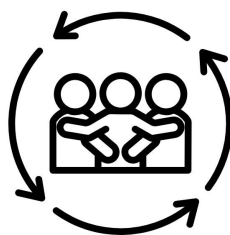




Our Inclusion Strategy





Our Inclusion Vision and Strategy

Our Vision for Inclusion

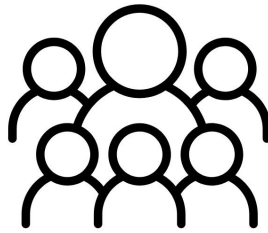
The Stour Federation is committed to transforming education by cultivating a culture of true belonging, where inclusion is deeply embedded in everything we do rather than treated as a bolt-on. We believe that all children, including those with special educational needs or disabilities (SEND), those experiencing disadvantage, vulnerable learners, and pupils with English as an additional language (EAL), possess the potential to achieve astonishing things. Our unwavering mission is to build an environment where differences are celebrated as a normal part of humanity and where daily routines are viewed through a practical lens of equity. By striving to remove barriers and ensuring every pupil feels physically and psychologically safe, recognised, and valued, we empower all children in our schools to flourish and embrace life in all its fullness.

5 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. Early Identification and Proactive Support:** We aim to identify needs at the earliest possible point, providing timely, evidence-based support to prevent the escalation of barriers. This proactive stance ensures that support is provided as soon as a need emerges, preventing the widening of attainment gaps.
- 4. Expertise and innovation:** Providing an ethic of excellence for all children 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.
- 5. 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:

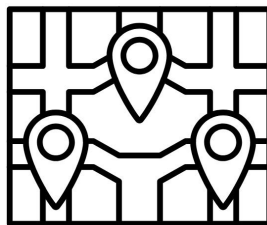
Pillar 1: People



This pillar drives relationships, well-being, and attitudes across the Trust, rooted in the principles of Dignity and Respect and Action at All Levels.

- We 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 every child.
- We recognise that feeling valued and safe is a primary prerequisite for consistent school engagement and so our teachers ensure they know the children extremely well to continually create a culture of trust and belonging where every child feels safe, respected, and celebrated for their unique strengths and abilities.
- We prioritise physical and emotional wellbeing to guarantee a safe, welcoming environment where everyone feels physically and psychologically protected.
- We foster positive attitudes and attributes by nurturing growth mindsets and intrinsic motivation in our students and deliver continuous professional development for all staff members.

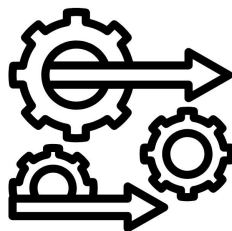
Pillar 2: Place



This pillar optimises physical, digital, and community spaces, serving as the practical foundation for our inclusion strategy.

- We maintain safe, healthy, accessible, and sustainable environments by providing resilient, barrier-free school facilities and nurturing spaces that meet the needs of all learners.
- We design functional and inclusive learning spaces by arranging flexible classroom layouts, calm regulation zones, visual prompts, and child-friendly digital environments.
- We establish our schools as welcoming and vibrant community hubs, nurturing belonging for all and linking together our families, services, and partners, ensuring that no one feels like an outsider.
- We create a network of expertise across the Trust, creating collaborative environments to communicate, connect and conduct activities that enrich communities.

Pillar 3: Processes



This pillar transforms how we teach, learn, and evaluate, driven by the principles of Expertise and Innovation and Empowerment and Success for All.

- We deliver an engaging curriculum that is accessible and fully considers the needs of all learners and guides them to be responsible global citizens who are equipped to make a positive impact on the world.
- We embed joyful, engaging, and adaptive pedagogies by utilising active, curiosity-based, and evidence-informed teaching strategies to break down barriers and keep every pupil engaged.
- We recognise, notice, value and celebrate success in various forms, including academic achievements, social participation, and personal growth.
- We drive pupil and staff empowerment by nurturing independent learners and autonomous voices, providing choices and agency so everyone is equipped to shape an increasingly equitable environment.

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.
- Uphold and champion British values and protected 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 learners 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

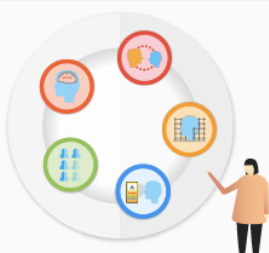
Work effectively with teaching assistants



- 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

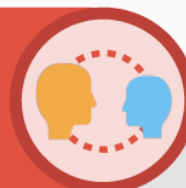
The 'Five-a-day' principle



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.



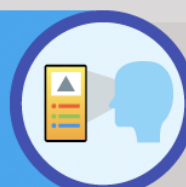
4 Flexible grouping

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](#)'.



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