Inclusion Strategy Template

Inclusion Strategy – Our Lady Help of Christians

Statement of intent

Our Vision

At OLHOC, we believe that inclusion is fundamental to educational excellence. Every child and young person has the right to experience a high-quality education within a safe, ambitious and inclusive learning environment where they feel welcomed, valued, respected and able to belong.

As a family of 19 academies, we are committed to ensuring that every pupil, regardless of background, circumstance, identity, ability or additional need, is supported to achieve their full academic, social and personal potential. We believe that diversity strengthens our communities and that every pupil should have equitable access to an ambitious curriculum, enriching experiences and the opportunities needed to succeed in education and beyond.

Inclusion is not the responsibility of a single team; it is a collective responsibility that underpins our culture, leadership, curriculum design, teaching, pastoral care and decision-making across every academy within our Trust.

Our Commitment

We are committed to building a Trust where high-quality inclusive practice is the norm rather than the exception. Through strong leadership, evidence-informed practice and a culture of continuous improvement, we will ensure that barriers to learning, participation and achievement are identified early and addressed effectively.

We recognise that pupils learn in different ways, develop at different rates and may require different levels of support at different stages of their educational journey. Our approach is founded on high-quality adaptive teaching, effective universal provision and a graduated response that provides targeted and specialist support when required. We believe that inclusive teaching benefits all learners and improves outcomes across our schools.

Our academies will work proactively to ensure that pupils with Special Educational Needs and Disabilities, disadvantaged pupils, those with English as an Additional Language, children looked after, previously looked after children, young carers, pupils with medical needs, those known to social care and all other vulnerable groups are enabled to participate fully in every aspect of school life, achieving the best possible outcomes alongside their peers.

Delivering Our Strategy

This Inclusion Strategy establishes a shared framework for inclusive practice across all Trust academies while recognising the distinct context and communities of each school. It provides a common set of expectations, principles and priorities that will drive consistent, high-quality provision while allowing individual academies to respond to local need.

Through this strategy we will:

- promote a culture of belonging where every pupil feels safe, respected and represented
- ensure high-quality adaptive teaching remains the foundation of inclusion
- identify emerging needs early and respond through an effective graduated approach
- strengthen leadership of inclusion at every level of the Trust
- work in genuine partnership with parents, carers and families
- collaborate effectively with health, social care and education partners to provide coordinated support
- promote positive behaviour, wellbeing, attendance and engagement as essential components of successful inclusion
- build workforce expertise through high-quality professional development and collaboration across our academies
- use evidence, data and quality assurance to evaluate impact and continually improve provision.

Our Principles

Our strategy is underpinned by seven principles that shape our decision-making and practice.

- We have high aspirations for every learner and believe all pupils can achieve when provided with the right opportunities and support.
- We create a genuine sense of belonging, where diversity is celebrated, individual differences are valued and every pupil feels part of their school community.
- We place families at the centre of our work, recognising parents and carers as essential partners whose knowledge and experience inform decision-making.
- We are committed to early identification and early intervention, ensuring that needs are recognised promptly and addressed through evidence-informed support.

- We prioritise high-quality inclusive teaching, recognising that excellent classroom practice has the greatest impact on improving outcomes for all learners.
- We believe in collaboration, sharing expertise across our academies and working effectively with external agencies to secure the best possible support for children and young people.
- We maintain a culture of continuous improvement, using research, data, quality assurance and stakeholder feedback to strengthen inclusive practice and improve outcomes across the Trust.

Listening to Our Communities

This strategy has been shaped through engagement with pupils, parents, academy leaders, staff, governors, directors and external partners. Their experiences, aspirations and feedback continue to inform our strategic priorities and our approach to developing increasingly inclusive learning communities.

We recognise that inclusion is an ongoing journey rather than a fixed destination. As our Trust grows and the needs of our communities evolve, we will continue to reflect, learn and adapt our practice to ensure every pupil receives the support, opportunities and high-quality education they deserve.

Our Ambition

Our ambition is to be a Trust where inclusion is visible in every classroom, every curriculum, every relationship and every decision.

By working together across our academies, sharing expertise and maintaining consistently high expectations, we will create communities where every child is known, every learner belongs, every family is valued and every pupil is empowered to flourish.

Inclusion is not simply what we do; it is who we are.

Barriers to learning and participation

At OLHOC, we recognise that barriers to learning, participation and achievement can affect any child or young person at different points throughout their educational journey. These barriers may be temporary or long-term and often arise through the interaction between an individual's strengths and needs, their environment and wider social, emotional or economic factors.

As a Trust, we are committed to identifying and removing barriers as early as possible through high-quality inclusive practice, ensuring that every pupil has equitable access to an ambitious curriculum, enriching experiences and the support they need to thrive.

Whilst each of our 19 academies serves a unique community with differing contexts and demographics, many of the barriers experienced by children and young people are shared across our Trust. Each academy uses a range of evidence—including

self-evaluation, pupil progress and attendance data, behaviour information, pupil and family voice, safeguarding intelligence, governor feedback and staff observations to identify local priorities and shape its inclusive provision. Collectively, this intelligence informs our Trust-wide approach to inclusion and enables us to share expertise, resources and effective practice across our family of schools.

Our Trust-Wide Inclusive Approach

We recognise that many pupils experience multiple, overlapping barriers and that these can change over time. Consequently, our focus extends beyond responding to individual needs; we continually evaluate and improve our curriculum, teaching, learning environments and organisational systems to reduce barriers for all learners.

Across every academy, our graduated approach is underpinned by the following principles:

- High-quality adaptive teaching is the universal entitlement for every learner.
- Barriers to learning are identified early through robust assessment and professional curiosity.
- Support is planned, implemented, reviewed and adapted through an evidence informed graduated approach.
- Pupils, parents and carers are active partners in planning, reviewing and evaluating provision.
- Provision is monitored through quality assurance, data analysis and stakeholder feedback to ensure it has a measurable impact on outcomes.

Trust-Wide Barriers to Learning and Participation

Through analysis of Trust-wide data, academy self-evaluation and national evidence, we have identified seven broad areas that commonly present barriers to learning and participation across our academies. These priorities inform our strategic improvement work while enabling individual academies to respond flexibly to their own local context.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**1. Communication and Interaction**

	Effective communication underpins learning, relationships and participation. Some pupils experience barriers associated with speech, language and communication, including social communication and interaction, which can affect understanding, self-expression and access to the curriculum. Across the Trust, we will: • develop communication-friendly classrooms through explicit, structured teaching • embed vocabulary-rich curriculum design • promote the consistent use of visual supports, modelling and scaffolding • strengthen early identification through assessment and screening • provide evidence informed interventions and specialist support where required • work collaboratively with Speech and Language Therapy and other specialist services.
2	**Cognition and Learning** Some pupils require additional support to develop literacy, numeracy, memory, processing, executive functioning and independent learning skills. These needs may be temporary, developmental or associated with specific learning difficulties. Across the Trust, we will: • ensure high-quality adaptive teaching is consistently delivered in every classroom • use formative assessment to identify barriers and inform teaching • implement evidence informed interventions matched to identified need • promote the effective use of assistive technology and accessible resources • monitor progress carefully to evaluate impact and inform next steps.

3	**Social, Emotional and Mental Health** Positive wellbeing is fundamental to successful learning. Some pupils experience barriers associated with emotional regulation, mental health, trauma, attachment, anxiety or adverse life experiences that affect engagement, attendance and achievement. Across the Trust, we will: • promote restorative and trauma-informed practice • provide graduated pastoral support that responds to emerging needs • strengthen emotional literacy, resilience and self-regulation • ensure access to appropriate therapeutic and wellbeing services • work collaboratively with families and external agencies to secure coordinated support.
4	**Sensory, Physical and Medical Needs** Some pupils experience sensory, physical or medical needs that require adaptations to enable equitable access to learning, the curriculum and wider school life. Across the Trust, we will: • make reasonable adjustments in accordance with the Equality Act 2010 • provide accessible learning environments and inclusive educational experiences • ensure appropriate use of specialist equipment and assistive technology • implement effective healthcare planning and staff training • work closely with health professionals and specialist services to meet individual needs.
5	**Attendance, Engagement and Participation**

	Regular attendance, positive engagement and active participation are essential to educational success. Some pupils experience barriers that affect their attendance, engagement or connection to school. Across the Trust, we will: • identify attendance concerns early through robust monitoring systems • support the development of personalised support plans where barriers are identified • promote the strengthening of relationships with pupils and families through effective pastoral care • encourage the implementation of flexible reintegration and transition arrangements where appropriate • promote belonging, participation and positive engagement across all aspects of academy life.
6	**Disadvantage and Vulnerability** Socio-economic disadvantage, mobility, caring responsibilities, family circumstances and adverse childhood experiences can create significant barriers to educational success and wellbeing. Across the Trust, we will: • ensure equitable access to high-quality teaching, enrichment and wider opportunities • use Pupil Premium and other funding strategically to reduce disadvantage gaps • provide targeted academic, pastoral and practical support where appropriate • work in partnership with families and community organisations • maintain high aspirations for every pupil regardless of circumstance.
7	**Equality, Diversity and Belonging** Children and young people achieve best when they feel represented, respected and included. We recognise that discrimination, bias, exclusion or

	under-representation can create barriers to participation, wellbeing and achievement. Across the Trust, we will: • promote inclusive, diverse and a representative curriculum • foster cultures built on dignity, respect and positive relationships • challenge discrimination and respond robustly to prejudice-related incidents • amplify pupil voice and create meaningful leadership opportunities • provide ongoing professional development that strengthens equality, diversity and inclusion across all academies.

Responding to Local Need

Whilst these seven strategic areas provide a common framework across the Trust, each academy will use its own self-evaluation, community intelligence and performance information to identify local priorities and determine the provision required to meet the needs of its pupils.

Academy Inclusion Strategy Plans will align with this Trust strategy while reflecting the unique context of each school. This ensures consistency in ambition and expectations across the Trust while enabling flexibility, innovation and responsiveness at academy level.

Through collaboration, shared expertise and a relentless focus on improving outcomes, we will continue to identify, reduce and remove barriers to learning so that every child and young person is able to participate fully, achieve highly and flourish within our family of academies.

Activity in this academic year

Strategic Delivery Plan

The priorities within this Inclusion Strategy will be delivered through a combination of Trust-wide initiatives and academy based implementation. Whilst every academy will work towards the same strategic ambitions, individual action plans will reflect the specific needs of their pupils, communities and local context.

Each academy will identify priorities through self-evaluation, analysis of pupil outcomes, attendance, behaviour, stakeholder voice and local needs analysis. These priorities will align with the Trust Inclusion Strategy and be incorporated into academy improvement planning.

The Trust will provide strategic leadership, professional development, quality assurance and specialist support to ensure consistency, build capacity and promote the sharing of effective practice across all 19 academies.

Trust-Wide Strategic Priorities

Priority 1 – Developing Inclusive Classrooms

We will strengthen high-quality inclusive teaching across every academy by:

- implementing a Trust Inclusive Teaching Framework based on evidence-informed adaptive teaching. (See Appendix 1)
- developing communication friendly classrooms that support language, literacy and learning
- promoting explicit teaching and effective scaffolding
- ensuring curriculum design is ambitious, accessible and representative of the diverse communities we serve
- improving classroom environments to maximise accessibility, independence and participation
- increasing the use of assistive technology and inclusive learning resources.

Priority 2 – Developing an Expert Workforce

We will invest in the professional development of all staff by:

- delivering a Trust-wide programme of inclusion and SEND professional learning
- developing specialist networks for SEND leaders, pastoral leaders and inclusion practitioners

- providing coaching, peer review and opportunities to share effective practice across academies
- ensuring inclusive practice forms part of induction, appraisal and leadership development.

Priority 3 – Early Identification and Effective Support

We will strengthen the graduated approach across all academies by:

- promoting consistent approaches to early identification and assessment
- implementing evidence-informed targeted interventions matched to identified need
- improving transition arrangements between phases and academies
- ensuring specialist advice and external agency support informs provision where appropriate
- strengthening provision planning through collaborative multi-agency working.

Priority 4 – Attendance, Wellbeing and Belonging

We will remove barriers to engagement by:

- strengthening Trust-wide approaches to attendance and persistent absence
- embedding restorative approaches to behaviour
- developing trauma-informed and emotionally responsive practice
- improving access to pastoral, wellbeing and therapeutic support
- ensuring all pupils have equitable opportunities to participate in enrichment, leadership and wider academy life.

Priority 5 – Partnership with Families and Communities

We will strengthen collaboration by:

- developing consistent approaches to family engagement across the Trust
- supporting academies to work effectively with health, social care and local authority partners
- ensuring families are fully involved in planning, reviewing and evaluating provision.

Priority 6 – Quality Assurance and Continuous Improvement

We will embed robust systems for evaluating inclusive practice by:

- using the Trust biannual reviews to explore strengths and areas to develop

- monitoring the quality of inclusive teaching through learning walks, reviews and peer evaluation
- analysing attendance, behaviour, attainment and participation data for vulnerable groups
- using pupil, parent and staff voice to inform strategic improvement
- sharing effective practice across academies to drive continuous improvement.

Academy Implementation

Each academy will develop an annual Inclusion Strategy Plan that reflects its own context while aligning with this Trust Strategy.

Academies will determine the most appropriate combination of universal provision, targeted interventions and specialist support to meet the needs of their pupils. Funding from core budgets, SEND resources, Pupil Premium and other appropriate funding streams will be deployed strategically to maximise impact and secure value for money.

Monitoring and Evaluation

Implementation of this strategy will be monitored through a coordinated programme of academy and Trust quality assurance.

Evaluation will include:

- pupil progress and attainment outcomes
- attendance, persistent absence, behaviour and suspension data
- provision reviews and intervention evaluations
- classroom observations, learning walks and curriculum reviews
- work scrutiny and assessment evidence
- pupil, parent, carer and staff voice
- SEND audits, annual reviews and statutory compliance
- academy self-evaluation and improvement planning
- Trust reviews and peer evaluation
- governor monitoring and Director scrutiny.

The Trust Executive Team will review progress, with an annual report presented to Directors evaluating the impact of this strategy and identifying priorities for further improvement.

Intended Outcomes

Intended outcome	Success criteria
Inclusion is embedded within the culture, leadership and everyday practice of every academy.	• Inclusion is evident within Trust and academy strategic plans, policies and self-evaluation. • All academies demonstrate effective inclusive leadership through Trust quality assurance. • Academy improvement plans reflect local inclusion priorities aligned to the Trust strategy. • Local Governing Bodies receive regular reports demonstrating the impact of inclusive practice.
High-quality adaptive teaching enables all learners to access an ambitious curriculum and achieve strong outcomes.	• Trust quality assurance demonstrates consistently strong adaptive teaching across academies. • Curriculum reviews evidence accessible, ambitious and inclusive curriculum design. • Staff effectively use assessment to adapt teaching and remove barriers to learning. • Progress and attainment outcomes improve for pupils with SEND and other vulnerable groups from their individual starting points.
Barriers to learning are identified early and addressed through an effective graduated approach.	• Early identification processes are consistently implemented across all academies. • Provision is planned, reviewed and evaluated using the graduated approach. • Intervention programmes demonstrate measurable impact on learning, participation or wellbeing. • Families report confidence in identification, communication and review processes.
Pupils with SEND and other vulnerable groups achieve positive academic, social and personal outcomes.	• Pupils make strong progress from their individual starting points. • Gaps in attainment and progress reduce over time where appropriate. • Increasing numbers of pupils achieve ambitious outcomes and successful transitions to the next stage of education, employment or training. • Individual outcomes identified through EHCPs and SEND Support are regularly reviewed and successfully achieved.

Attendance, participation, engagement and wellbeing improve across all pupil groups.	• Attendance improves across the Trust, with reductions in persistent absence, particularly for vulnerable groups. • Pupils demonstrate increased engagement in learning and wider academy life. • Participation in enrichment activities, leadership opportunities and educational visits increases for underrepresented groups. • Pupil wellbeing indicators demonstrate sustained improvement over the life of the strategy.
Inclusive behaviours reduce suspensions, exclusions and discriminatory behaviour while promoting belonging.	• Suspensions, permanent exclusions and repeat behaviour incidents reduce over time. • Discriminatory incidents are addressed promptly, monitored effectively and show a downward trend. • Pupil voice demonstrates that children feel safe, respected, listened to and included within their academy community. • Every academy demonstrates a strong culture of belonging, positive relationships and high expectations.
Parents, carers and families are valued partners in their children's education.	• Parent surveys demonstrate increasing confidence in the Trust's inclusive approach. • Attendance at review meetings, workshops and engagement events increases. • Families report that communication is timely, meaningful and collaborative.
Staff demonstrate increasing confidence, expertise and accountability for inclusion.	• All staff access high-quality professional development linked to inclusion and adaptive teaching. • Staff evaluations demonstrate increased confidence in meeting diverse learning needs. • Inclusive practice is embedded within induction, appraisal and professional development processes. • Leaders demonstrate increasing capacity to drive inclusive improvement within their academies.
Equality, diversity and belonging are embedded across every academy.	• Curriculum audits demonstrate diverse and representative content across all phases. • Learning environments reflect and celebrate diversity. • Equality objectives are implemented and reviewed annually. • Pupils demonstrate understanding of equality, respect and inclusion through behaviour, participation and pupil voice. • The Trust consistently meets its statutory duties under the Equality Act 2010 and Public Sector Equality Duty.

Trust-wide collaboration strengthens consistency, capacity and outcomes across all academies.	• Variation in inclusive practice between academies reduces over the life of the strategy. • Trust-wide quality assurance evidences increasing consistency in inclusive teaching and leadership. • Professional networks, peer reviews and collaborative improvement activities are established and demonstrate measurable impact. • Effective practice is routinely shared across academies, leading to improved outcomes for children and young people. • Annual Inclusion Reports demonstrate sustained improvement against the strategic priorities and provide evidence of value for money.

Measuring Overall Success

By the conclusion of this strategy, the Trust will be able to demonstrate that:

- Every academy provides an inclusive environment where children and young people feel safe, valued, respected and able to belong.
- High-quality inclusive teaching is consistently evident across the Trust and enables all learners to access an ambitious curriculum.
- Barriers to learning are identified and addressed promptly through effective universal provision and targeted support.
- Pupils with SEND and other vulnerable groups achieve improved educational, social and personal outcomes.
- Attendance, participation, wellbeing and engagement have improved across all academies.
- Staff, families and pupils have confidence in the Trust's inclusive culture and collaborative approach.
- Trust-wide collaboration has strengthened leadership, reduced variation in practice and secured consistently high-quality inclusive provision across every academy.

Appendix 1

Trust Inclusive Teaching Framework

Every Learner. Every Classroom. Every Day.

Purpose

At OLHOC, we believe that high-quality teaching is the most important contribution we can make to inclusion. Our Trust Inclusive Teaching Framework establishes a shared set of expectations for teaching and learning across our 19 academies. It provides a common language and approach to inclusive practice while recognising that effective teaching will look different across phases, subjects, pupils and academy contexts.

The Framework is designed to ensure that every pupil, including pupils with Special Educational Needs and Disabilities, disadvantaged pupils, pupils with English as an Additional Language, those known to social care, pupils with medical needs and other vulnerable learners, can access an ambitious curriculum and participate successfully in learning.

Inclusive teaching is not an additional layer of provision for a small number of pupils. It is the foundation of our universal offer.

Where high-quality inclusive teaching is consistently implemented, fewer pupils experience unnecessary barriers to learning and targeted support can be focused where it is most needed.

Our Vision for Inclusive Teaching

Our vision is that:

Every pupil is taught well, challenged appropriately, supported to overcome barriers and enabled to experience success.

Inclusive teaching means that teachers:

- know their pupils well
- understand potential barriers to learning
- maintain high expectations for every learner
- teach the curriculum explicitly and systematically
- adapt teaching in response to pupils' needs
- provide appropriate scaffolding without creating dependency
- develop pupils' independence and metacognition
- use assessment to identify misconceptions and inform teaching
- explicitly teach vocabulary, language and subject-specific knowledge
- create safe, respectful and purposeful learning environments
- remove unnecessary barriers while maintaining ambition.

The Principles of Inclusive Teaching

The Framework is built around eight principles.

Principle 1: High Expectations

Every pupil is entitled to ambitious teaching and a rich curriculum.
Teachers should not lower expectations because a pupil has SEND, is disadvantaged, has additional needs or has previously struggled.

Instead, teachers consider:
What does this pupil need in order to access the same ambitious learning?
This means:

- maintaining ambitious curriculum goals
- avoiding unnecessary curriculum narrowing
- providing appropriate challenge
- recognising and building on strengths
- separating learning difficulties from assumptions about ability
- celebrating progress, effort and achievement.

Principle 2: Know the Learner

Inclusive teaching begins with knowing the pupils we teach.
Teachers use relevant information about pupils' strengths, needs and previous learning to inform planning and classroom practice.

Teachers should understand:

- prior attainment and knowledge
- misconceptions
- communication and language needs
- SEND and reasonable adjustments
- barriers associated with attendance or disadvantage
- relevant pastoral or wellbeing considerations
- pupils' interests, strengths and aspirations.

Teachers should avoid defining pupils by a diagnosis or label.
Instead, the focus should remain on:

What is the barrier, and what can we do about it?

Principle 3: Explicit Teaching

Teachers make learning clear, purposeful and accessible.
This includes:

- clearly communicating the learning intention
- modelling new knowledge and skills
- breaking complex learning into manageable steps
- providing clear explanations
- checking understanding regularly
- using worked examples where appropriate

- explicitly teaching the knowledge and vocabulary required for success
- providing opportunities for guided and independent practice.

Teachers should avoid assuming that pupils have understood simply because instructions have been given or work has been completed.

Principle 4: Adaptive Teaching

Adaptive teaching is central to our approach to inclusion.
Teachers continually assess pupils' understanding and adapt teaching in response.

This may include:
- changing the pace of teaching
- re-explaining or modelling differently
- providing additional examples
- using questioning to identify misconceptions
- adjusting task complexity
- providing temporary scaffolding
- using visual or practical representations
- changing grouping arrangements
- providing additional processing time
- extending learning where pupils are ready.

Adaptive teaching is responsive rather than predetermined.
It is not the expectation that every pupil receives a different task or worksheet.
We adapt teaching, not ambition.

Principle 5: Scaffolding Towards Independence

Scaffolding should enable pupils to successfully access increasingly complex learning.

Effective scaffolding may include:
- worked examples
- models and exemplars
- writing frames
- checklists
- visual prompts
- sentence stems
- manipulatives
- guided practice
- structured questioning.

Scaffolds should be purposeful and gradually removed as pupils develop confidence and independence. The aim is not permanent support.

The aim is:
Support → practise → independence.

Principle 6: Language, Communication and Vocabulary
Language is fundamental to learning.
Every teacher is a teacher of language and communication.
Teachers will:

- explicitly teach subject-specific vocabulary
- identify essential vocabulary before teaching
- provide clear explanations of new terminology
- provide opportunities for pupils to rehearse language
- use visuals and concrete examples where appropriate
- check pupils' understanding of key vocabulary
- encourage precise verbal and written responses.

Particular attention should be given to pupils with speech, language and communication needs and pupils who are developing proficiency in English.

Principle 7: Assessment for Learning
Assessment should be used to improve teaching and learning rather than simply measure performance.
Teachers use assessment to:

- identify prior knowledge
- uncover misconceptions
- check understanding
- identify pupils who require additional support
- identify pupils ready for greater challenge
- adapt subsequent teaching
- evaluate the effectiveness of interventions and scaffolds.

Effective formative assessment should be part of everyday classroom practice.
Examples include:

- questioning
- retrieval practice
- discussion
- observation
- low-stakes quizzes
- written responses

Principle 8: Belonging, Relationships and Engagement
Pupils learn best when they feel safe, respected and that they belong.
Teachers create classrooms characterised by:

- positive relationships
- predictable routines
- respectful interactions
- high expectations
- clear boundaries
- encouragement and recognition
- opportunities for pupil voice
- active participation.

Behaviour should be understood within the context of learning, relationships and individual need while maintaining clear and consistent expectations.

The Inclusive Classroom
Across our academies, pupils should experience classrooms where:
The learning environment is:

- calm
- purposeful
- accessible
- organised
- visually supportive where appropriate
- free from unnecessary sensory or physical barriers.

Teaching is:

- explicit
- ambitious
- responsive
- well sequenced
- appropriately scaffolded
- evidence-informed.

Pupils are:

- actively engaged
- challenged
- supported to think
- encouraged to communicate
- developing independence
- expected to succeed.

Teachers:

- know their pupils
- know the curriculum
- identify barriers
- adapt responsively
- check understanding
- evaluate impact.

Universal Provision
The Trust expects every academy to establish a strong universal offer before considering additional intervention.
Universal inclusive provision includes:
Curriculum

- ambitious and well-sequenced curriculum
- appropriate accessibility
- explicit vocabulary teaching
- representation and diversity
- meaningful opportunities for retrieval and practice.

Teaching

- explicit teaching
- modelling
- scaffolding
- adaptive teaching

- regular checking for understanding
- appropriate challenge.

Environment

- clear routines
- accessible resources
- appropriate sensory considerations
- predictable classroom structures
- supportive visual information where appropriate.

Assessment

- effective formative assessment
- timely feedback
- identification of misconceptions
- appropriate adjustments to teaching.

Relationships

- positive teacher-pupil relationships
- consistent expectations
- restorative approaches
- respect and belonging.

Reasonable Adjustments

Teachers and leaders must understand and implement reasonable adjustments where required.

Reasonable adjustments may include:

- additional processing time
- alternative methods of recording
- adapted resources
- assistive technology
- seating adjustments
- visual supports
- sensory adaptations
- communication adjustments
- modified access arrangements
- adjustments to the learning environment.

Adjustments should enable access without unnecessarily reducing curriculum ambition.

Supporting Pupils with SEND

The Trust adopts a graduated approach to SEND:

Assess

Understand the pupil's strengths, needs, barriers and starting point.

Plan

Identify appropriate adaptations, support and desired outcomes.

Do

Implement agreed provision through high-quality teaching and targeted support where appropriate.

Review

Evaluate impact using evidence and pupil and family voice.

Where universal provision is insufficient, additional targeted or specialist support should be introduced.

Targeted intervention should complement—not replace—high-quality classroom teaching.

Avoiding Unnecessary Barriers
Teachers and leaders should routinely ask ‘What might prevent this pupil from accessing this learning?’
Potential barriers may include:

- unnecessary language demands
- unclear instructions
- excessive cognitive load
- inaccessible resources
- insufficient prior knowledge
- sensory overload
- limited processing time
- inappropriate grouping
- lack of opportunities for rehearsal
- over-reliance on independent written recording
- assumptions about ability
- low expectations.

The response should be proportionate and purposeful.

Developing Independence
Inclusion should increase pupils' independence rather than create reliance on adult support.
Teachers should progressively develop pupils':

- self-regulation
- organisation
- problem-solving
- communication
- resilience
- ability to use appropriate support independently.

Assistive Technology
Technology should be used strategically where it improves access, participation and independence.
Examples include:

- text-to-speech
- speech-to-text
- accessibility software
- audio resources
- visual organisers
- digital recording
- adapted keyboards or devices

Professional Development
Every member of teaching and support staff has a responsibility for inclusion.
Professional development should focus on areas including:

- adaptive teaching
- SEND
- communication and language

- cognition and learning
- social, emotional and mental health
- sensory and physical needs
- assistive technology
- behaviour and relationships
- formative assessment
- scaffolding and independence.

Professional learning may include opportunities to:

- learn from research
- observe effective practice
- collaborate across academies
- receive coaching
- evaluate classroom implementation
- share successful approaches.

Leadership and Accountability

Inclusive teaching is a leadership responsibility at every level.

Trust leaders will:

- establish clear expectations
- provide professional development
- facilitate collaboration between academies
- monitor implementation
- identify variation in practice
- share effective practice
- provide appropriate challenge and support.

Academy leaders will:

- embed the Framework within school improvement
- monitor classroom implementation
- develop staff expertise
- evaluate the impact on pupil outcomes
- respond to local needs.

Teachers will:

- plan ambitious and accessible learning
- know their pupils
- adapt teaching responsively
- assess understanding
- remove barriers
- promote independence.

Support staff will:

- work collaboratively with teachers
- reinforce learning
- promote independence
- avoid creating unnecessary dependency
- contribute to assessment and review.

Quality Assurance

The Framework will be evaluated through a range of evidence rather than a single measure.

Trust and academy quality assurance will consider:

- learning walks
- lesson visits
- work scrutiny
- curriculum reviews
- pupil voice
- staff voice
- parent feedback
- progress and attainment data
- attendance and behaviour data
- intervention outcomes
- SEND reviews
- academy self-evaluation.

What Success Looks Like

The Framework will be considered successful when:

- pupils with different needs consistently access an ambitious curriculum
- teachers demonstrate high expectations for all pupils
- barriers to learning are identified and addressed promptly
- adaptive teaching is evident across subjects and phases
- scaffolding is used purposefully and reduced as independence develops
- pupils with SEND are not routinely excluded from ambitious learning
- targeted interventions complement rather than replace classroom teaching
- pupils report feeling safe, respected and included
- staff demonstrate confidence in meeting diverse needs
- gaps in progress and attainment reduce where appropriate
- attendance, engagement and participation improve
- variation in inclusive practice between academies reduces over time.

The way forward

Across every academy, every classroom should reflect the following:

1. High expectations for every pupil.
2. An ambitious curriculum for every learner.
3. Clear and explicit teaching.
4. Responsive adaptive teaching.
5. Purposeful scaffolding.
6. Explicit teaching of language and vocabulary.
7. Regular checking for understanding.
8. Positive relationships and a strong sense of belonging.
9. A commitment to developing independence.
10. Early identification and removal of barriers.

Our Commitment

At OLHOC, inclusive teaching means ensuring that every pupil is taught with ambition, supported with precision and enabled to succeed.

We do not define inclusion by what pupils cannot do.

We focus on what pupils can achieve, the barriers that may prevent them from succeeding and the teaching, support and opportunities that will enable them to flourish.

Every learner. Every classroom. Every day.