

St George's Central CE Primary School and Nursery



Inclusion Strategy Statement – St George's Central CE Primary School and Nursery

This 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	Data
Academic year/years that our current Inclusion Strategy covers	2026 – 2027
Date this statement was published	23/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mr M Grogan (Headteacher)

Statement of intent

At St George's Central CE Primary School and Nursery, our vision is to be a fully inclusive school where every child is valued, respected and enabled to flourish academically, socially, emotionally and spiritually. We are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), under-resourced children, children with English as an Additional Language (EAL) and other identified vulnerabilities, receive the right support at the right time so that they can achieve their full potential, attend regularly, engage positively and participate fully in all aspects of school life.

Our inclusion strategy is built upon high-quality first teaching, early identification of need, adaptive teaching, personalised support and a graduated approach that follows the Assess, Plan, Do, Review cycle. We are committed to embedding the Greater Manchester Ordinarily Available Inclusive Provision (GMOAIP) framework across school, ensuring consistent, high-quality inclusive practice and equitable access to learning for all children. We recognise that inclusion is the responsibility of every member of staff and is embedded throughout our curriculum, learning environment, policies and wider school culture. Through high-quality professional development, targeted training and collaboration, staff continually evolve their expertise to meet the diverse needs of learners.

In line with the seven principles of inclusion, we promote belonging, participation, achievement, equality of opportunity, high aspirations, partnership working and continuous improvement. We ensure barriers to learning are identified and removed through reasonable adjustments, targeted interventions, specialist support, personalised learning approaches and the ongoing development of inclusive learning and regulation spaces. Particular emphasis is placed on supporting children's communication and language development, emotional well-being, attendance, independence and successful transitions, especially within the Early Years and at key transition points throughout school. We are equally committed to ensuring that children with EAL are accurately assessed, their strengths and needs are understood, and appropriate language development strategies, interventions and classroom adaptations are provided so that they can access the curriculum successfully and thrive alongside their peers.

Children's voices are central to decision-making, and we actively seek their views to help shape support and provision. Strong partnerships with families, governors, external agencies and the wider community underpin our approach, recognising that collaboration is key to securing the best outcomes for children. Through regular consultation, inclusion workshops, review meetings and engagement with local services, we work closely with families, including those facing disadvantage or barriers to participation, ensuring all children can access learning, enrichment opportunities and wider school life. We are committed to providing future-fit opportunities and a broad personal development offer that enables every child to develop their confidence, character, aspirations and life skills. Guided by our Christian values and our commitment to equity, we strive to create a nurturing environment where every child feels safe, welcomed, represented and empowered to thrive, regardless of need, disability, language or background.

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Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our children, necessitating inclusive universal approaches and targeted support.

	Detail of barrier to learning
1	There is a growing prevalence of need related to communication and interaction. This is our highest area of SEND and arguably the most complex. Over time the number of children presenting with communication and interaction needs has grown significantly. This impacts on their vocabulary development and language acquisition and impacts their ability to access the curriculum and learning and can limit social interactions and friendships. Some children enter school with delayed communication and language skills, limited vocabulary or difficulties expressing and understanding language, which can impact their learning, confidence, social interactions and access to the wider curriculum within early years and beyond.
2	Many children now present with various complex presentations of need related to social and emotional mental health. The presentation of needs in this area can vary hugely between individual children and is therefore difficult to alleviate in a group or cohort based way. Over time the number of children presenting with social and emotional mental health needs has increased significantly and it is now our second highest area of need for children on our SEND register.
3	A number of children across various year groups, including those who have SEND or are under-resourced, experience difficulties in developing early reading, phonics, literacy and mathematical skills. This creates a barrier to accessing learning across the curriculum. Some children are not secure with foundational knowledge and did not achieve GLD at the end of Reception. This is a barrier in terms of accessing the Y1 curriculum.
4	Within our current Y1 cohort significant barriers to learning have been identified. The cohort presents with a diverse profile of need with many individual needs presenting in unique ways. This cohort includes a higher percentage of children with EHCPs. This cohort achieved below national and local averages for GLD at the end of Reception so there are barriers to their achievement in Y1 relating to not being on track at the end of Reception.
5	Attendance and punctuality are a barrier to our inclusion of all children. Attendance data for the academic year 2025-2026 showed that under-resourced children had an attendance rate of 93.7%, which represents a 0.8% improvement compared with the previous year which was 92.9%. Maintaining and building on this improvement remains a priority. This year's attendance rate of under-resourced children was lower than the whole school attendance of 95.1%, hence this remains an area for improvement. Additionally, attendance data showed that children with SEND had an attendance rate of 93.3% which, as with under-resourced children, was lower than the whole school attendance of 95.1%.
6	There is a growing prevalence of children with English as an additional language (EAL) attending our school. Often this includes children who have recently arrived to the UK and speak very little English. Alleviating this barrier to their learning, communication and interaction with others and ultimately their inclusion is a priority.

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Activity in this academic year

Description of activity	Activity type	Total budgeted cost
Barrier: 1, 2, 3, 4 Ordinarily available inclusive practices to support achievement and attainment within lessons These may include but are not limited to: *High quality, inclusive classroom teaching. *Back and forth talk used to extend thinking. *Opportunities for collaborative working alongside individual work. *Support from teacher and/or teaching assistants within lessons. *Questioning to check understanding. *Visual aids and written prompts used within lessons to aid teacher instruction and children's understanding. *Use of concrete and pictorial resources to support understanding. *Visual timetable available in every class in an agreed format. *Now and next boards in use. *Working walls to share vocabulary. *Flexible grouping arrangements. *Calm environments with softer lighting and soft furnishings where possible. Evidence: GM OAIP Wigan Wigan OAIP SEND Code of Practice 0 - 25 years	Universal	£15, 000
Barrier: 1, 3, 4 Maths and English and Phonics based universal approaches *Reading and Writing Frameworks embedded from Nursery to Year 6. *National Numeracy Project and Family Maths initiatives are in place. *Little Wandle phonics programme. *Reading Plus online reading program in use. *Times Tables Rockstars program in use. *Progress meetings and assessment analysis used to identify children requiring support. *High-quality classroom talk and vocabulary-rich teaching. Evidence: Phonics EEF (educationendowmentfoundation.org.uk) Writing programmes EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) The writing framework The Reading Framework	Universal	£15, 000
Barrier: 1, 3, 4 Maths and English and Phonics based targeted approaches *Little Wandle Phonics Rapid Catch-Up and Keep-Up interventions. *Maths Recovery based interventions. *Pre and post teaching approaches utilised, particularly with regard to developing vocabulary. *Targeted fluency, prosody and comprehension interventions. *Targeted support for Year 1 children who did not achieve GLD at the end of Reception.	Targeted	£10, 000

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*Adaptive teaching strategies and personalised approaches in place for some children. Evidence: Phonics EEF (educationendowmentfoundation.org.uk) Writing programmes EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)		
Barrier: 1, 2, 3, 4 Early identification and transition approaches in Early Years *Enhanced Early Years assessment procedures, including detailed tracking and progress forms. *Early identification through WellComm, observation and assessment. *Assess, Plan, Do, Review and the Early Years Graduated Approach embedded across both nurseries through to Reception. *Liaison with the SENDCO at both our off-site nursery and school based nursery. *Close liaison with external agencies and Local Authority teams such as the ELCC and attendance at IPMs. *Transition planning takes place between Nursery, Reception and into Y1, including targeted support for children who did not achieve GLD at the end of Reception. Evidence: Support for Children with SEND in Early Years in Wigan GM OAIP Wigan Wigan OAIP SEND Code of Practice 0 - 25 years	Universal and Targeted	£3, 000
Barrier: 1, 3, 4 Technology Technology is more widely and effectively utilised to support all children to access and engage with learning content. This includes the use of visualisers/screen mirroring tools, tablets/laptops for children to use to create work or to aid in following a lesson and the use of AI where suitable. Evidence: EEF Digital Technology Guidance Report.pdf	Universal	£5, 000
Barrier: 1, 2, 5 Whole school approaches to well-being These may include, but are not limited to: *Stirling Well-Being questionnaire used with all children from Y4 upwards. *'I wish my teacher knew' response boxes available in classrooms from Y1 upwards and half termly sessions carried out with this as a focus. *Emotional check ins with available, trusted adults for all children. *Emotional check ins with Pastoral Mentor available for all children. The Pastoral Mentor is available during lunch time clubs for additional check ins also. *Pastoral Mentor support available to families. *Zones of regulation resources readily available for all children and used to aid with regulation and well-being.	Universal	£7, 000

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*Sensory and movement breaks available within the school day. *Pastoral mentor room and other rooms around school available for all children to access as and when needed to aid regulation and well-being. *EmpathyLab approaches embedded across school. *SEMH Toolkit and Kent Resources materials shared with staff and used in work with all children. *'Happy Lunchtimes' initiative in place for all children to support with breaks and lunchtimes. Evidence: Social and emotional learning EEF Behaviour interventions EEF educationendowmentfoundation.org.uk		
Barrier: 1, 2, 5 Targeted approaches to well-being *Well-being interventions are organised according to children's Stirling Well-being Questionnaire results and any other information known about children. The Pastoral Mentor leads these with additional sessions completed by class-based teaching assistants if needed. *Listen and Respond counselling based sessions have been introduced for some children. *Counselling from Wigan Family Welfare is accessed by children who require it. *The 'Motional' tool is also utilised by the Pastoral Mentor and/or Mental Health and Well-being lead to capture children's areas of needs in conjunction with families. Evidence: Social and emotional learning EEF	Targeted	£10, 000
Barriers: 1, 2, 3, 4, 6 Staff training *Evidence based training, focused on promoting inclusion is provided to staff. *This has included, but is not limited to, pre-formal curriculum training, behaviour related training, general teaching assistant network training, OutReach and InReach support for staff working with children with SEND and EAL training. Evidence: Effective Professional Development EEF	Universal and Targeted	£10, 000
Barriers: 1, 2, 3, 4 General SEND procedures *Assess, Plan, Do, Review processes are in place. *Improving Learning based activities i.e. learning walks, drop ins, pupil voice, book scrutinies take place with strengths and next steps identified. *Learning plans and pupil passports for children who require them are created using Provision Map systems and are shared with families. *Case studies are created for some children with SEND. *Children with SEND are considered and discussed as part of pupil progress meetings. Evidence: Special Educational Needs in Mainstream Schools	Universal and Targeted	£1, 000

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<u>Individualised Instruction EEF</u>		
Barrier: 2 and 4 Individual and small-group based support *A high adult to child ratio is utilised for some children to promote their inclusion within our school and to allow for focus on key areas of learning. *Personalised timetables and personalised curriculums are in place for some children. *Children are supported to access adapted areas around school to support their learning and progress towards outcomes. Evidence: <u>Special Educational Needs in Mainstream Schools</u> <u>Individualised Instruction EEF</u>	Targeted	£30, 000
Barrier: 1, 2, 4 Adaptation of spaces to support children with SEND *Areas of school are developed to provide spaces to aid regulation, particularly for children with SEND and under-resourced children with SEND, which enables all children to attend school and access learning successfully. *Leaders will monitor the use of these areas to ensure they are effective and positively impacting on attendance, engagement, independence, behaviour and access to learning. Evidence: <u>Individualised Instruction EEF</u> <u>Special Educational Needs in Mainstream Schools</u>	Universal and Targeted	£20, 000
Barrier: 2, 4 Sensory room *The sensory room is developed to provide a space for sensory-circuit based work and for movement breaks and brain breaks for all children that require it. Evidence: <u>Individualised Instruction EEF</u> <u>Special Educational Needs in Mainstream Schools</u>	Universal and targeted	£1, 500
Barrier: 1, 2, 3, 4, 5, 6 Inclusion workshops and coffee mornings These will be delivered throughout the year to strengthen home-school partnerships and support families to access services, advice and strategies that improve attendance, well-being and engagement. Evidence: <u>Parental engagement EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	Universal	No cost
Barrier: 1, 2, 3, 4 Provision Map Edukey's software package 'Provision Map' will be used more extensively as a way of storing and sharing any reports or information from external professionals pertaining to individual children. It will be used to produce 'learning plans' for certain children with SEND, including those who are also under-resourced. These will be shared with families. Learning plans will collate specific targets children are working towards and actions in place	Universal and targeted	£1, 200

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to ensure they are achieved. *'Pupil Passports', also produced via Provision Map, will continue to be in place for some children, with a view to ensuring that the needs for these children are catered for. *The package will also be used to monitor the impact of interventions as part of the 'Assess, Plan, Do, Review' cycle and this will be fed back to families, in line with the SEND Code of Practice. Evidence: SEND Code of Practice 0 - 25 years		
Barrier: 1, 2, 3, 4 B Squared Subscription to the 'B Squared' package to track the needs and progress of children with SEND will be used. *B Squared will be used by teachers to track and monitor progress and report to families. *The Inclusion Leader will monitor children's progress using the tool and will offer advice and feedback to teachers, based on their progress. *New staff members will receive training on using the package. Evidence: SEND Code of Practice 0 - 25 years	Targeted	£1, 500
Barrier: 1, 3 WellComm in Early Years WellComm is used to assess and track children's progress in Early Years relating to speech and language and communication, language and literacy. This sits alongside assessment activities related to the Early Years profile and enables staff to make accurate judgements about children's progress in this area. Evidence: Oral language interventions EEF	Universal for Early Years	£1, 200
Barrier: 1, 3, 4 WellComm in Y1-6 WellComm is used to assess and track children's progress in speech and language. Gaps identified by the program are then worked on through following recommended strategies and interventions suggested from within the program. *The Inclusion Leader oversees the use of WellComm and its effectiveness on a termly basis. Evidence Oral language interventions EEF	Targeted	As above
Barrier: 1, 3, 4 SLCN Project *The SLCN project and pilot is accessed, particularly for staff CPD in Early Years and approaches from this are established and implemented within Early Years initially. Evidence: Oral language interventions EEF Effective Professional Development EEF	Universal	£1, 800
Barrier: 1, 3, 4 Communication Champions Communication Champions approaches gathered from recent	Universal	£250

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training in this area are embedded across school. Evidence Oral language interventions EEF Effective Professional Development EEF		
Barrier: 2, 5 Universal approaches to attendance: *‘Early Risers’ approach available to all who feel they may benefit. *The Graduated Approach to Attendance is in place. *Attendance monitoring and analysis of key groups. *Attendance rewards and celebrations. *Inclusion workshops and coffee mornings with an attendance focus. Evidence Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	Universal	£2, 000
Barrier: 2, 5 Targeted approaches to attendance These may include, but are not limited to: *Family support through Early Help and wider agency involvement. *Attendance meetings with families. *Personalised attendance support plans where required. Evidence Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	Targeted	£1, 500
Barrier: 2, 5 Targeted ‘Early Risers’ Early Risers provision offered to specific children who would benefit from this to support with SEMH based needs and prevent the escalation of EBSA related behaviour and need. Evidence: Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	Targeted	£1, 500
Barrier: 2, 4, 5 Forest School All classes access Forest School as part of our core curriculum offer. Also groups or individual children access the space to support their personalised learning, aid regulation and enable physical activity and to encounter the well-being benefits of connecting with nature. Evidence: This study explored the suggestion that, for under-resourced children, well-being through outdoor learning is important in improving achievement. Mel McCree, Roger Cutting & Dean Sherwin (2018) The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional well-being outdoors, Early Child Development and Care, 188:7, 980-996, DOI: 10.1080/03004430.2018.1446430	Universal and Targeted	£10, 000
Barrier: 1, 2, 3, 4, 5, 6 Curriculum enhancements Such approaches are available to all, including under-resourced	Universal	£40, 000

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children, children with SEND and those with EAL. Approaches may include, but are not limited to: *Forest School access (see above). *Green room opportunities. *Music tuition through Wider Opportunities. *Access to swimming for nursery, reception, Y3, Y4 and those who have not met the standard in Y5 and Y6 may also have additional lessons *Wide variety of extra-curricular activities that are available to all children. *Community engagement projects and care-home links. *Extra-curricular clubs *A wide program of trips, visits and residential experiences is on offer. These are subsidised when needed to ensure finance is not a barrier to any children's involvement. *The participation of children from different pupil groups i.e. under-resourced or children with SEND in both extra-curricular activities and visits/trips/residentials is monitored and children from these pupil groups, along with all children, are encouraged to attend and any barriers to their attendance are considered and wherever possible reduced. Evidence: Arts participation EEF (educationendowmentfoundation.org.uk) Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)		
Barriers: 1, 2, 3, 4, 5, 6 Future-fit curriculum opportunities *All children are able to access 'Careers Week' in school where they are able to hear from a range of different people from our community about their forms of employment and any training and/or qualifications completed. *Strengthened partnerships with the local high school regarding careers, including attendance at a Careers Fair, enhance our offer in this area. *Use of the Gatsby Benchmarks enables all children to develop a greater awareness of future education, employment and life opportunities. Evidence: Careers Education EEF	Universal	£500
Barrier: 6 EAL Assessments *Bell Foundation assessments are used to identify and accurately assess the needs, strengths and stages of language acquisition of children with EAL. *Assessment outcomes are used to inform personalised next steps, enabling staff to provide targeted support and adapt teaching approaches to ensure children can fully access the curriculum. *Provision is reviewed regularly, drawing on support from EMTAS and the Bell Foundation framework, so that barriers to learning are identified early and addressed effectively. Evidence: Bell Foundation	Targeted	£500
Barrier 6 EMTAS Support *Provision for children with EAL will be reviewed in partnership	Targeted	£500

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with EMTAS to ensure that current approaches effectively meet the needs of learners at all stages of English language acquisition. *Following this review, targeted training and professional development will be provided for staff to further strengthen classroom practice, assessment and support strategies. *This will ensure that teachers and support staff are equipped with the knowledge, skills and resources needed to remove barriers to learning, promote language development and enable children with EAL to access the curriculum successfully and make strong progress from their individual starting points. Evidence: <u>EMTAS</u>		
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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
All children, including those with SEND, under-resourced children and children with EAL will successfully access a broad, balanced, ambitious and inclusive curriculum.	Learning walks, pupil voice and monitoring activities demonstrate that adaptive teaching, GMOAIP approaches and personalised support are consistently embedded. Children access learning successfully and make progress from their starting points. This can be measured through: *Improving Learning activities *GMOAIP audits *Work completed by children *Progress forms and meetings *Evaluation of learning plans *B Squared assessments *Bell Foundation Assessments
Children with SEND and other needs are identified early and receive appropriate support.	Assessment, referral and APDR processes demonstrate timely identification of need. Provision is regularly reviewed and adapted, with children making progress towards individual targets and improved outcomes. This can be measured through: *Improving Learning activities *Work completed by children and progress seen within this. *Progress forms and meetings *Evaluation of learning plans *B Squared assessments *Reports from external agencies *Bell Foundation Assessments *Motional assessments *Stirling well-being questionnaires
Early Years provision provides strong foundations for future success.	Early identification processes, communication and language interventions and targeted support contribute to increased readiness for Key Stage 1. Data demonstrates improvement in outcomes from starting points and successful transitions, including an improvement in the number of children achieving GLD by the end of Reception. This can be measured through: *Improving learning activities *Progress forms and meetings *Data pertaining to achievement and comparisons with national and local figures.
Communication, interaction, language and oracy skills will improve across school.	WellComm assessments, pupil voice, teacher assessment and monitoring demonstrate improved communication and language skills. Intervention data shows positive progress for identified children. This can be measured through: *Improving Learning activities *WellComm data *Early Years profile Communication, Language and Literacy data. *Data available from any other specific interventions in use. *External reports from speech and language therapists. *B Squared assessments *Bell Foundation Assessments

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Children's social, emotional and mental health needs are effectively supported.	Well-being measures, behaviour records, Stirling and Motional assessments, pupil voice and CPOMS data demonstrate improved emotional well-being, self-regulation and engagement. Behaviour incidents reduce over time. This can be measured through: *CPOMS monitoring *Motional data *Stirling well-being questionnaire *'I wish my teacher knew...' approaches *Boxall profiles *External reports/assessments
Inclusive learning environments and regulation spaces positively impact on children's access to education.	Monitoring demonstrates that SEND learning spaces, regulation areas and personalised provision improve attendance, engagement, independence, behaviour and access to learning for identified children. This can be measured through: *Improving learning activities *GMOAIP audits
The Greater Manchester Ordinarily Available Inclusive Provision (GMOAIP) is fully embedded across school.	Audits, staff feedback and monitoring activities demonstrate that GMOAIP approaches are consistently implemented. Staff confidence increases and inclusive practice is evident across classrooms and school environments. This can be measured through: *Improving learning activities *GMOAIP audits *Staff feedback
Strong partnerships with families support improved outcomes for children.	Families engage positively with review meetings, workshops, coffee mornings and consultations. Family feedback demonstrates increased confidence in supporting children's learning and well-being. This can be measured through: *Parent voice i.e. surveys *Qualitative data from discussions with families *Attendance logs from workshops and coffee mornings.
Under-resourced children, children with SEND, EAL and any other vulnerable pupil groups fully access enrichment opportunities and wider school life.	Participation data demonstrates increased engagement of under-resourced children and other vulnerable groups in clubs, visits, residential, sporting events and wider enrichment opportunities. This can be measured through: *Data kept pertaining to pupil groups and their attendance at extra-curricular clubs, trips, visits, residential and any other curriculum enhancements.
Attendance, engagement and participation improve for vulnerable pupil groups.	Attendance figures for children with SEND, under-resourced children and other identified groups improve. Persistent absence reduces and attendance moves closer to whole-school targets. Children demonstrate positive attitudes towards learning and school. This can be measured through: *Attendance figures *Data pertaining to attendance for children targeted for 'Early Risers'. *Work completed by children and progress seen within this. *Progress forms and meetings. *Improvements in children's well-being seen through Stirling well-being questionnaires and/or Motional.

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All children feel safe, valued, represented and that they belong within the school community.	Pupil voice, surveys and monitoring demonstrate high levels of belonging, inclusion and participation amongst all pupil groups, including children with SEND, under-resourced children and children with EAL. This can be measured through: *Improving learning activities *Pupil voice activities.
Children with EAL receive appropriate assessment and support to ensure full access to learning.	Bell Foundation assessments and monitoring demonstrate that children with EAL make progress in English language acquisition and successfully access the curriculum. Staff use appropriate strategies and adaptations to support learning. This can be measured through: *Bell foundation assessments and analysis of these *Assessments completed as part of the EAL review from the EMTAS team.

Further information

Some activities have been listed as both universal and targeted as they may be used in both ways depending on individual or group-based needs.

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