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INCLUSION STRATEGY

2023 2024



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Inclusion Strategy





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Pedagogical approach

As a Trust we have an embedded approach to pedagogy that is steeped in research. We use Rosenshines Principles to provide a framework for pedagogy that is highly supportive of those pupils who find learning challenging. The high emphasis on retrieval practice, modelling and dual coding and on scaffolding for learners, coupled with an understanding of Vygotsky's Zone of Proximal Development is consciously used to the benefit of our most vulnerable learners. The use of questioning for attending ensures that all pupils are engaged and involved in the learning all of the time and that teachers can identify swiftly those learners who need more support.



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Development of Language

In many of the communities we serve, some vulnerable pupils enter school with limited language. We have placed a high emphasis, from the very start of schooling, on the development of language through a progressive, tiered vocabulary approach. Vocabulary rich environments and the explicit teaching of vocabulary, alongside the immersion of pupils in a reading rich culture, means that all children, but particularly the most vulnerable children are well supported to use academic language to talk about their learning. This is developed alongside an emphasis on teaching the 4 strands of Oracy within and across the whole curriculum, preparing our most vulnerable pupils to present themselves confidently to a range of audiences. As a Trust we recognise the key role that closing the language gap for our pupils plays in social mobility and their future success.



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Curriculum design

Across our Trust we have worked together to construct a curriculum model that is effective, clearly sequences both substantive and disciplinary knowledge and vocabulary and is precise and specific so not open to interpretation. We have used detailed schemes of learning to ensure that teachers are well supported to scaffold learning for all pupils. The sequential nature of our curriculum in each subject means that pupils build continuously on their prior learning in small steps that link together into structuring whole concepts overtime. Our curriculum is deliberately experience rich and also deliberately exposes children to a wealth of powerful knowledge across all subject areas. The way that the curriculum has been designed and constructed is key to supporting our most vulnerable learners to make progress, gain the cultural capital they need and to be successful in the next stage of their education.



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Systematic Synthetic Phonics

Reading is at the heart of all we do. Securing reading for every child across the Trust is a key priority. We deliver the RWInc Phonics programme across our schools and have a philosophy of 'keep up' not 'catch up' in all settings. The programme is effectively supported by a RWInc Trust Lead who ensures that the programme is delivered effectively and with fidelity. By ensuring that our most vulnerable learners get the very best start to their reading journey means that they are then enabled to access the wider curriculum and make progress across all aspects of learning. Targeting our strongest practitioners to our most vulnerable learners is an important way to ensure that these pupils are successful.



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The Reading Culture

As well as developing systematic synthetic phonics across every school, we have invested heavily in the development of the reading culture in all schools. Ensuring that schools have a full range of both classic and modern literature that is high quality has been key. Ensuring that all of our children, but particularly the most vulnerable are exposed to and can access quality texts across a range of genres and authors is fundamental to them becoming readers for life. To support this further every school has purchased multiple copies of core texts to enable every child to access these books regardless of their economic situation. This ensures that equity of opportunity to enjoy reading exists for all children.



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Digital technology

Our aim of becoming a 'digitally enabled Trust' is well on the way. The recent pandemic highlighted the importance of digital technology in supporting children to learn. Through effective training and CPD we were able to use technology very quickly and enabled our teachers to adapt their pedagogy to allow children to learn remotely ensuring they were accessing high quality teaching and learning. Evidence shows that digital technology supports education and can optimise learning when used in a blended way and we have ensured that this momentum has continued in our schools. We have a very ambitious digital strategy focusing on reducing inequalities and have invested heavily in 1:1 chrome books for all Key Stage 2 children across all our academies. We have a clear implementation plan to support teachers to develop their digital pedagogy and are exploiting the functions of these devices to support our most vulnerable children through immersive reader, screen changes to support dyslexia and autism and other applications that are supporting our children by improving accessibility.



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Mental Health & Well-being

Mental health & well-being remains a real barrier to learning for many children across our academies. We quickly recognised that cases of SEMH in our pupils had increased both as a direct result of the pandemic but also due to increasing demands in society on young people and families.

We have ensured that we have a strong focus on wellbeing and mental health across the curriculum and have introduced specific teaching to support children to learn strategies to support their own resilience and mental health.

There is a strong well-being focus in policy and practice across the Trust schools and we have developed a wide range of interventions and support across our schools to support children with SEMH. We have employed our own Educational Psychologist to build capacity across our schools and to improve early identification of children who need our support the most and have ensured all our schools have highly effective learning mentors who are trained as mental health first aiders.

To support leaders and staff in schools we have introduced a designated Mental Health & Wellbeing lead in all of our schools and all of our Headteachers have accessed Senior Mental Health Lead training.

Most of our schools have well-being rooms where children can be supported out side of the classroom environment if needed and we have built a library of resources across our schools to support children across a range of mental health areas.



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Representation & Equity

Research shows that children who 'see themselves' in the curriculum are more likely to achieve. We have developed strong representation across our curriculum to ensure that the nine protected characteristics are evident. We have curated our reading spines across all our academies including our quality texts to ensure that we have good representation across all areas of difference and have started a CPD program for our staff to ensure they better understand privilege and equity. Academies have carried out audits of the resources we use for teaching and learning and have ensured that these have been chosen carefully to expose children to aspects of difference especially in those schools where communities are not as diverse. We have developed a focus on hidden disabilities and neurodiversity alongside this and our school environments clearly demonstrate our commitment to providing 'windows and mirrors' for our children.