



The  
**Pope Francis Catholic**  
Multi Academy Company

## PFMAC Inclusion Strategy

This statement details our Trust'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                              | October 2026                    |
| Date on which it will be reviewed                              | October 2027                    |
| Statement authorised by Education Standards Committee          | 30 <sup>th</sup> September 2026 |

## Statement of intent

Everything we do in the PFMAC is centred around our Imago Dei values:



*Our vision for Inclusion is underpinned by these values as we work together:*

**To:** nurture strong partnerships with children and their families, providing a consistently high quality of education and aspiration for all, especially children with Special Educational Needs and Disabilities and those with other additional needs. Our schools foster a culture of belonging and high aspirations through enriching wider provision and meaningful experiences.

**By:** providing strong inclusive practice and enabling environments, underpinned by use of early intervention and research-based approaches. Knowledgeable staff and supportive leaders work together with high aspirations, drawing on external expertise and partnerships.

**In order to:** grow a strong, relational culture of belonging where all are known and loved and where every child is equipped and empowered with the skills and knowledge they need to contribute positively to society.

## 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

|   | <b>Detail of barrier to learning</b> <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>                                                                                                                                                                                                                 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Increasing number of children with high rates of absence (particularly children with SEND and girls within this group).                                                                                                                                                                                                                                           |
| 2 | Increasing numbers of children attending external Alternative Provision (15 in 2024-2025 risen to 28 in 2025-2026) which brings challenges to continuity of learning, belonging and relationships with peers.                                                                                                                                                     |
| 3 | Increasing numbers of children receiving suspensions (5 more in Primary and 74 in Secondary than previous academic year) and PEX (3 more in Secondary, none in Primary).                                                                                                                                                                                          |
| 4 | Numbers of children with increasingly complex needs is increasing in our schools and there is less access to special school provision. The percentage of children with SEND has increased from 18.3% in July 2025 to 21.6% in July 2026 (just above national average of 20.8%). The percentage of children with EHCPs in the PFMAC has increased from 4% to 4.9%. |
| 5 | Variation of provision, staff confidence and skill within and between schools regarding the quality of universally available provision.                                                                                                                                                                                                                           |
| 6 | Lack of explicit identification of foundational knowledge in some schools especially in the early years.                                                                                                                                                                                                                                                          |
| 7 | Lack of consistency in assessments for children with SEND making it challenging to make comparisons and identify trends across the Trust.                                                                                                                                                                                                                         |
| 8 | Financial challenges of funding provision for children with SEND and additional needs.                                                                                                                                                                                                                                                                            |

## 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 <i>(noting evidence and barrier numbers addressed)</i>                                                                                                                                                                                                                                       | Activity type<br><i>(whether it is universal or targeted)</i> | Total budgeted cost<br><i>(this should account for spend from IMF and core budget allocations)</i>                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide training, alongside ongoing individualised school support, to develop and embed the <b>Adaptive Teaching</b> approach and <b>universal offer</b> across the PFMAC ensuring that all staff are confident in applying the strategies leading to improved attainment.<br>(Barriers 1,2,3,4,5,6)                 | Universal                                                     | The Inclusion Mainstream Fund and core budget allocation has been delegated to schools – see each school's Inclusion Strategy which accounts for spend. |
| Provide training opportunities and SENDCO networking to share knowledge and nurture a <b>highly skilled, motivated and effective staff team</b> to support all children to reach their full potential<br>(Barriers 1,2,3,4,5,6,7)                                                                                    | Universal                                                     | In addition to this, the PFMAC has centrally funded the Head of Inclusion role.                                                                         |
| Through the ongoing Oxfordshire <b>Relational Schools</b> Training Programme (led by the PFMAC), develop respectful and authentic relationships between pupils, staff and families, where schools are true centres of belonging.<br>(Barriers 1,2,3,4)                                                               | Universal                                                     |                                                                                                                                                         |
| Purchase Birmingham Toolkit to support a robust <b>assessment</b> process across the PFMAC for children with SEND contributing to a culture of <b>high aspiration</b> , supporting <b>early identification of need</b> , reducing barriers to learning and identifying trends across the Trust<br>(Barriers 4,5,6,7) | Universal & targeted                                          | £4,050                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                |
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| <p>Develop a robust shared system across the Trust for the monitoring and assurance of quality <b>Alternative Provision</b>.</p> <p>Reduce the need for Alternative Provision by supporting clear early intervention and high-quality adapted provision as outlined above.</p> <p>(Barriers 1,2, 3, 8)</p> | Targeted | <p>The Inclusion Mainstream Fund and core budget allocation has been delegated to schools – see each school's Inclusion Strategy which accounts for spend.</p> |
| <p>Ensure all our schools have an <b>Enhanced Provision</b> offer, supporting vulnerable learners who are struggling to access mainstream.</p> <p>Support all our schools to further develop their provision and to access any available funding.</p> <p>(Barriers 1,2,3,4,5,8)</p>                        | Targeted | <p>In addition to this, the PFMAC has centrally funded the Head of Inclusion role.</p>                                                                         |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>All staff are able to use high-quality <b>adaptive teaching</b> approaches which have a measurable and positive impact on children's attainment.</p> <p>All schools have high aspirations for the attainment of children with additional needs and a clear strategic approach to developing and evaluating adaptive teaching in their setting.</p>                                                                          | <ul style="list-style-type: none"> <li>-Increased proportion of children achieving age-related expectations and fewer working out of year group.</li> <li>-Improved progress measures in Reading, Writing and Maths at Primary and improved GCSE outcomes in line with prior attainment at Secondary</li> <li>-Lesson observations and Peer Reviews evidence effective and consistent use of adaptive teaching</li> <li>-Children can articulate strategies they use in their learning to support them</li> <li>-Reduced attainment gaps between vulnerable groups and their peers.</li> <li>-Increased confidence and skill of teaching staff in use of adaptive strategies demonstrated through staff voice surveys</li> </ul> |
| <p><b>Skilled SENDCOs are supported</b> through school visits, SENDCO Network meetings, CPD and links with external professionals to support and develop the inclusive approach in their schools so that all children are able to thrive.</p> <p><b>Programmes of training, networking and support</b> are provided for other staff groups (Deputies, ECTs, SLT, teachers and TAs) to improve practice across our schools.</p> | <ul style="list-style-type: none"> <li>-Improved outcomes for pupils with SEND across the curriculum</li> <li>-Improved attendance especially for vulnerable groups</li> <li>-Reduction in incidents of poor behaviour, suspensions and exclusions</li> <li>-All schools are represented at CPD opportunities and network meetings &amp; this is impactful for their setting.</li> <li>-PFMAC and schools proactively seek and access appropriate level of training from external professionals</li> <li>-new SENCOs feel adequately supported through induction</li> </ul>                                                                                                                                                      |
| <p>Oxfordshire <b>Relational Schools</b> programme enables:</p> <p>Improved pupil happiness and well-being.</p> <p>Improved attendance</p>                                                                                                                                                                                                                                                                                     | <p>Increased pupil attendance especially for vulnerable groups.</p> <p>Increase in pupil attainment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p>Reduced exclusion and suspension</p> <p>Improved attainment and progress</p> <p>Improved staff wellbeing leading to reduced sickness, workplace stress and absence</p>                                                                                                                                                                                                                                                                              | <p>Fewer parental complaints especially those escalated to stage 3</p> <p>Reduction in behavioural incidents, suspensions and exclusions</p> <p>Reduced staff absence, including long-term absence</p> <p>Improved scores in staff wellbeing survey</p>                                                                                                                                                                                       |
| <p>Embedded use of Birmingham Toolkit supporting a robust <b>assessment</b> process.</p> <p>Improved and more detailed assessment of progress and attainment of children who are accessing learning at a significantly lower level than their chronological age</p> <p>Staff using assessment to accurately identify specific learning needs and next steps.</p> <p>Clearer reporting to Directors of progress in learning for children with SEND.</p> | <p>-Staff confidently using Birmingham Toolkit and other SEND assessments to support aspirational learning</p> <p>-Clearer reporting of assessment for children working well below their chronological age &amp; better tracking of progress enabling meaningful reporting to Directors</p> <p>--Improved outcomes for pupils with SEND across the curriculum</p>                                                                             |
| <p>Quality Assurance, including safeguarding, will be evidenced through a thorough referral process and compliance checks for all external <b>Alternative Provision placements</b></p> <p>External Alternative Provision is only used as a last resort – increased inclusive cultures, adaptive teaching and internal Enhanced Provision should reduce the need for this.</p>                                                                          | <p>-Schools are consistently using PFMAC Quality Assurance and Referral Documents.</p> <p>-An increased percentage of placements used are on the OCC Approved list</p> <p>-Reduced use of costly external Alternative Provision</p> <p>-Increase of internal Enhanced Provision in schools</p> <p>-Greater successful reintegration back into school following short-term placements</p>                                                      |
| <p><b>Enhanced Provision</b> meets the needs of learners enabling them to belong in their school and maintain relationships with peers.</p> <p>All schools have funding for Enhanced Provision</p> <p>Appropriate high-quality curriculum provision in Enhanced Provision for academic and wider learning.</p> <p>Schools are networking within the PFMAC and accessing external support to further develop their provision</p>                        | <p>-All schools have Enhanced Provision</p> <p>-Children in Enhanced Provision make measurable progress in their learning, attendance, communication and social development</p> <p>-Increased participation in mainstream learning and wider school life where appropriate and pupils can successfully transition between home class and enhanced provision activities.</p> <p>-Parents report high levels of satisfaction with provision</p> |

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|--|--------------------------------------------------------------------------------------------------------------------|
|  | -Staff demonstrate effective implementation of specialist strategies appropriate to needs of learners in the group |
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## **Review of the previous academic year**

*This will be updated in October 2027.*