

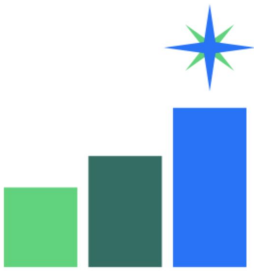
INSPIRING PRIMARIES ACADEMY TRUST

INCLUSION STRATEGY

(2024-2028)

Our vision is to inspire **all** to flourish and succeed. We do this by:

Inspiring Ambition



We seek to ensure a world-class education for all our children through an ambitious, high-quality, enriching curriculum supported by the very best teaching and learning. Our staff work together to support our children, with professional and personal development being at the heart of what we do.



Inspiring Inclusivity

We want all our children, no matter what their background, to flourish, grow and develop a love of learning.



Inspiring Collaboration

We strive to secure the best possible experiences for children and staff by working together and developing partnerships with parents, communities and other professional organisations.





Inspiring Inclusivity

We want all our children, no matter what their background, to flourish, grow and develop a love of learning.

The statutory inclusion statement in the National Curriculum for England describes our responsibility to provide a learning experience that meets the specific needs of individuals and groups of pupils.

It sets out three principles that are essential for teachers and schools to follow when developing an inclusive learning experience:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We recognise that to be truly inclusive then all children who face potential barriers to learning must be identified and supported.

Barriers may arise in children: with SEND; from a GMH background, from the travelling communities; who benefit from pupil premium qualification; who are (or who have been) looked after; where adverse childhood experiences may be present and children living in households where mental health issues affect daily routines.



Our SEND Commitments

ONE

Quality First Teaching:
High expectations of all, for all.

- A. All pupils access an ambitious knowledge and vocabulary-rich curriculum underpinned by cognitive science to facilitate learning.
- B. Educators use a range of adaptive teaching practices to build on prior knowledge and overcome barriers to learning.
- C. Scaffolding enables all pupils to succeed in their learning with increasing independence.
- D. Interventions are planned by teachers, are evidence based and never replace direct instruction from the teacher to ensure every learning opportunity is maximised.



TWO

Workforce Development:
Empowering our educators

- A. SENCOs are empowered to strategically lead high quality SEND provision.
- B. Teachers implement the graduated approach in a timely manner to meet the needs of all pupils.
- C. A deeper understanding of SEND enables support staff to be co-educators and promote independence.
- D. Leaders develop and promote an inclusive culture by actively removing barriers and raising expectations.



THREE

Collaboration & Community:
Deepening connections

- A. Parents/carers are at the heart of transparent decision making and are given a voice; acknowledged as experts of their child.
- B. Build an innovative and vibrant community of professionals, collaborating across schools, other trusts and key stakeholders to develop and share expertise and evidence-based practice
- C. Robust processes for commissioning and evaluating specialist services results in positive outcomes for children.
- D. Through strong relationships with nursery settings and secondary school, transitions are not a barrier for a child's journey through education.



FOUR

Purposeful Assessment:
Holistic understanding of pupil progress

- A. Initial baseline assessments are used to help inform targeted and purposeful provision.
- B. Strong formative assessment ensures adaptations to the curriculum are aspirational and personalised.
- C. Summative assessments are closely linked to the taught curriculum and are purposeful.
- D. Holistic assessment is used by leaders, teachers and support staff to raise outcomes for all.



FIVE

Success in all its forms:
Valuing and celebrating a wide range of achievements

- A. Individual talents and aspirations are recognised and nurtured.
- B. Leaders, teachers and support staff recognise that success can look different for individuals and this is celebrated.
- C. Enrichment opportunities are carefully crafted to nurture the whole child.
- D. Language is strength-based, rather than deficit focussed.



SIX

Dignity & Equity:
Accessibility pathways for all

- A. All pupils are guided to use adaptive and assistive technology to capture the output of their learning.
- B. Teachers skillfully guide pupils to use accessibility features that promote increased equity and therefore dignity.
- C. Subject leaders consider curriculum adaptations to make the use of accessibility features more seamless across all subjects.
- D. Leaders prioritise investment in robust and future-proof IT hardware.



Our Wider Inclusion Commitments

- A. All pupils access an ambitious knowledge and vocabulary-rich curriculum underpinned by cognitive science to facilitate learning.
- B. Educators use a range of adaptive teaching practices to build on prior knowledge and overcome barriers to learning.
- C. Scaffolding enables all pupils to succeed in their learning with increasing independence.
- D. Interventions are planned by teachers, are evidence based and never replace direct instruction from the teacher to ensure every learning opportunity is maximised.



Quality First Teaching:
High expectations of all, for all.

ONE

- A. All children feel equally welcome and valued in our schools.
- B. Leaders embed a culture of recognising all children as unique but as part of a whole-school family.
- C. Schools reach out to the families of children to better understand their unique background, heritage and circumstances.
- D. Teachers ensure that the lived experiences of all children are reflected in lesson design and content.



A Sense Of Belonging:
Nurturing one family, together.

TWO

- A. Leaders prioritise the quick and accurate identification of children who face barriers to their learning.
- B. As soon as barriers are identified, leaders and teachers ensure that effective support is in place for them to be overcome.
- C. External specialist opinions are sought where barriers persist despite intervention.
- D. Time-bound alternative provision is only used where identified barriers cannot be overcome with in-school support.



Breaking Down Barriers:
Leaving no stone unturned.

THREE

- A. Leaders place supporting disadvantaged children at the heart of all strategic planning .
- B. Leaders ensure that the school's pupil premium strategy is research-based and contains measurable actions.
- C. Teachers prioritise disadvantaged children when adapting teaching based on formative assessment.
- D. Parents & carers are supported to play a full and active part in the design of support for their children.



Combating Disadvantage:
Levelling the playing field.

FOUR