current ADPR paperwork, SEND guidance, existing provision information	Current process is reviewed and clear areas for development are identified.	Headteacher / SLT	
	Develop a clear and consistent ADPR process, including expectations for assessment, identification of need, provision, review and evaluation.	SENDCO	Autumn 1–2	Revised ADPR documentation and guidance	A clear, manageable and consistent ADPR process is established across the school.	SENDCO / SLT	
	Ensure ADPR outcomes are specific and measurable, with clear identification of the support required and the intended impact on the pupil.	SENDCO / Teachers	Autumn 2 onwards	Assessment information, pupil profiles, provision maps	ADPR documentation consistently identifies clear needs, provision and measurable outcomes.	SENDCO audits	

	Ensure reviews evaluate the impact of provision and inform the next steps for the pupil, rather than simply recording provision provided.	SENDCO / Teachers	Termly	Progress data, intervention records, pupil voice	Reviews demonstrate whether support has had an impact and identify appropriate next steps.	Termly SEND review	
	Provide staff with clear guidance and support to ensure the ADPR process is understood and applied consistently.	SENDCO	Autumn 2	Staff CPD / guidance	Staff understand their role within the ADPR cycle and complete documentation consistently.	Learning walks / paperwork checks	
	Use information from ADPR cycles to inform provision, interventions and wider SEND planning.	SENDCO / SLT	Ongoing	Pupil progress data, ADPR outcomes	Assessment and review information directly informs changes to provision and support.	SENDCO / SLT	
	Evaluate the effectiveness of the ADPR cycle at the end of the academic year and make refinements where necessary.	SENDCO / SLT	Summer term	Monitoring evidence, staff/pupil/parent feedback	ADPR process is evaluated and improvements identified for the following year.	SLT / Governors	

PRIORITY 3: Further develop quantifiable assessment approaches for our least-able pupils, enabling us to demonstrate progress and identify the impact of provision more precisely

Member of staff with overall responsibility: **RS (SENDCO)**

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Further develop quantifiable assessment approaches for our least-able pupils, enabling us to demonstrate progress and identify the impact of provision more precisely.	Review current assessment approaches for the least-able pupils and identify where existing systems do not sufficiently capture small steps of progress.	SENDCO / SLT	Autumn 1	Current assessment systems, pupil data, staff feedback	Clear strengths and gaps in current assessment approaches are identified.	SENDCO / SLT	
	Develop and agree a consistent assessment approach which enables small steps of progress to be recorded and measured over time.	SENDCO / SLT	Autumn 1–2	Assessment frameworks, existing pupil evidence	A clear and manageable assessment approach is agreed and implemented.	SENDCO	
	Establish individualised, measurable starting points and outcomes for identified pupils, linked to their specific areas of need.	SENDCO / Teachers	Autumn 2	Baseline assessments, pupil profiles, assessment information	Pupils have clear baseline information and measurable outcomes against which progress can be assessed.	SENDCO audits	
	Ensure assessment information is used to evaluate the impact of interventions, adaptations and additional support.	SENDCO / Teachers	Ongoing	Intervention records, assessment data	Staff can demonstrate whether specific provision is resulting in measurable progress.	Termly provision review	

	Use assessment information to inform the ADPR cycle and decisions about whether provision should be continued, adapted or changed.	SENDCO / Teachers	Termly	ADPR documentation, assessment data	Assessment evidence directly informs decisions about future provision.	SENDCO / SLT	
	Moderate assessment information with staff to ensure consistency and reliability of judgements.	SENDCO / Teachers	Termly	Pupil work, assessment evidence, moderation time	Staff demonstrate greater consistency in assessing and recording small-step progress.	SENDCO moderation	
	Review the effectiveness of the assessment approach and refine it based on evidence of impact.	SENDCO / SLT	Summer term	Progress data, staff feedback, pupil outcomes	The assessment system demonstrates measurable progress and is refined where necessary.	SLT / Governors	

PRIORITY 4: Strengthen parental voice, ensuring that parents and carers are active partners in evaluating and shaping SEND provision and that their views inform our ongoing improvement work. Develop pupil voice and self-advocacy, supporting pupils to understand their own strengths and needs, articulate the support that helps them to learn and increasingly advocate for themselves

Member of staff with overall responsibility: RS (SENDCO)

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Strengthen parent and pupil voice, ensuring that parents/carers	Review current opportunities for parents/carers and pupils to share their views about SEND provision and identify areas for development.	SENDCO	Autumn 1	Existing parent/pupil feedback, SEND records	Current opportunities for voice are reviewed and gaps identified.	SENDCO / SLT	

and pupils are active partners in evaluating and shaping SEND provision.	Develop a consistent approach to gathering parent and pupil voice at key points, including identification, ADPR reviews and evaluation of provision.	SENDCO / Teachers	Autumn 1–2	Pupil-friendly and parent questionnaires / review forms	Parent and pupil views are routinely gathered and recorded.	SENDCO audits	
	Support pupils to understand their strengths, needs and the strategies that help them to learn, enabling them to contribute meaningfully to discussions about their support.	SENDCO / Teachers	Ongoing	Pupil profiles, visual resources, self-advocacy activities	Pupils increasingly understand and can communicate their needs and what helps them learn.	Pupil voice / learning conversations	
	Use parent and pupil feedback to inform decisions about SEND provision, adaptations and support.	SENDCO / SLT	Ongoing	Feedback information, ADPR outcomes	Evidence demonstrates that parent and pupil voice informs provision and decision-making.	SENDCO / SLT	
	Communicate with parents/carers and pupils how their feedback has influenced SEND provision and school improvement.	SENDCO / SLT	Ongoing	Newsletters, meetings, website / communication platforms	Parents, pupils and staff can identify examples of how feedback has resulted in positive change.	SLT / Governors	
	Evaluate the effectiveness of parent and pupil voice annually and use findings to inform future SEND priorities.	SENDCO / SLT	Summer term	Feedback data, pupil voice, evaluation evidence	Parent and pupil voice is embedded within the school's SEND improvement cycle.	Governors / SLT	

Measuring Impact

To ensure that our approach to inclusion leads to sustained improvement, we will review impact against the following milestones:

By the end of this academic year	By the end of the next academic year	Within three years
Pupils who receive additional support make expected progress from their starting points in reading, writing and mathematics. Differences in attainment between disadvantaged pupils and their peers begin to narrow in each year group. Teachers demonstrate confidence in adapting teaching using agreed inclusive strategies. Families of pupils receiving additional support report that communication with school is clear and helpful.	The majority of pupils with SEND and those who experience disadvantage make at least expected progress, with increasing numbers making more than expected progress Differences in attainment between disadvantaged pupils and their peers continue to diminish across the school. Pupils receiving additional support show increased independence in lessons and reduced reliance on adult support where appropriate. Attendance of key groups improves and is closer to the whole-school average. Most pupils who receive additional support leave St Luke's as confident, independent learners who are well prepared for secondary school.	Attainment and progress for pupils with SEND and disadvantaged pupils are consistently strong from their starting points across all key stages. Gaps in attainment between disadvantaged pupils and their peers are significantly reduced and, in some cohorts, closed. Inclusive practice is embedded in all classrooms and consistently strong across the school. All pupils leave St Luke's as confident, independent learners who are well prepared for secondary school.

Governance and Accountability

At St Luke's Primary School, accountability for inclusion is embedded within a strong governance structure. This ensures that inclusive practice is strategically led, rigorously monitored and continuously improved.

At school level, responsibility for inclusion is shared across the leadership team. The Headteacher, Deputy Headteacher and Assistant Headteacher work collaboratively to ensure that inclusive practice is embedded across all aspects of school life.

The SENDCO leads on the strategic development and day-to-day implementation of SEND provision, supported by the Parental Involvement Worker and Pastoral lead. The Teaching and Learning Lead (AHT) plays a key role in ensuring that high-quality, adaptive teaching meets the needs of all learners.

Accountability is maintained through a range of robust processes, including:

- Regular monitoring of pupil progress, attainment and attendance
- Review of SEND provision and intervention impact
- Lesson observations, book looks and learning walks
- Pupil and parent voice
- Ongoing professional dialogue between school staff

The impact of inclusive practice is reviewed regularly by both school and Governors, ensuring that provision remains responsive to cohort needs and that funding is used effectively. This collaborative approach ensures that inclusion is not only a school priority but a shared responsibility.

Publication and Review

This Inclusion Strategy is published annually on the St Luke's Primary School website to ensure that it is accessible to parents, carers and the wider school community. It provides a clear and transparent overview of how the school identifies and meets the needs of its cohort, and how funding is used to support inclusive practice.

The strategy is reviewed on an annual basis, with updates informed by:

- Changes in cohort need, including SEND profiles, attainment and attendance data
- Evaluation of the impact of current provision and interventions
- Feedback from pupils, parents, staff and external partners
- Ongoing developments in national guidance and evidence-informed practice

In addition to the annual review, elements of the strategy are monitored and evaluated throughout the academic year. Senior leaders and the SENDCO review progress regularly to ensure that provision remains responsive, effective and aligned with the school's priorities.

The strategy is subject to scrutiny and challenge from governors. This ensures that inclusive practice remains a strategic priority and that the impact of provision is clearly understood.

This Inclusion Strategy will be available to inspectors as part of the school's documentation and will be used to support evaluation of inclusion. Through regular review and transparent publication, the school ensures that its approach to inclusion continues to evolve in response to the needs of its pupils.

Links to other policies and school documents:

- SEND Policy
- SEND Information Report
- Attendance Policy
- School Culture, Relationships and Behaviour Policy
- School Development Plan (SDP)/Self Evaluation Form (SEF)
- SEND Action Plan