

Inclusion Strategy

St. Michael's Catholic Grammar School



Approved by:	Headteacher	Date: September 2026
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Last reviewed on:	N/A
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Next review due by:	Autumn 2027
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*A Voluntary Aided School in the Trusteeship of St. Michael's Catholic School Trustee, a Member
of the Loreto Education Trust
Founded by the Sisters of the Poor Child Jesus*

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).

Statement of intent

We want all students, irrespective of their socio-economic background or Special Education Needs, to be able to access fully our curriculum offer. Our ambition is that such students are so fully integrated and their needs met so absolutely that they achieve the same, attend the same and access the same cultural capital as all other students who have not been identified with those needs. In pursuing this ambition, we are following through on our ethos and belief that all students are made in His image and so are all of equal worth as necessary parts of God's plan.

As a small school, we are able to gain a great understanding of all our students. This is enabled through effective tutors working with passionate pastoral leaders who are driven to provide the support which students need at different stages of their journey. Our stable staff are sensitive to new or changing circumstances of our students and are quick to communicate with the pastoral team via the MyConcern software. These reports are engaged with and provision swiftly put in place.

We work closely with families and outside agencies in order to put the right provision in place.

The 7 Areas of Inclusion and the Two-part model

At St Michael's Catholic Grammar 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 supporting our aim of all students accessing our ambitious curriculum.

Classroom provision is inclusive and based upon the two-part model as evidenced by the EEF (Education Endowment Foundation), these ideas flow through the seven areas of inclusion, specifically:

1. **The Universal Approach** (part 1) is exemplified at St Michael's by a calm and supportive classroom environment which enables all students the opportunity to focus and so develop their skills and knowledge. The school is working towards even greater consistency in the Teaching and Learning target of "The St Michael's Lesson". Classrooms are safe spaces. All teachers set the seating plan, rotated frequently to enhance learning; the rewards and sanctions system is clear and supports learning; teachers know their students and so scaffolding is effective and feedback a frequent part of lessons.
2. **The Adaptations employed** (part 2) depend upon the needs of the student. St Michael's has as a Teaching and Learning target of "Active Inclusion", this is where PP and SEND students are given particular attention in lessons. An aspect of this is that PP students are always placed in the seating plan in accessible positions so that they can easily be supported individually. In addition, PP and

SEND students, over a duration of time, get more teacher attention both inside the class (as part of discussions or question/answer sessions) and as part of written feedback from the teacher. SEND students (and SEMH students) may have other needs addressed via student passports which teachers need to respond to on an individual basis (one common example is the provision of extra time in test situations).

Area of Inclusion	Current Practice	Strategic Development Priorities
Ambitious Leadership and Governance	Inclusion is central to school improvement planning and is led by all SLT. Regular monitoring, including Deep Dives of provision and interviews with students demonstrates our inclusive Practice.	Substantiate leadership with more training. Involve governors more
Early Intervention and Evidence-Based support	Needs are identified early through ongoing monitoring by staff (and reported through MyConcern. This is backed up by appropriate assessment organised by the SENDCO to identify specific needs.	Continue staff CPD to more effectively identify the needs of new students or students with emerging needs.
High-Quality Teaching and Curriculum	Our school benefits from a stable teaching body. All our SEND students have a passport which all teachers have access to through Class Charts. Our teachers are experienced and able to utilise adaptive teaching strategies to ensure all children can access our ambitious curriculum.	Embed current practice with new staff to ensure uniform cover across school.
Enrichment and Wider Opportunities	All students are provided with opportunities beyond the classroom to support personal development, including trips, clubs and the wider curriculum experiences. SEND students are included in all trips and funding is used to enable all PP students to access trips	Whilst material barriers are overcome, we need to ensure that SEND and PP students access in equal numbers with all other students – monitoring and analysis will indicate.
Culture, belonging and attendance	Our school culture promotes a strong sense of inclusion which promotes respect, belonging and high expectations. This is rooted with high expectations where inclusion is promoted and discussed (e.g. in assemblies and tutorials). Attendance is	Continue to support those with poor attendance with the effective strategies already in place.

	monitored and demonstrates high levels for all groups of students.	
Partnerships with Families and Services	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 offer outside of school.	Increase parental engagement on SEND provision plans. Increase staff knowledge of wider agencies to ensure support can be gained more efficiently.
Inclusive Environments	All children at St Michael's are immersed in a safe, inclusive environment, which supports them to be ambitious, resilient and considerate towards others.	Continue to act on any incidents whereby students have been made to feel excluded (pastoral support)

Financial Provision (2026-2027)

Inclusion and Strategy Funding at St Michael's is a combination of core school funding, including the notional Special Educational Needs (SEND) budget, alongside additional funding from Barnet Local Authority. These resources are used collectively to ensure that pupils with additional needs can access and succeed within our ambitious curriculum. Our notional SEND budget is allocated to support a wide range of inclusive practices, including high-quality teaching, targeted interventions, staffing 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
- Investment in staff training and professional development
- Purchase of resources and adaptive technologies to reduce barriers to learning

Notional SEND Budget Allocation	£301,934
Additional expected top-up funding from Barnet	£33,120
Inclusive mainstream fund allocation	£13,569
Total funding	£348,623*

*Note that Pupil Premium funding is reported separately in the Pupil Premium Strategy (available on school website)

Funding is prioritized 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.

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

	DETAIL OF BARRIER TO LEARNING
1	Pupil Premium students (and others who have been identified as in need financially). These students require ongoing financial support to enable them to access all aspects of school life, in particular curricular and extra-curricular trips and opportunities.
2	SEND students have unique, identified needs which classroom teachers must be familiar with in order to ensure that these students can fully access the class curriculum.
3	Some students, from time to time, may be identified as requiring extra support as a result of SEMH (Social, Emotional and Mental Health) issues. Such students often experience multiple barriers to their progress and their support will be unique to them.
4	Some students have been identified with unstable home backgrounds in connection with poor housing or loss or absence of parent(s). Such students need ongoing monitoring to identify when they need support and the exact nature of that support.
5	Identified students with poor attendance will gain lower academic results as a consequence of their absences.
6	LAC. The disadvantage impacting Looked After Children is well known and proven. Our task is to ensure that the individual partakes of the opportunities on offer in line with all other students.

7	Those with (or previously had) a social worker. The disadvantage impacting those involved with Children's Services are unique to the individual student, but the general disadvantage is well known and proven. Our task is to ensure that the individuals partake of the opportunities on offer in line with all other students.
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Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

	DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER	TOTAL BUGDETED COST
1	Identified PP students who are not able to access extra-curricular provision (e.g. Instrumental music lessons) are supported financially to enable them to access this. These may be PP students, but they may also not reach that threshold.	If this provision was not in place, then these students would be denied the cultural capital available	Targeted at individuals	£20,000 individual support for students to access provision.
2	Training for teachers and support staff to enable them to more effectively support SEND students who have an identified area of need (as highlighted in their Pupil Passport)	Individual students have been identified with specific needs.	Targeted at individual students	£5k INSET budget. £25k SEND admin. £50k SENDCO. £20k software. £30k individual support for students.
3	Students with SEMH issues, depending upon their needs will be seen by HOKS, Student Support or school counsellors. A safely plan will be put in place if required in conjunction with the Medical Room team.	Varies with student but attendance, health issues or health distractions.	Targeted individual students	£60k Medical Room. £75k Student Support.

4	Supporting individual students with difficult and unstable home backgrounds through pastoral support and signposting to external services expert in these areas (e.g. housing and social services).	Unstable family situations impact significantly on learning and achievement.	Targeted on individuals.	£50k salary costs pastoral team
5	Identified students with poor attendance have individualised strategies to enable them to access school more regularly. The Attendance Administrator will focus time and resources by working with individual families to support. Home visits and targets set.	Poor attendance impacts performance and attainment	Universal provision for all students, but focused upon identified students.	£25k Attendance Administrators' salary
6	We have one student who is LAC (adopted). Her progress is overseen by Deputy Head (Pastoral) who ensures she is performing and participating in line with all other students.	Potential for less engagement with education.	Universal provision but close monitoring will highlight when support may be offered in addition.	£15k Data Administrator salary
7	Those students who are or have had social services involvement are overseen by Deputy Head (Pastoral) who ensures they performing and participating in line with all other students.	Potential for less engagement with education.	Universal provision but close monitoring will highlight when support may be offered in addition.	£15k Data Administrator salary

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

	INTENDED OUTCOME	MEASURABLE SUCCESS CRITERIA	TARGET DATE
1	PP students have their opportunities widened such that they have the same opportunities as students who are not PP within the school environment.	Data on extra-curricular involvement demonstrate that PP are accessing the same proportion of opportunities as non-PP	Summer 2027
2	SEND students have their needs met such that they are able to perform at the same level (i.e. same VA) as their peers who are not SEND	SEND students have the same VA as non-SEND students at GCSE and A Level	Summer 2027
3	Students flagged up as SEMH have plans in place to support them appropriately and, where possible, their needs are met at school or through reference to outside agencies.	Students who have SEMH feel supported by the school – evidenced through student panels or individual questionnaire	Summer 2027
4	Students with unstable or difficult home lives have support in-school and outside agencies are flagged for support where possible.	Identified students feel supported by the school – evidenced through student panels or individual questionnaire	Depends on individual, ASAP
5	Attendance improves for targeted students	Levels of attendance improves	ASAP
6	LAC student is performing, attending and participating at the same levels as other students	Termly monitoring of progress and attendance are key factors. Annual monitoring of extra-curricular involvement also	Termly data drops
7	Those students who are or have had social services involvement are performing, attending and participating at the same levels as other students	Termly monitoring of progress and attendance are key factors. Annual monitoring of extra-curricular involvement also	Termly data drops