

INSPIRING PRIMARIES ACADEMY TRUST

SEND & 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.

This SEND & Inclusion strategy sets out how we will work within and beyond our Trust over the coming years to ensure that we deliver on these promises for our most vulnerable children.



ONE^E TWO^O THREE^E

FOUR^R FIVE^E SIX^X

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.

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.

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.

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 schools, transitions are not a barrier for a child's journey through education.

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.

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.