Inclusion Strategy – St Peter's CofE Infant School.

School Vision

LEARNING FOR LIFE

"For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

The school's ethos statement:

As a church school our ethos is rooted in our Christian faith, and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children. We believe that our children have unlimited potential, and we strive to play our part in fulfilling God's promises for their future.

Shared Christian Values are central to the life of the school and inform everything we do.

Statement:

To be an outstanding school, building a 'Learning for Life' foundation, by nurturing and educating the whole child, whatever their faith or background. We will prepare our children intellectually, emotionally, and spiritually for the future, enabling them to flourish with the confidence and self-belief to achieve their full potential.

School Aims:

- To ensure that there is a happy, safe, secure, stimulating, and supportive learning environment where Christian beliefs and values are central to the ethos of the school and its teaching.
- To provide quality education through a broad, balanced, and creative curriculum, in order that all pupils can achieve their full potential and develop responsible and enthusiastic attitudes to learning for life.
- To extend quality of care to all members of the school community leading to attitudes of mutual respect, responsibility, and self-discipline in a multi-cultural society.
- To promote and nurture strong links between school, home, church, parish, and the wider community including other schools, preschools and nurseries, the Local Education Authority and Southwark Diocesan Board of Education.

Our Inclusion 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	2026-2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Lenia Greenaway

Statement of intent

At St Peter's CofE Infant School, inclusion is not an add-on – it is at the heart of everything we do. As a Church of England school serving up to 90 pupils aged 4-7, our Christian values underpin our unwavering commitment to ensuring every child is valued as a unique individual created in God's image, capable of flourishing and achieving their full potential.

We have developed this inclusion strategy through genuine partnership with our school community – listening to the voices of families, pupils, staff and governors. Their insights have shaped our vision: a school where diversity is celebrated, barriers to learning are removed, and every child thrives academically, socially, emotionally and spiritually.

Our strategy is built on five interconnected objectives that reflect our key priorities: creating inclusive classroom environments, supporting mental health and wellbeing, developing speech, language and communication, building staff expertise, and working in partnership with families.

We are committed to inclusive classroom environments where every child, regardless of their additional needs or SEND, accesses a broad, balanced, creative and ambitious curriculum that prepares them for their next steps. Through quality first teaching, carefully designed curriculum, and thoughtfully adapted physical spaces, we ensure that learning is accessible and engaging for all. We assess the inclusivity of our estate by considering physical access, daily routines, the sensory environment, wayfinding, equipment and technology, emergency arrangements, specialist curriculum areas, personal care, and independence. Our approach includes managing acoustics to reduce distractions and support clear communication, appropriate lighting to support concentration and sensory regulation, quiet spaces for self-management of sensory processing differences, and visual timetables to support predictability and independence.

We prioritise mental health and wellbeing so that all pupils feel valued, safe and included in the school community, with strong social connections and positive mental health. We prevent bullying through an anti-bullying team and policy that specifically refers to bullying based on SEND. We make PE and sports accessible for all pupils, emphasising the link between regular exercise and mental wellbeing. We reward non-academic achievements, praising pupils for skills and achievements that may often be overlooked. We promote good mental health throughout the year by incorporating it into PSHE/RSE/PSED lessons, assemblies, themed week and circle times, encouraging pupils to talk about their feelings.

We recognise the fundamental importance of speech, language and communication. Through language-rich environments, early identification of needs, and evidence-based interventions, we ensure all pupils develop the communication skills essential for learning and life. We make discussions accessible by adapting interventions such as the zones of regulation, using social stories to address topics or illustrate case studies, and using visual timetables for self-referral in times of need. Our collaboration with speech and language therapists ensures specialist expertise is embedded into everyday classroom practice.

We invest in our staff because we know that knowledgeable, confident and skilled practitioners are essential to meeting diverse needs. We train our staff to be vigilant for signs of poor mental health, as staff are well placed to observe pupils day to day and identify those who may be experiencing difficulties. Through high-quality CPD, clear systems and processes, and opportunities to learn from specialists, we build staff capacity to identify and support all learners effectively.

We work in genuine partnership with families, recognising them as experts on their own children and essential partners in supporting learning and wellbeing. Through regular communication, co-production of support plans, and practical guidance on supporting learning at home, we ensure families are active participants in their child's education.

We must publish an inclusion strategy by 31 December 2026 that sets out our use of our overall funding allocation to identify and meet pupils' needs and embed inclusive practice. This strategy will be reviewed annually with input from all stakeholders, ensuring it remains responsive to the evolving needs of our school community. Our governing board will have oversight of this strategy and its implementation, and it will be available to Ofsted inspectors when they evaluate inclusion.

At St Peter's School, we believe that when every child feels they belong, when barriers are removed, and when support is personalised and effective, all pupils can flourish. This is our commitment, our promise, and our practice.

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
1	A significant proportion of pupils have social, emotional and trauma-related needs that impact on their behaviour, concentration and engagement in learning. Demand for therapeutic and SEMH support remains high and continues to increase for some pupils.
2	The school has limited breakout and calm spaces to meet the needs of pupils with complex SEMH and sensory regulation needs. This restricts the school’s capacity to provide appropriate, safe and timely support within the classroom environment.
3	Pupils with SLCN may face barriers to accessing learning, communicating their understanding, developing relationships and participating fully in school life. Communication difficulties can significantly impact academic progress, social development, emotional wellbeing and behaviour.
4	SENDCo time is impacted by administrative tasks, which limits their capacity to lead strategic provision, monitor impact and train staff.

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	Activity type	Total budgeted cost
Hamish and Milo Primary Programme (Barriers 1 and 2) **Principles**: Early Identification & Intervention; Safe & Supportive Culture; Effective Partnerships A complete evidence-based SEMH intervention programme for primary schools, with 100 structured sessions across ten emotion themes. Includes child wellbeing profiles, parent/carer leaflets, planning tools, wellbeing journals, sock-puppet pet craft kits, and more. Hamish & Milo helps children understand, express, and manage their feelings through stories, play, and creative activities. Its friendly animal characters provide a safe way to explore emotions, build confidence and friendships, and develop coping skills for everyday difficulties and life changes. Sessions are led by trained school staff, usually in groups of up to six children or one-to-one, in a supportive space where children can share at their own pace.	Universal	£795 one-off single school licence
Movement break wall art (Barriers 1 and 2) **Principles**: Accessible Learning Environments; Access to Enriching Opportunities Wall display/mural consists of visual and physical activity prompts displayed around the school environment. The resource provides opportunities for movement breaks and sensory activities that support regulation, balance, coordination, motor planning and readiness for learning throughout the school day)	Universal	KS1 in Library/hall £1000 Reception classroom £1000
Calming Corner in all classrooms (Barrier 2)	Universal	£300 per classroom = £900

Principles: Safe & Supportive Culture; Accessible Learning Environments Calming Corners are designated areas within classrooms equipped with visual supports, sensory resources, regulation strategies, and comfort items. They offer children a quiet, supportive space to practise self-regulation and manage their emotions.		
Sensory resources to implement the OAP (Barrier 2) **Principles**: Accessible Learning Environments; High-Quality Adaptive teaching Tactile and calming aids: Keep sensory tools readily available, such as weighted lap pads and concentration aids. Environmental controls: Reduce sensory overload by providing access to quiet spaces for self-regulation and ear defenders. Seating and movement: Offer options such as wobble cushions, resistance bands attached to chair legs, or floor-based workspaces to help students regulate and stay focused.	Universal	£500
Verbo (Barrier 3) **Principles:** Strong Leadership; Early Identification & Intervention; High-Quality Adaptive Teaching Whole-school system developed by NHS professionals. It equips teaching assistants with practical skills, helps schools audit classroom communication environments, and supports early pupil screening to create bespoke, therapist-approved targets.	Universal	£500 annually
Trellis (Scottish Education Scribe) (Barrier 4) **Principles:** Strong Leadership; Early Identification & Intervention An AI assistant and scribe designed for teachers and schools to record and draft child-centred additional support needs (ASN) meeting notes	Targeted	£500 annually

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
Pupils with social, emotional and mental health needs will feel safe, secure and supported in school. Through consistent approaches, early identification, and targeted SEMH provision, pupils will develop improved emotional regulation, positive relationships, and readiness to learn, enabling them to engage more consistently in classroom learning and make progress towards their individual learning goals.	By Autumn 2027: Staff consistently use agreed strategies to support wellbeing, behaviour and emotional regulation. Pupils manage their emotions more effectively, with fewer incidents or less disruption. Pupils show improved concentration, participation and readiness to learn. Pupils use taught strategies to express their feelings and ask trusted adults for help. Parents and carers feel informed and involved in planning their child's support.
Pupils with SEMH and sensory regulation needs will have timely access to safe, appropriate, and supportive environments that enable them to regulate their emotions, manage sensory demands, and return to learning when ready. The effective use of available spaces and resources will increase pupils' independence, wellbeing and participation in school life.	By Autumn 2027: Calm spaces are reviewed and adapted to meet pupils' sensory, emotional and safety needs. Clear procedures explain how pupils access these spaces, how they are supervised and how they return to learning. Staff use calm spaces appropriately alongside inclusive classroom strategies. Pupils can access suitable support promptly and safely. Pupils are increasingly able to regulate their emotions and return to learning. Pupils with sensory or SEMH needs participate more fully in learning and school activities.
Pupils with speech, language and communication needs will develop the communication skills necessary to access the curriculum, express their needs and understanding, build positive relationships and participate confidently in school life. Through early identification, language-rich teaching environments, targeted interventions and	By Autumn 2027: Pupils' communication needs are identified promptly, and appropriate support is provided.

partnership with families and specialist services, pupils will make measurable progress towards their individual communication and learning goals.	Staff consistently use inclusive communication strategies, such as visuals, clear instructions and processing time. Pupils make measurable progress towards their individual communication targets. Pupils increasingly communicate their needs, ideas and understanding Pupils participate more confidently in lessons, play and social activities. Specialist advice is used in the classroom and shared with families Parents and carers are supported to use agreed communication strategies at home.
SENDCo has more time for strategic activity, impact monitoring and staff training.	By Autumn 2027: Less time spent on admin tasks such as note-taking during meetings
The seven principles of inclusion are consistently embedded across school practice.	By Autumn 2027: Staff show growing confidence in inclusive practice, as evidenced by monitoring, training evaluations, and learning walks. Classroom environments reflect the school's agreed inclusion standards. Pupils with SEND describe a stronger sense of belonging and greater participation. Parents feel confident that their child's needs are understood and supported. Governors receive termly evidence of progress against the seven principles of inclusion.