



St Thomas's
CE Primary School

Inclusion Curriculum Statement

Date of Sign Off: October 2025

Date of Review: October 2026

Part of



**The Sycamore
Church of England
Trust**

Grow together, Learn forever

Intent	Implementation				Impact
Be ambitious for all pupils with SEND	- Inclusion policy is live throughout school and reviewed constantly. - Staff have high expectations- inclusivity for all regardless of barriers to learning. - Emphasis on QFT non-negotiables - Developing characteristics of resilience and curiosity through a love of learning - Challenging targets set for all pupils				Outcomes of SEND questionnaire demonstrate children's love of learning. All staff confident in expectations of QFT - amount of interventions reduced due to impact of QFT in the classroom. Interventions based on assessments of identified need and meeting outcomes on EHCP
Early identify and assess the needs of pupils with SEND	- Pupil progress meetings - Target setting recorded on provision map - QFT non-negotiables are followed for all areas of need - Assessments in place for each area of need				All staff are accountable for the attainment and progress of all children in their class. (links to PM targets) Staff confident in setting SMART targets and keeping provision map regularly updated. Inclusion guidebook supports staff in meeting the needs of all learners regardless of need. All staff aware of the referral pathways when identifying need. Key staff trained in the different assessment tools used to support outcomes and identify next steps in learning.
	Cognition and Learning: PIVAT's Accelerated Reader Star reading tests Termly assessment tests Bury Developmental profile	SEMH: PIVAT's Boxall profile SDQ questionnaire Emotional literacy questionnaire Hamish & Milo	Communication and Language: PIVAT's WELLCOMM Early Talk Boost	Medical/Physical: Seek professional guidance. OT/Physio	

Intent	Implementation	Impact
Develop and adapt the curriculum considering pupil's needs, starting points and aspirations for the future.	• All children are entitled to a broad and balanced curriculum through QFT. • Appropriately resourced curriculum that supports pupils to access an age-appropriate curriculum. • School ethos and values promote aspirations, hopes and dreams • Appropriate interventions are delivered to support children at the point of need with access to the right support, in the right place and at the right time. • All learners are challenged appropriately. • Learning inside and outside of the classroom exposes children to a variety of memorable experiences. • A language rich curriculum enhances learning. • Golden threads across foundation subjects support children to know more and remember more- supporting children in knowing what learning came before and what is next	Monitoring of QFT and the curriculum, ensures pupils are achieving well. Evidence from monitoring shows that teaching and learning meets the needs of all learners. Provision maps and monitoring of interventions show personalised learning. Pupils articulate the value of learning experiences and how this flourish future opportunities. Pupils use subject specific vocabulary appropriate to their age. SEND children are able to articulate their learning and on the whole are able to talk about places they have been and people they have met
Involve parents and carers in the decision making process of how best to support their child with SEND.	• Attendance at child-centred reviews/transition reviews • Parent/carers views obtained before annual reviews. • Termly meetings to discuss child's progress and individual needs. • New targets and reviewed targets sent to parent's half termly • Termly reports outlining achievement, strengths and areas of development. • The voice of parents/carers are valued and consulted regarding policies and procedures. • Bi-annual parents evening • Information about services for SEND available through the website • Open door policy as a point of contact • SEND parent meetings held half termly- consultations around key SEND paperwork	Parents/carers happy with the SEND provision offered. Parents/carers feel well informed about their child's progress Vast majority of Parents/carers attend child-centred reviews and complete parent comment sheets. SEND parents meetings are well received and growing in number
Liaise with the relevant professional agencies to decide how best to support pupils with SEND.	• Termly SEND consultation meetings to discuss specific children. • Referrals to health when needed. • Support from ANT on issues around cognition and learning/social communication difficulties	SENDCo's have the opportunity to collaborate and share wealth of experience to support each other.

Intent	Implementation				Impact
	- Support from Primary hub on issues relating to SEMH. - Telephone consultation with SALT when needed - Recommendations from outside agencies are followed and recorded on class provision - Advice and recommendations are held in high regard to support the children’s next steps. - Access to CPD from professional agencies.				Clear pathways for referrals ensure advice is prompt. Strong relationships with professionals ensure advice is swift and appropriate to need. Recommendations are followed and recorded on Provision maps to ensure outcome matches need.
Rigorously monitor outcomes to diminish the difference.	- Cycles of assess plan, do and review are carried out. - Outcomes and additional support recorded on class provision. - Outcomes regularly reviewed and next steps identified. - Data collection and analysis to identify level of need- individual, groups or cohort. - Monitoring timetable established and followed. - Pupil voice to ascertain their views on quality of provision - Target setting – building in rigour and challenge. - School improvement plan drives priorities				Monitoring timetable ensures triangulation is rigorous. Monitoring of SEND provision feeds into School Improvement to ensure cycle is rigorous and robust.
Provide additional provision within our school for each area of need. Include all pupils in every aspect of school life to promote hopes, aspirations and develop talents in all areas of life.	Cognition and Learning	SEMH	Communication and Language	Medical/Sensory	Interventions are monitored as part of a yearly cycle. CPD offered ensures staff are confident in delivering additional provision and can evaluate impact. Professional advice from colleagues ensures additional provision is appropriate.
	Maths rapid intervention Unlocking letters and sounds Precision teaching	Emotional Literacy Hamish & Milo Social group Lego therapy	Time to talk Talkabout 1:1 SALT EAL support for INA’s Early Talk Boost WELLCOMM	Motor skills UTD 1:1 physio Dough disco OT recommendations Sensory diet as recommended by professionals	
	Liaise with professional agencies for each area of need - follow recommendations.				

Intent	Implementation	Impact
Prepare pupils not only for their next steps in education, but for their journey into adulthood.	- Enhanced transition meetings - New teachers invited to person centred planning meetings - Additional visits to High school - Pupil passports identifying strengths limitations. - Person centred review meetings - Pastoral support for pupils - Internal transition- move up days, meet the teacher.	Pupils settle well into their new classes and new settings. Good communication ensures that staff are aware of pupil's needs and their role in supporting them. All stake holders talk positively about the transition process.
Enable pupils to flourish in the world beyond the classroom, as citizens in our diverse and culturally rich society	- Opportunities for outdoor learning. - Inter-school sports competitions to develop skills of resilience and sportsman ship - Variety of after school clubs, trips, visitors to school to broaden horizons. - Links with church, Mosque and other religious organisations - Celebration of different festivals throughout the year. - PSHE themes interwoven into assembly, reflection areas - Theme days throughout the year - Representative from each class on rights and respecting schools - Connections are made between faiths - Exploring the uniqueness of each individual and their families - Exploration of culture and diversity through RSE and reading genre	All pupils feel valued and respected as citizens. Pupils are able to talk positively about their experiences. Pupils demonstrate increased confidence and resilience. Increased numbers of pupil participation in different events offered.