SAINT JOHN SOUTHWORTH
CATHOLIC ACADEMY TRUST

Inclusion Strategy

2026–2027

St. John XXIII Catholic Primary School

Strategy information	Detail
Strategy period	September 2026 – August 2027
Review cycle	Annual, with termly implementation monitoring
Next formal review	Summer Term 2027
Trust Board oversight	To be confirmed
Trust Inclusion Lead	Mr Nicholas Kehoe

Academy Inclusion Strategy Statement Framework

Academy information	Detail
Academy	St John XXIII Catholic Primary School
Headteacher	Mrs Karen Cunningham – Executive Head Mrs Sinead Finn- Head of School
SENCo / Inclusion Lead	Mrs Wendy Nolan
Strategy period	2026–2027
Date published	December 2026
Review date	December 2027
IMF allocation	£ 18,860
Notional SEN budget	£ 216805

Contextual Information
St John XXIII is a two form entry Catholic Primary school in the locality of Shepherds Bush. The school serves the parishes of Our Lady of Fatima, White City and St Aidan's of Lindisfarne, East Acton. There are 37% of pupils in the school with special educational needs or disabilities of whom 6% have statements of Special Educational Needs and Disabilities (SEND) / Education Health and Care Plans (EHCP). The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. The number of pupils speaking English as an Additional Language is 38%. There is an above average rate of families claiming free school meals, the school figure being 53% (October 2026). 164 pupils receive the Pupil Premium funding (53%). Pupils typically live in a mixture of private homes and council or rented accommodation. Most of our families live in more deprived locations than the school location demonstrating significant challenges to the school in the delivery of its quality of education. Pupils typically enter EYFS well-below pupils nationally with particular deficits in communication, language and literacy and personal, social and emotional development based on baseline assessments. This continues to be a significant focus for our curriculum offer. One of our biggest barriers to accessing education is that many of our parents are 'cash poor' and 'time poor.' They have a range of wider contextual barriers to learning including homelessness, witnessing domestic violence, poverty/area of deprivation which restricts opportunities. Also the mental health and well-being of some parents and families and parental engagement in how they can support their child's learning, with many families facing homelessness/temporary accommodation. Despite the contextual picture, our school is a calm, purposeful environment where pupils and staff care for and respect each other, and where parents are very supportive. Our pupils love learning, are talented and immerse themselves in a range of activities with enthusiasm. Our school community is ambitious, nurturing and works to provide the very best opportunities for our pupils through the curriculum they access. As a result, all groups of pupils achieve well and children leave us exceptionally well prepared for the next steps in their learning journey. Fundamental to the school's well integrated and planned curriculum is its highly effective focus on developing pupil's individual skills, pupil voice, personal talents and pupils highly effective SMSC. The high quality teaching and creative learning opportunities ensures outstanding progress by the end of Year 6 from their very low start points. This continues to be a significant focus for our curriculum offer. Effective pupil tracking and timely interventions, support pupils in developing their skills and knowledge across the

curriculum. Leaders share a common ambition and there is no sense of complacency as Safeguarding and parent/carer and extended stakeholder partnerships are of the highest priority.

The school continues to implement robust attendance procedures and pupil progress data system to ensure attainment and progress are tracked and evidenced. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority. Robust transition programmes are in place from pre-school to the Reception year and Year 6 to Year 7 transfer. As of 1st April 2023, we are now part of St John Southworth Academy. The rates of overall absence in 2025/26 (4.61%) which was in the lowest 20% of all schools and persistent absence (8.1%) in 2025/26 were in the lowest 20% of schools with a similar level of deprivation (IDSR November 2026). There were was three fixed term exclusions in 2025/26.

Our four strategic priorities for 2026–27 are: (1) early communication, language and foundational learning; (2) consistent adaptive teaching and effective SEND provision; (3) emotional wellbeing, belonging and equitable participation; and (4) stronger family engagement and coordinated specialist support. These are delivered through the Trust Seven Pillars: PURPOSE (leadership and evaluation); PREVENTION (early identification); PEDAGOGY (adaptive teaching); PARTICIPATION (enrichment); PRESENCE (safety, attendance and belonging); PARTNERSHIP (families and services); and PROVISION (accessible environments).

Our graduated offer begins with high-quality universal teaching, predictable routines, explicit vocabulary, modelling, scaffolds and reasonable adjustments. Targeted interventions are time-limited, assessed and reviewed. Specialist provision is individualised and coordinated with families and relevant professionals; EHCP requirements are met through appropriate statutory arrangements. Leaders will review pupil outcomes, participation, independence, attendance, parent and pupil voice, and resource effectiveness termly. Governors will receive inclusion monitoring reports twice yearly.

Barrier identified	Evidence / pupils affected	SJSCAT Pillar	Priority
Cognition and learning	Pupils on SEN Support requiring additional support with literacy, phonics, mathematics, memory and independent access to curriculum learning.	PREVENTION; PEDAGOGY	
Communication and interaction	Low language starting points in EYFS; communication needs across the school; EAL and SEND profiles require differentiated responses.	PREVENTION; PEDAGOGY; PARTNERSHIP	
Sensory, physical and medical	Some pupils need sensory regulation, physical adjustments, accessible resources or specialist advice to participate fully.	PROVISION; PRESENCE	
Emotional wellbeing and belonging	Some pupils face social, emotional or family pressures affecting regulation, engagement and feelings of safety.	PRESENCE; PARTNERSHIP	
Disadvantage and family vulnerability	53% FSM eligibility reported; housing insecurity and financial/time pressures may restrict learning support and enrichment access.	PARTNERSHIP; PARTICIPATION	
Inclusive teaching and independence	Wide variation in learning needs requires consistently adapted classroom teaching and careful deployment of adult support.	PEDAGOGY; PURPOSE	

Resource Deployment Planning Table

Need / barrier	Current provision	Remaining gap	Evidence-informed activity	Pillar	Funding source	Cost	Intended outcome	Monitoring / review
Early language and communication	EYFS baseline assessments; purchased SALT support	Consistent screening, staff expertise and targeted language intervention	Language-rich routines, targeted groups, SALT-informed strategies and review	PREVENTION; PEDAGOGY; PARTNERSHIP	Core / notional SEN; IMF for eligible additional activity	£3,110	Improved assessed language skills and access to classroom talk	Half-termly entry/exit assessment; termly SENCo review
Literacy, phonics and maths	Teacher assessment and existing catch-up groups	Consistent delivery and impact evaluation for identified pupils	Time-limited structured literacy/phonics/maths groups; staff training and assessment	PREVENTION; PEDAGOGY	Core / notional SEN; proposed IMF addition	£7,750	Accelerated progress against identified gaps; increased independence	Half-termly intervention review; termly progress meetings
Communication and interaction	School-purchased SALT in addition to NHS	Consistent implementation across classes	SALT programmes, modelling and staff guidance	PARTNERSHIP; PROVISION	School / notional SEN	£2,000	Pupils communicate and engage more effectively	Termly SALT and teacher review
Social, emotional and mental health	MIND, play therapy, ELSAs	Consistent access and outcome measures	Targeted emotional literacy, pastoral and regulation support	PRESENCE; PARTNERSHIP	School / core; IMF only if eligible	£4,500	Improved regulation, engagement and pupil-reported belonging	Termly wellbeing and behaviour review
Attendance and belonging	Attendance Officer; TAF meetings	Individualised support for vulnerable pupils	Early identification of emerging absence and coordinated family plans	PRESENCE; PARTNERSHIP	Core / attendance provision	£1,500	Sustained attendance and improved belonging	Half-termly attendance analysis