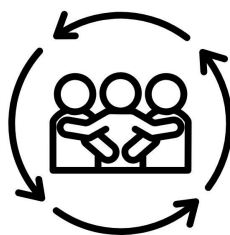




Our Inclusion Strategy





Our Inclusion Vision and Strategy

Our Vision for Inclusion

The Stour Federation is committed to transforming education by creating a culture of inclusion, where every child, regardless of their special educational needs or disabilities (SEND), is not just valued but celebrated as an integral part of our learning community. We believe that all children, regardless of their unique abilities, are complete humans. They possess the potential to achieve astonishing things. Our unwavering mission is to provide a flourishing educational experience that empowers every child to embrace life in all its fullness.

4 Principles for Inclusion:

1. **Dignity and respect:** We view differences and disability as normal aspects of humanity. Our approach to education for all children is characterised by dignity, respect and high expectations.
2. **Empowerment and success for all:** We strive to create model learning environments and a curriculum where diversity is celebrated and all children feel valued and empowered to embrace their unique strengths. Success takes many forms - we should notice, value and celebrate a wide range of achievements in school and in society.
3. **Expertise and innovation:** Providing an ethic of excellence for children with SEND requires specialised and strategic expertise, high quality teaching and support. We are committed to pioneering and evidence-informed approaches that break down barriers to learning, ensuring every child can flourish.
4. **Action at all levels:** Change happens from the bottom-up as well as top-down. Everyone working with children has the power and agency to advance inclusion and improve the educational experience and outcomes of children with SEND.

Our Inclusion Strategy:

1. Provide an excellent education for all children in the communities we serve, ensuring they build character, make good individual progress, achieve their goals, and develop a strong sense of belonging.
2. Foster a culture of trust and belonging where every child feels safe, respected, and celebrated for their unique strengths and abilities.
3. Deliver an engaging curriculum that is accessible (built-in, not bolt on) and fully considers the needs of all learners to be responsible global citizens who are equipped to make a positive impact on the world.

4. Build relationships and communicate effectively with parents, carers, and external agencies to develop a strong sense of belonging and personalised support and provision that addresses the specific needs of each child with SEND.
5. Continuously improve our practices to ensure that our provision is aligned with the latest research, innovation and best ethical practices in SEND education.
6. Empower all children to become confident, independent learners who are creative and critical thinkers and are well-prepared for the next stage of their education and life.
7. Attract and train educators who are passionate about supporting students with SEND.
8. Celebrate difference and promote the idea that diversity is a normal part of human experience.
9. Recognise success in various forms, including academic achievements, social participation, and personal growth.
10. Create a network of expertise across the Trust, creating collaborative environments to communicate, connect and conduct activities that enrich communities.

An Inclusive Leader will:

- Hold and maintain the highest educational standards for all children.
- Welcome all children and staff to our schools equally.
- Make reasonable adjustments to enable/ensure all pupils to have equitable access to an enriching, broad and balanced curriculum.
- Adhere to the principles of the SEND Code of Practice.
- Ensure that their school is an accessible educational environment for all pupils, staff, governors, parents and visitors alike.
- Foster a culture where all stakeholders feel comfortable contributing their ideas and opinions, ensuring that all voices are heard and valued.
- Upload and champion British values and protective characteristics, creating a culture of respect, equality and diversity.

Key Questions

- How do we know how inclusive our schools are?
- How do we temperature check the inclusiveness of our trust?
- Who are the key people in our organisation helping to gauge this?
- Do pupils with SEND need extra scaffolding for this lesson?
- Does our entire curriculum framework consider different learning needs from the start?

Reading List

- Newmark, B. and Rees, T. (2022) [A good life: towards greater dignity for people with learning disability](#)
- Newmark, B. and Rees, T. (2023) [Five principles for inclusion](#)
- EEF (2020) [Special Educational Needs in mainstream schools: guidance report](#)
- EEF (2022) [‘Five-a-day- to improve SEND outcomes](#)
- CEFEL (2023) [Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good](#)

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

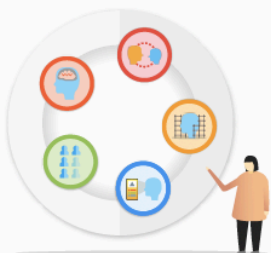
Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

High quality teaching benefits pupils with SEND

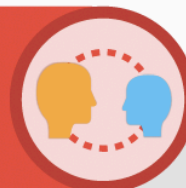
The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



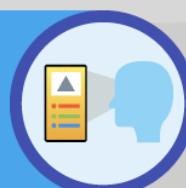
4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.

