St Saviour's Inclusion Strategy 2026 to 27

Part 1- Overview:

Detail	Entry
School	St Saviour's (part of SPSL & St Saviour's CE Federation)
Local authority	London Borough of Tower Hamlets
Academic year/years this strategy covers	2026–2027
Budgeted inclusion spend 2026–27	£13,750 (£10,450 IMF; £3,300 core/notional SEN)
Date this statement was published	(by 31st Dec)
Date on which it will be reviewed	Termly by SLT, governors & specialists (golden thread); full annual review by July 2027
Statement authorised by	Fanoula Smith (Executive Headteacher) and Governing Body

Our Inclusion Philosophy

Every child who walks through our doors whatever their starting point, their diagnosis, or the shape of their need is first and always a unique child of God, who we enable to let their light shine. This is the ground beneath every policy, plan and provision map in this strategy: inclusion is not something we do for pupils with SEND, but belonging is who we already are as a community, and flourishing is what love and service makes possible.

Rooted in Christ's promise, "I have come that you may have life in all its fullness" (John 10:10), and his command, "Love one another as I have loved you" (John 15:12), our BELOVED values name this conviction plainly: we belong to each other. No pupil whether educated in mainstream or in Kingfisher, our specialist autism base is ever on the margins, ever treated as a project to be fixed, or ever loved conditionally on their progress. Difference is not a deficit to be managed; it is a facet of each child's belovedness, to be known deeply, valued completely and supported ambitiously.

This philosophy shapes how we read every barrier in Part 2 of this strategy, and every activity we fund in Part 4: not as compliance with an inclusion duty, but as our response to a call to love as we have been loved so that every child, with or without additional needs, can flourish in mind, body, heart and spirit.

Statement of intent

Rooted in the Federation's Christian vision — ***"the thief comes to kill, steal and destroy, I have come that you may have life in all its fullness" (John 10:10)'*** our inclusion strategy exists so that every pupil, including those with SEND and those attached to Kingfisher, our specialist autism base, can flourish in mind, body, heart and spirit. We believe that our mission, our purpose is to serve the children of the parish, especially the most vulnerable. Therefor inclusion is core to who we are as a school and as a group of called and committed teachers. We appreciate that for some people and families, the thief is the struggle to be neurodivergent in a neurotypical world, are Inclusion is Aspect 1 of our Federation School Development Plan: low-arousal environments, adaptive pedagogy, trauma-informed behaviour practice and relational approaches, underpinned by SCERTS (delivered in full with Emily Rubin to all staff in the Federation) and a neuro-affirming curriculum (developed with Dr Camilla Pang). Our work is audited against Inclusion Self-Evaluation Framework and the eight elements of the IQM Inclusive School Award, and is shaped continuously by pupil, parent, staff and governor voice through termly appreciative enquiry cycles.

Part 2 — Barriers to learning and participation

These are the barriers this strategy exists to address, not illustrative examples.

- Sensory and regulation barriers across mainstream classes — building consistency in low-arousal environments, because displays, noise, lighting and clutter increase cognitive load and dysregulation for pupils with additional needs.
- Complex social communication, sensory processing and regulation needs among autistic and neurodivergent pupils in mainstream classes, including those with an EHCP or awaiting assessment, including gestalt language processing (echolalia, scripting) and greater dysregulation risk in unmodified environments.

- Complex behaviours linked to trauma influenced by neurodiversity. Positive trauma-informed behaviour practice; seeing behaviour as a need for nervous system regulation and repair after rupture not consistently embedded.
- Weak spoken language and oracy, particularly for SEND and disadvantaged pupils: spoken language as a focus to be consistently taught as the foundation for reading and writing (Rose Review gap).
- Foundational gaps in Early Years communication & language, early reading, writing and number for children with the lowest starting points, including SEND and disadvantaged pupils.
- Attendance barriers, including persistent absence (below 90%) and emotionally based school avoidance (EBSA), not yet systematically addressed via the DfE 'expect, monitor, listen and understand, support, formalise and enforce' cycle. Although addressed through parts of provision, need for consistency across the Federation and greater understanding of attachment styles within the school community.
- Peer-on-peer risk for autistic and other neurodivergent pupils, who may not recognise or name what is happening as bullying and may present distress through behaviour change or GLP-stage regression rather than verbal disclosure. Need to develop more ‘strawberry people’.
- Other barriers to developing memory due to early years trauma experience constricting memory for maths and visual reading strategies to be addressed through executive function work, assessments within curriculum and other inclusion strategies and specialist tutor groups. Not as part of this strategy.

Part 3 - Our approach, mapped to the DfE's 7 principles of inclusion

Universal: whole school, every classroom, every day. Targeted: specific or individually targeted provision. Kingfisher, the Federation's specialist autism base, is hosted at SPSL; St Saviour's benefits from its expertise through Federation-wide SCERTS training and shared practice.

Principle	Universal (whole school, every day)	Targeted (individual)	Evidence of impact
1. Ambitious leadership & governance	Inclusion is Aspect 1 of the Federation SDP, led by Fanoula Smith and Louise Wilcox, supported by SLT members; monitored termly by SLT and governors; audited against the THEP Inclusion SEF and the IQM eight elements, working towards the Inclusive School Award.	SENDCo (Louise Wilcox) leads SEND provision at St Saviour's within Federation SLT oversight; ARP/SEND governors receive termly SEND progress reports and conduct an annual monitoring visit.	THEP SEF baseline set (both schools, by A8); IQM registration and evidence-building against all 8 elements; governors ratify revised behaviour policy.
2. Evidence-based support, early intervention	EYFS keep-up (not catch-up) groups from the lowest starting points (Tom Dunford-Crozier, Terri Jacob, Aysha Khanom); targeted talk interventions (e.g. NELI-style, pre-teaching vocabulary) for weakest language, including EAL and SEND (English lead with EYFS).	SCERTS-informed assessment and GLP staging identify early the communication stage of pupils with social communication needs; termly SEN support reviews adjust provision before needs escalate.	Gap for disadvantaged/SEND pupils narrows term on term; GLD rises; oracy progress data reflects good/excellent progress.
3. High quality, adaptive teaching	Whole-staff CPD on adaptive pedagogy and curriculum (scaffolding, reduced cognitive load, task design); trauma-informed practice training; coaching, team-teaching and drop-ins to embed it as valued, not optional.	SCERTS (with Emily Rubin) and neuro-affirming curriculum (with Dr Camilla Pang) delivered across the whole school; GLP-informed language modelling and individual adaptations planned through SEN support plans, with Kingfisher staff sharing practice across the Federation.	Learning walks & drop-ins show consistent adaptation; staff survey shows rising confidence in trauma-informed practice; attainment and engagement of identified pupils improves.
4. Enriching provision	Presentational talk events, pupil oracy ambassadors, community oracy events; cooking and food	Planned adjustments (visual schedules, pre-teaching, quieter alternatives) so pupils with SEND	Every pupil presents to an audience at least termly;

Principle	Universal (whole school, every day)	Targeted (individual)	Evidence of impact
beyond the classroom	education every term for every year group linked to DT and gardening; sport development plan, forest school, in-house music and singing with St Paul's Cathedral.	can take part in every trip, event and enrichment activity, reviewed with families.	pupils with SEND take part fully in enrichment activities.
5. Safe, respectful culture, belonging & attendance	Behaviour policy rewritten around trauma-informed values (consequence vs sanction; repair post-rupture); restorative approaches and 5:1 positive-to-corrective ratio trained federation-wide; both schools join the DfE RISE attendance & behaviour hubs programme.	Anti-bullying approach recognises autistic and neurodivergent pupils' heightened vulnerability (KCSiE); behaviour always understood as communication via SPELL/SCERTS; face-down restraint prohibited.	Reduction in recorded dysregulation incidents; fewer repeat sanctions, more resolved/repaired incidents; persistent absence and EBSA reduce via the RISE 'expect–monitor–support–formalise' cycle.
6. Strong partnerships with families & services	Termly appreciative enquiry cycles and pupil-voice mechanisms (surveys, focus groups, pupil panel) feed directly into behaviour and environment reviews; federation-wide wellbeing charter names warm, respectful communication with families.	Termly parent workshops on communication and regulation at home; joint planning meetings between class teacher, SENDCo and family for pupils with an EHCP or SEN support plan; specialist services commissioned as needed.	Family, pupil and staff voice triangulated into next-steps each term; families report increased confidence and consistency between home and school.
7. Inclusive environments & accessibility	Termly environment walk audits every classroom and shared space (displays, noise, lighting, clutter) against agreed low-arousal standards, using a shared checklist across both schools.	Regulation spaces in each phase, individual sensory diets and Individual Reasonable Adjustment Plans (IRAPs) for pupils who need them apply the Equality Act's anticipatory duty.	Pupils report calmer classrooms; reduced dysregulation and emergency-withdrawal incidents; adjustments in place proactively before a pupil attends any new setting.

Part 4 — Budgeted activity (golden thread)

Figures below are St Saviour's share of the Federation SDP's indicative costs for Aspect 1 (Inclusion), plus school-specific activity, totalling £13,750 for 2026–27. Costs are shown against the DfE's required barrier → activity → outcome chain; adjust as actuals are confirmed.

Barrier	Activity	Cost/resource	Intended outcome
Inconsistent low-arousal environments	Termly environment audit of every classroom & shared space against agreed standards (SLT & staff meeting and monitoring time)	£750 (IMF)	Termly environment walk shows compliance; reduction in recorded dysregulation
Inconsistent low-arousal environments	Low-arousal adaptations: regulation space and resources in each phase; neutral display backing, lighting and acoustic adjustments, clutter-reducing storage	£2,500 (IMF)	Regulation spaces in use in every phase; pupil voice reports calmer classrooms
Regulation needs of autistic/neurodivergent pupils	SCERTS training and embedding (with Emily Rubin) across the whole school, drawing on Kingfisher practice	£6,000 (IMF) – St Saviour's share of Federation programme	Regulation spaces/resources identified in each phase; pupil voice reports calmer classrooms
Adaptive pedagogy not yet consistent	CPD launch + trauma-informed training + coaching/team-teaching	£600 (training) + £300 (coaching cover) core/notional	Learning walks show consistent adaptation; staff confidence rises
Behaviour heard as communication of a nervous system	Behaviour policy rewrite (working group) + restorative approaches training + 5:1 ratio embedding	£150 (working group) + £750 (RA training) + £200 (lunchtime CPD) core/notional	New policy ratified by governors; fewer repeat sanctions; more repaired incidents
Weak oracy for EAL/SEND/disadvantaged pupils	Talk-rich teaching CPD, targeted talk interventions, oracy tracking	£600 (interventions) + £200 (vocabulary resources) core E19	Oracy progress tracked; reading/writing outcomes rise for EAL/disadvantaged pupils
Foundational gaps in EYFS communication, reading, writing and number	EYFS keep-up (not catch-up) groups for the lowest starting points: TA time and resources	£1,000 (IMF)	GLD rises; gap for SEND/disadvantaged children narrows term on term
Persistent absence / EBSA	Join DfE RISE attendance & behaviour hub; self-assessment, CPD, deep-dive support. Attachment CPD & workshop	DfE programme free; visits and THEP attendance costs £250 + attachment £250 core E19	Hub action plan agreed and reviewed termly; attendance improves
Peer-on-peer risk for neurodivergent pupils	Establish 'strawberry people' network: staff briefing, pupil training and resources; behaviour change/GLP-stage regression used as an early-warning indicator	£400 (IMF)	Network in place by March 2027; fewer unrecognised bullying incidents
Inclusion not yet externally validated	IQM Inclusive School Award: registration, evidence-building against 8 elements and assessment; SEF baseline	c.£1,500 (IMF)	SEF baseline by Autumn 2026; IQM award by July 2027
Inconsistency between home and school	Termly parent workshops on communication and regulation at home	£300 (IMF)	Families report increased confidence and consistency between home and school
Total		**£15,750 (IMF £13,450; core/notional £2,300)**	

Joint Federation activity (SCERTS, trauma-informed and restorative approaches training, IQM) is commissioned once and pooled across both schools, as the IMF conditions of grant allow for federations with suitable financial governance; the share shown here is this school's portion. IMF = Inclusive Mainstream Fund; core/notional = core budget including notional SEN budget (E19).

IQM cost is indicative and should be confirmed against the provider's quote before the statement is published.

Part 5 — Intended Outcomes

These are the outcomes our inclusive approaches are working towards, drawn together from the evidence-of-impact measures already named against each principle in Part 3 and each activity in Part 4, with a measurable success criterion and target date attached to each. Dates shown in square brackets should be confirmed by SLT and governors.

Intended outcome	Measurable success criteria	Target date
Consistent low-arousal environments across every classroom and shared space in both schools	Termly environment-walk audit shows full compliance with the agreed low-arousal checklist; reduction in recorded dysregulation incidents	Reviewed termly; full compliance by July 2027
Autistic and neurodivergent pupils' communication, sensory and regulation needs are consistently met through SCERTS/GLP-informed practice	Regulation spaces and resources identified and in use in every phase; SCERTS/NLA-GLP staging shows term-on-term progress; reduction in meltdown/dysregulation incidents	Termly SCERTS review; annual review by July 2027
Trauma-informed, restorative behaviour practice is embedded federation-wide	Revised behaviour policy ratified by governors; staff survey shows rising confidence in trauma-informed practice; fewer repeat sanctions and more incidents resolved through repair	Policy ratified by [insert date]; embedded practice evidenced by July 2027
Oracy and early language strengthened as the foundation for reading and writing, particularly for SEND, EAL and disadvantaged pupils	Oracy progress tracked termly; reading and writing outcomes rise for EAL/disadvantaged pupils; GLD improves against the previous year	Tracked termly; annual data reviewed July 2027
Persistent absence and emotionally based school avoidance (EBSA) reduce through consistent application of the DfE 'expect, monitor, listen and understand, support, formalise and enforce' cycle	RISE attendance and behaviour hub action plan agreed and reviewed termly; attendance improves against baseline; fewer pupils below 90% attendance	Hub action plan agreed by [insert date]; improvement measured by July 2027
Autistic and other neurodivergent pupils are protected from peer-on-peer harm, and staff recognise distress presented through behaviour change or GLP-stage regression rather than verbal disclosure	'Strawberry people' network established and understood by pupils; behaviour-change/GLP-stage regression used as a recognised early-warning indicator and acted on promptly; reduction in unrecognised bullying incidents	Network in place by March 2027 reviewed termly
Leadership and governance of inclusion is externally validated and continuously self-evaluated	Inclusion SEF baseline set (both schools) by Autumn Term (A8); IQM registration secured and evidence built against all eight elements; Inclusive School Award achieved	SEF baseline by Autumn 2026; IQM award by July 2027

Review, roles and next steps

Each SDP aspect is monitored termly by SLT and governors, with an annual triangulated review evidencing impact and setting next steps, this is the mechanism that will produce the 'review of the previous academic year' section the DfE requires from the 2027–28 strategy onward.

Roles and responsibilities

- Fanoula Smith — Executive Headteacher: overall accountability for the strategy and the Federation's wellbeing culture; commissions bought-in specialist services.

- Louise Wilcox — SENDCo& Assistant Headteacher : day-to-day leadership of inclusive SEND provision across both schools and the base; adaptive pedagogy, SEF/IQM evidence-building and outcomes with Tomas Hall.
- Magda Buk — Kingfisher Lead teacher (SPSL): shares specialist autism practice with St Saviour's staff as part of Federation SCERTS embedding.
- Jo Robin & Fahima Begum — Assistant Head teachers for Curriculum & Behaviour: low-arousal environments, behaviour policy rewrite and relational/restorative practice (inclusion / SEND & behaviour work with Louise Wilcox).
- Tom Dunford-Crozier with Terri Jacob & Aysha Khanom — Early Years: foundational curriculum, pedagogy and keep-up support.
- Tomas Hall with Rachel Sablon – pupil voice with Madeha Khalique, attendance: RISE hub partnership and attendance strategy.
- Aune Turkson-Jones & Jeanette Chilcotte — ARP/SEND Governors: termly SEND progress reports, annual monitoring visit, challenge and support to the Executive Headteacher.
- Families: consulted through appreciative enquiry, surveys, termly workshops and joint planning meetings; informed of how to feed back.

Sources used

DfE guidance — how to develop your inclusion strategy: https://www.gov.uk/government/publications/inclusive-mainstream-fund-developing-an-inclusion-strategy

DfE Inclusion Strategy Template (.docx): https://assets.publishing.service.gov.uk/media/6a39277ac6e94f095f3efbc9/Inclusion_strategy_template.docx

EEF Guide to Inclusive Teaching (two-part model): https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching