

ST BARNABAS MAT

Inclusion Strategy – The Liskeard Hub

Braddock CofE Primary School

Quethiock CofE Primary School

St Martin's CofE Primary School

St Nicolas CofE Primary School

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	Date
Academic year/years that our current Inclusion Strategy covers	2026–2027
Date this statement was published	15th September 2026
Date on which it will be reviewed	31st August 2027
Statement authorised by	Tom Riggs Area Hub Lead/Executive Headteacher

Statement of intent

Across the Liskeard Hub, we believe that inclusion is not a destination or a specific classroom—it is a fundamental promise to every child. We share a fierce, collective commitment to improving the daily lived experience of our most disadvantaged and vulnerable pupils. We refuse to accept that a child's zip code, specific needs, or the size of their rural school should limit their access to transformative, high-quality education.

Through our pooled hub model, we have removed the isolation often felt by individual schools. We take collective responsibility for all children across Quethiock, Braddock, St Martin's, and St Nicolas. By sharing resources, pooling our expertise, and fundamentally investing in the high-quality adult provision within every single mainstream classroom, we ensure that every child feels safe, understood, and championed in their own local school community.

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The Hub Advantage: How Every School Benefits

When evaluating the provision at any single school within our hub this strategy demonstrates a multiplier effect. While each school contributes its proportionate share of funding (utilising its delegated notional SEN budget and IMF), the return on investment for each school's pupils is vast.

Rather than working in isolation, each school gains direct, continuous access to:

1. **A Senior Qualified Practitioner:** The lead specialist based at the Mountaineers provision (St Martin's) does not just teach there; they act as a deployable expert, providing hands-on coaching, joint observations, and strategic outreach directly inside our classrooms.
2. **High-Quality Adult Provision:** Through shared hub CPD, each school's teachers and TAs are upskilled to specialist levels, meaning disadvantaged pupils receive expert support *first* from the adults they know and trust in their own school.
3. **Shared Resourcing:** Each school gains access to a hub-wide library of highly effective, pre-trialled resources (planning frameworks, sensory toolkits, adaptive technologies) that a single small school could not fund alone.
4. **A Tiered Safety Net:** When a pupil requires intensive, short-term stabilisation, each school has guaranteed access to strategic placements at the Mountaineers base, facilitating structured reintegration back into their own school once the child is ready to thrive.

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

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Capacity & Confidence in Mainstream Settings: A pressing need to empower mainstream teaching and support staff across all four schools with the specialist skills, confidence, and adaptive resources required to support increasingly complex needs.
2	Complex Communication & Interaction Needs: A growing prevalence of pupils exhibiting significant social communication difficulties and challenges navigating standard classroom dynamics.

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3.	High Sensory Triggers & Dysregulation: Increasing numbers of pupils requiring low-arousal environments, sensory regulation, and proactive strategies to prevent distress in standard classrooms.
4.	Safety Risks & Self-Exiting Behaviours: Emotional dysregulation leading to lost learning time, disengagement, and heightened safety risks within the mainstream environment.
5.	Significant Academic Attainment Gaps: Pupils performing significantly below age-related expectations who require high-quality, bespoke adult intervention to access the curriculum alongside their peers.

Activity in this academic year

How we are allocating our pooled resources (Notional SEN budgets and IMF) to secure high-quality adult provision, share resources, and alleviate barriers across all hub schools.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Specialist Teacher & TA Staffing (Mountaineer Base): Dedicated SEND Teacher and specialist SEND Teaching Assistant to design and deliver personalised curriculum pathways. <i>(Addresses Barriers 1, 2, 3, 4)</i>	Targeted	£78,894
Improving Access: Deployment of highly skilled support staff within the home schools to provide scaffolded, 1:1 interventions that regulate emotions, reduce barriers to learning, and actively foster pupil independence.	Targeted	£11,489
Hub Professional Development & High-Quality Modelling: Delivering hub-wide SEND PDM sessions, hosting open days, and producing online	Universal/ Capacity Building	£1250

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modelling videos showcasing high-quality strategies. <i>(Addresses Barrier 5)</i>		
Inclusion Leadership Outreach & Joint Observations: Sent Class TA conducting joint observations, eligibility mapping, and strategic outreach support across Hub schools. <i>(Addresses Barriers 1, 3, 5)</i>	Targeted / Outreach	£1200
Scalable Resource & Planning Framework Packages: Packaging trialled Mountaineer planning frameworks, intervention kits, and environmental adaptation packages for wider use. <i>(Addresses Barriers 2, 5)</i>	Universal / Targeted	£1000
Diagnostic Assessment & Formative Tracking: Implementing the Birmingham Toolkit to pinpoint individual learning gaps and monitor progress during termly Pupil Progress Meetings. <i>(Addresses Barrier 4)</i>	Targeted	£850
Trauma-Informed Practice & Relational Support: Guaranteed access to a qualified Trauma Informed Schools (TiS) Practitioner for every hub school. The practitioner will deliver targeted relational interventions for our most vulnerable pupils while actively coaching home-school staff to embed trauma-informed, emotion-coaching strategies into everyday classroom practice. <i>(Addresses Barriers 2, 3, 5)</i>	Universal / Targeted	£11,567

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
Empowered, High-Quality Adult Provision	Teachers and TAs at every hub school (Quethiock, Braddock, St Martin's, St Nicolas) report high confidence in adapting learning. Joint observations demonstrate consistent, specialized adult interactions in mainstream classrooms.

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Improved Lived Experience & Regulation	Pupils with SEND report feeling safer and more understood in their home schools. We will see a measurable reduction in behavioral dysregulation, self-exiting, and internal exclusions across all four schools.
Enhanced Mainstream Staff Capacity	Every mainstream classroom across the hub is visibly equipped with adapted resources and sensory tools, directly benefiting disadvantaged learners without individual schools bearing the full financial burden.
Successful, Sustained Reintegration	Pupils who access a Mountaineers placement successfully reintegrate into their home school supported by upskilled home-school staff, maintaining their community ties and academic progress.

Review of the previous academic year

N/A until Year 2 of provision.

Further information (optional)

School	Notional Budget	Inclusive Mainstream Fund	
Braddock	£19,921	£4025	
Quethiock	£11,795	£2975	
St Martin's	£55,750	£8,283	
St Nicolas	£0	£3,500	
Total	£87,466	£18,783	£106,249

1. Collaborative Hub Funding Model

To ensure sustainable, equitable, and transformative inclusion support, Quethiock, Braddock, St Martin's, and St Nicolas (within the Liskeard Hub of St Barnabas Multi-Academy Trust) pool their resources to jointly fund the Mountaineer Class provision. By combining delegated school budgets (specifically utilising each school's **notional SEN allocation**) alongside **Inclusive Mainstream Fund (IMF)**

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monies, partner schools share the operational costs of maintaining dedicated specialist staff, low-arousal environments, and high-impact intervention packages.

Crucially, this is not merely a funding mechanism for off-site placements. This pooled model directly secures high-quality adult provision within every hub school. It guarantees that schools like Quethiock or Braddock have direct access to a Senior Qualified Practitioner, specialist coaching, and tailored resources. The ultimate goal is to radically improve the daily lived experience of disadvantaged pupils, ensuring they receive high-quality, expert support from confident adults in their own home school classrooms.

2. Mountaineer Class Entry Criteria

Strategic placement at the Mountaineer base (hosted at St Martin's) is reserved for pupils requiring short-term, intensive stabilization and support. To access a placement, pupils must have had mainstream adaptations explored and reviewed within their home school, meeting the following criteria:

- EHCP or an active EHCP statutory assessment pathway.
- Performing significantly below age-related expectations requiring a bespoke, highly adapted curriculum pathway (adapted from the St Barnabas MAT curriculum).
- High sensory processing needs, complex social communication difficulties, or acute safety concerns (e.g., severe dysregulation or self-exiting).
- Currently awaiting a specialist placement or requiring multi-agency external service involvement.
- Full parent/carers alignment and completion of a bespoke transition week (including social stories, joint staff visits between the home school and St Martin's, and structured classroom tours).

3. Hub Support & Referral Pathways

Hub schools seeking support submit a **Hub Specialist Provision Referral Form** to the Lead Senior Practitioner.

- **Governance & Monitoring:** Jointly monitored by the Home School Head of School, Assistant Headteacher for Inclusion, and the Senior SEND Teacher.
- **Response Time:** Formal response, triage, and actionable next steps communicated to the home school within **5 working days**.
- **Tiered Pathways Available:**
 - **Pathway A: Strategic Short-Term Placement:** Intensive, targeted placement at the Mountaineer base with a built-in, concurrent plan to upskill the home school team for eventual return.
 - **Pathway B: Eligibility Mapping & Joint Observation:** The Senior Practitioner conducts collaborative classroom observations at the home

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school (e.g., Quethiock) to evaluate environmental adaptations and refine intervention strategies.

- **Pathway C: Inclusion Leadership & Adult Outreach:** Targeted, on-the-ground coaching and modelling deployed directly to home school teachers and TAs to build long-term adult capacity.

4. Reintegration Framework & Community Connection

A placement in Mountaineer Class is never a permanent destination; it is a temporary bridge. Successful intervention is measured by reduced dysregulation, enhanced communication skills, and readiness to thrive back in the mainstream setting. Reintegration occurs over a maximum **6-week transition framework**, managed through weekly **Team Around the Child (TAC)** meetings. This ensures continuous collaboration between Mountaineer staff, home school adults, and parents—guaranteeing the child remains fully connected to their local school community.