



St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord



Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith

INCLUSION SUMMARY REPORT

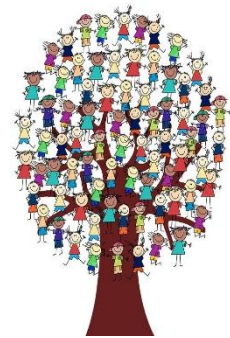
2025-2026

At St John the Baptist Catholic Primary School, inclusion is at the heart of our mission and values. We are committed to creating a nurturing, welcoming and inclusive environment where every child feels valued, respected and able to thrive. We recognise that each child is unique, with individual strengths, interests, talents and needs, and we work collaboratively to ensure that all pupils have equitable opportunities to succeed socially, emotionally and academically.

Our inclusive ethos is underpinned by the Six Principles of Nurture, ensuring that every child experiences a sense of belonging, participation and achievement. Through strong partnerships between senior leaders, the inclusion team, teachers, support staff, families, external agencies and, most importantly, the children themselves, we strive to remove barriers to learning and enable all pupils to reach their full potential.

We continually review and develop our inclusive practice and work closely with children and families to support:

- Children with Special Educational Needs and Disabilities
- Children supported through Pupil Premium funding
- Children learning English as an Additional Language
- Children identified as having high attainment or particular talents
- Children who are looked after by the local authority
- Children and families experiencing challenging circumstances or periods of stress
- Children who may be vulnerable to disengagement or exclusion



Through high-quality teaching, adaptive practice, inclusive learning environments and early intervention, we ensure that every child can access the curriculum and participate fully in school life.

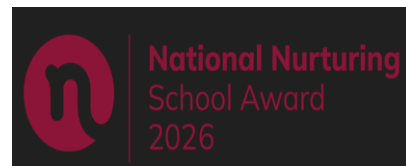
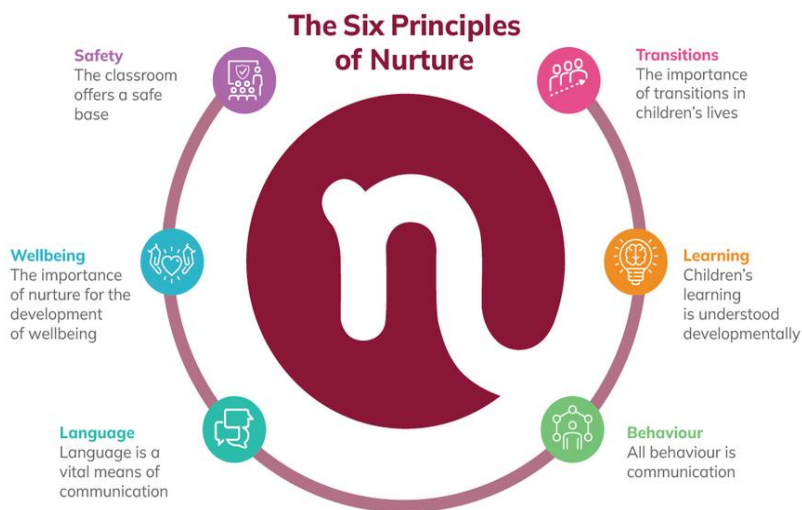
Our inclusive and nurturing provision enables children to:

- Feel safe, secure, respected and cared for.
- Develop positive wellbeing, confidence and self-worth.
- Build resilience, independence and motivation as learners.
- Communicate effectively and form positive relationships with others.
- Engage actively in learning experiences and school life.

- Make strong progress from their individual starting points through accessible, inclusive teaching.
- Work collaboratively and contribute positively to their school community.
- Develop the knowledge, skills and emotional readiness needed for successful transitions and future learning.
- Grow into confident, compassionate and responsible members of society who are prepared for later life, employment and independent living.

At St John the Baptist Catholic Primary School, we believe that inclusion is everyone's responsibility. By placing nurture, belonging and meaningful participation at the centre of our practice, we ensure that every child is known, understood, valued and empowered to achieve their full potential.

The National Nurturing School Award



St John the Baptist School achieved the National Nurturing Schools Award in April 2026. This shows that we have a whole school nurturing approach which focuses on improving pupil engagement, attendance and wellbeing by fostering social and emotional skills.

Assessors Summary Report

Safe, loving and family were the words that were used most frequently when stakeholders were asked to describe the school.

Inclusion, wellbeing and nurture are genuinely embedded here.

Authentic investment in children as partners in learning and school life.

Commitment to parents, families and wider stakeholders - one parent said: "They understand us as families".

Every stakeholder group is considered here, and staff wellbeing is well attended to in this strong team. Relationships are the bedrock of wellbeing.

The PTFA is dynamic and supportive, seeking to provide opportunities for children to supplement what is offered by the curriculum.

Here, it is nurture for all, by all.

A Nurturing and Inclusive Approach

We understand that children's **learning and development are individual journeys** and that learning is best supported when children's developmental, emotional and social needs are recognised and understood. Our practice is child-centred, strengths-based and responsive, ensuring that support is personalised and builds on each child's existing skills and experiences.

We provide a **safe, secure and emotionally supportive environment** where children feel listened to, valued and confident to take risks in their learning. Positive relationships are at the core of our provision, helping children to develop resilience, self-esteem and a strong sense of belonging within our school community.

Recognising that **wellbeing is fundamental to learning**, we actively promote emotional health and provide opportunities for children to develop self-awareness, self-regulation and positive relationships. We understand that all **behaviour is communication** and seek to identify and respond to underlying needs with empathy, understanding and appropriate support.

Language and communication are prioritised across the school. We create opportunities for children to express their thoughts, feelings and ideas, knowing that language is a vital means

of communication and learning. Through effective communication and partnership working with families and professionals, we ensure that every child's voice is heard and valued. We also recognise the importance of **transitions** throughout children's lives. Careful planning and collaboration support children as they move into school, between year groups and onto the next stage of education, helping them to feel secure and confident during times of change.

Dingley Promise Award



The Dingley's Promise Early Years Mark of Achievement is a nationally recognised award that celebrates a setting's commitment to inclusive practice and high-quality provision for children, particularly those with Special Educational Needs and Disabilities (SEND). The award is achieved through extensive staff training focused on developing knowledge, skills and confidence in supporting all children to thrive. By achieving this accreditation, St John the Baptist Early Years demonstrated their dedication to creating an inclusive environment where every child is valued, supported and able to reach their full potential. The Mark of Achievement reflects a whole-setting commitment to early intervention, partnership with families and continuous improvement, ensuring that inclusive practice is embedded across all aspects of early years provision.

Partnership for Inclusion of Neurodiversity in Schools (PINS)

This year, The Partnerships for Inclusion of Neurodiversity in Schools (PINS) project has supported St John the Baptist Primary School to develop a whole-school, inclusive approach to meeting the needs of children, particularly those who are neurodivergent. The programme has brought together education professionals to strengthen SEND provision, provide early intervention, and build staff confidence and expertise. Through training, specialist advice and collaborative working, St John the Baptist school has been supported to review and improve areas such as leadership, teaching and learning, communication, the

learning environment, mental health and readiness to learn. A key focus of PINS is ensuring that support is needs-led rather than diagnosis-led, enabling schools to create environments where all children can thrive, achieve and feel included.

This programme has also promoted strong partnerships with families, ensuring that parent carer voices help shape inclusive practice across the school.



Mental Health Support Team

As part of our whole-school approach to promoting positive mental health and emotional wellbeing, we work closely with the Mental Health Support Team (MHST) to ensure that pupils and families can access timely and appropriate support when needed. MHSTs are designed to help meet the mental health needs of children and young people in educational settings and consist of senior clinicians and Education Mental Health Practitioners (EMHPs). They provide early intervention support for mild to moderate mental health difficulties, including anxiety and low mood.

Throughout this year, the MHST has complemented our universal provision by supporting pupils and parents within our school community. This has included delivering evidence-based interventions for individual pupils, engaging with parents and carers during consultation evenings, and attending parent carer workshops to offer advice, guidance and opportunities for discussion. These partnerships strengthen our commitment to fostering a nurturing, inclusive environment where the wellbeing of all children is valued and supported.



During World Mental Health Day and Mental Health Awareness Week, pupils, parents and carers were signposted to tips for looking after mental health. Making sure that we look after our mental health is just as important as looking after our physical health. Our school PTA continue to be very proactive in supporting pupil mental health and emotional wellbeing.



Practitioners from the mental health team also trained our Y6 pupils to become peer listeners. Peer listeners are pupils who have volunteered to support other pupils by talking to them and listening to them. The pupils completed a course which included learning good listening skills and understanding when and where to find help if needed. The peer listeners provide excellent support for all pupils in school.



Social, Emotional and Mental Health

We purchased a package of hours from the Solihull Inclusion Support Service - Social, Emotional and Mental Health Team and this guaranteed specialist support from Patrycja Sapieha. At the centre of the SEMH team is their aim of improving pupil's access to the curriculum and enhancing their emotional well-being, resilience and mental health. Our inclusion team continually reflect upon and improve our school provision for our vulnerable pupils. Our pupils have received intervention support to develop their self-esteem and emotional wellbeing. Mindfulness, Drawing and Talking, Gardening, Zones of Regulation and Nurture Group support (Boxall Profile) are some of the interventions we use to support pupils at St John the Baptist School.



Our school benefits from the support of Pets As Therapy (PAT) dogs, which contribute positively to pupils' emotional wellbeing, confidence and engagement with learning. Regular interactions with a trained therapy dog can help children feel calmer, reduce anxiety and provide a comforting presence during the school day. PAT sessions can be particularly beneficial for pupils who may experience difficulties with communication, social interaction, self-esteem or emotional regulation. Reading to a therapy dog can also encourage reluctant

readers by creating a relaxed, non-judgemental environment in which children can practise their skills and build confidence. As part of our wider whole-school approach to wellbeing and inclusion, the PAT programme helps to create a nurturing environment where pupils feel safe, supported and ready to learn.

Autism

Jacinta Sing from Solihull Inclusion Support Service Autism Team has provided very good support for our pupils and parents this year and she will also support us next year.



Jacinta shared her knowledge and expertise with our parents and carers during our coffee mornings.

Special Educational Needs Teaching Advice and Assessment (SENTAA)

This year we purchased a package of hours from SENTAA Ltd and this guaranteed consistent specialist support from Julie Showell. SENTAA delivers high quality assessment, intervention and advice for schools to enable children with SEND to make the best possible progress. Julie Showell has developed a good relationship with many of our pupils and parent carers and she has provided appropriate support tailored to our school's particular requirements.



Celebrating Learning

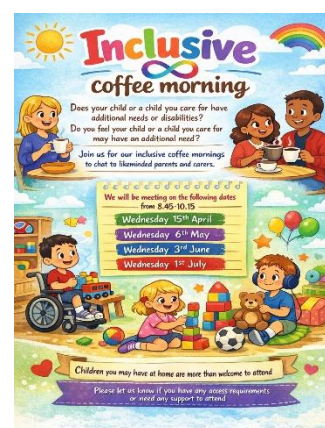


Inclusive Sport

Our school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. Physical education lessons are adapted to allow pupils with special educational needs and/or disabilities to participate in lessons. The children also have opportunities to participate in additional sports sessions with Coach Steve (Energise Sports) and they enjoy exploring a range of inclusive sports such as boccia, rowing, archery and tennis.

Parent Carer

Our Inclusion Parent and Carer Coffee Mornings take place on the first Wednesday of every month and provide a warm, welcoming space for all families to come together. These sessions are led by our parent carers and celebrate our inclusive school community, offering opportunities to connect with other parents and carers, share experiences, access support and celebrate the uniqueness of every child. Everyone is welcome, and we value the strong partnerships these mornings help to build between home and school.



Children We Care For/Previously Looked After/Adopted

This year we have worked in partnership with Birmingham, Solihull and Gloucestershire Virtual Schools to support our pupils. We have provided stability, safety, and individual care and attention, for looked after children and children previously looked after. All pupils have a care plan; PEPs are an integral part of this care plan. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. We support pupil emotional wellbeing, progress and attainment using a range of strategies including tutoring, drawing & talking, relationship-based play therapy and extra-curricular and enrichment activities.

English as an Additional Language

An EAL learner is defined as any pupil who does not have English as their first language and so this includes UK born bilinguals who were not exposed to English until they started school. Pupils are carefully tracked and set appropriate targets to ensure they are not wrongly identified as underachieving. Widgit Online enables us to successfully support bilingual pupils and their families. We are very lucky at St John's to have pupils whose first language is Arabic, Chinese, Edo, Farsi, Igbo, Malayalam, Polish, Tamil, Urdu, Uzbek and Yoruba.