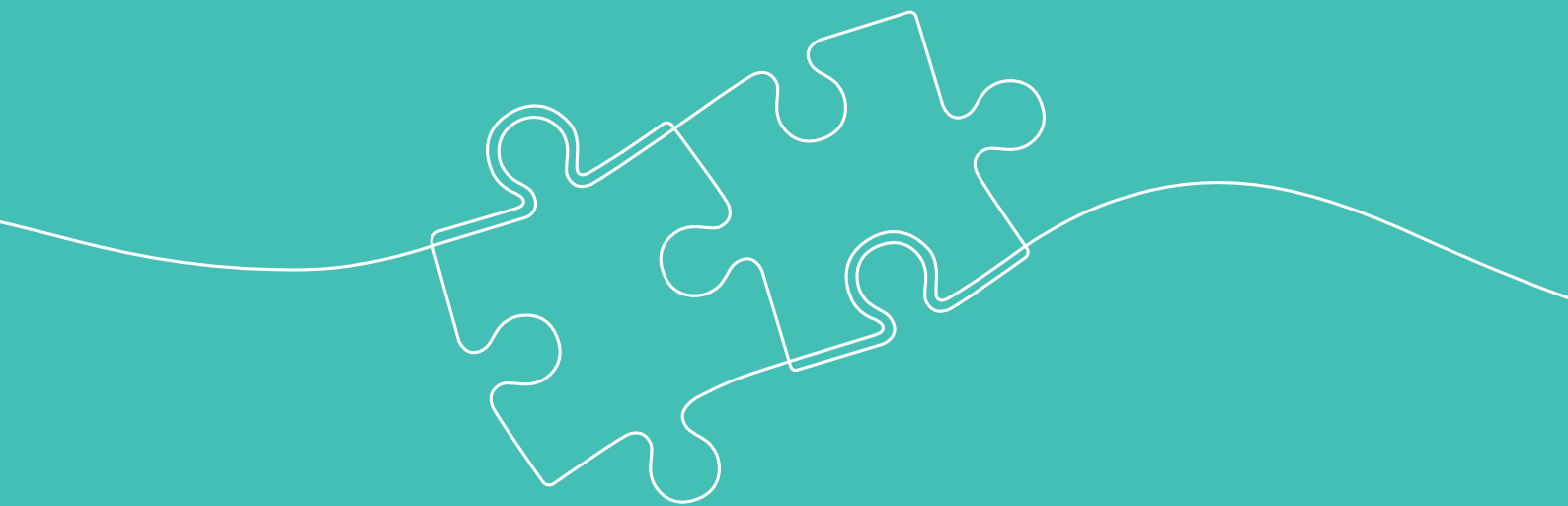




ACHIEVING MORE TOGETHER

Blueprint for inclusion

at Ormiston Academies Trust





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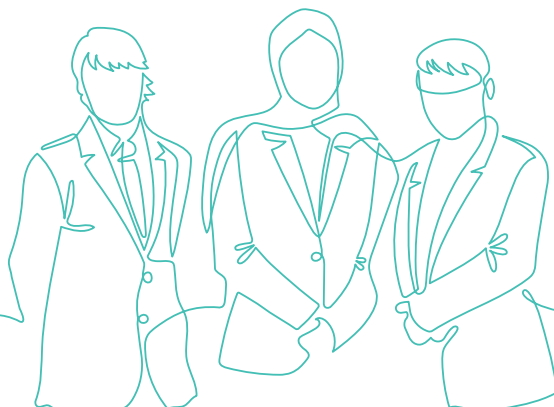
Inclusion by design, action by all

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

This blueprint sets out how we will embed inclusion at every level of our organisation. Informed by the *Five Principles for Inclusion* (Newmark and Rees, 2023), it aligns with the best available evidence to ensure we promote a culture of high expectations, expert teaching, and tailored support.

By fostering expert capabilities in our staff, we ensure that our academies are places where truly inclusive practice leads to measurable progress for all children. This expert approach will underpin all aspects of our curriculum design, teaching practices, and leadership development.

This blueprint informs policy, practice, and professional development across the Trust. Progress towards inclusive goals will be reviewed regularly through academy self-evaluation, Trust-wide reviews, and outcomes.





1. Inclusive culture and leadership

We believe that inclusion is intentional and is the responsibility of all. It is a universal commitment, not rooted in deficit thinking, but in the dignity and success of every child. We create learning environments that celebrate difference and provide every child with the opportunity to thrive, without reducing them to their challenges.

An inclusive culture begins with leadership and permeates all remits and aspects of academy life. Leadership teams across our Trust are responsible for driving our inclusion agenda and ensuring that

every member of staff is empowered and committed to meeting the diverse needs of children. We embrace a model of distributed leadership where inclusion is a shared responsibility across all teams and departments. Teachers and leaders engage in continuous professional development focused on adaptive and responsive teaching strategies that meet the needs of every child.

Inclusive practice is central to school improvement and positively impacts attainment, behaviour, and wellbeing. We hold the expectation that all educators are responsible for fostering inclusive environments, with the SENCo providing expert guidance to support the ongoing development of inclusive practices across the academy.



2. Identifying needs and early support

We ensure that every educator is equipped with the skills and support they need to respond to complex learning needs with confidence and precision. Early and accurate identification of needs is key to ensuring that children receive the right support at the right time.

We are committed to creating a proactive system that identifies and supports children's needs as early as possible. We establish robust data systems to monitor progress and identify children who may require additional or further support. We utilise regular assessments, including baseline data and formative assessments, to identify and remove potential barriers to learning before they become entrenched or hinder progress.

A structured system of termly reviews for children that require additional support will ensure that provision remains effective and responsive to children's evolving needs, enabling teachers and leaders to adjust support strategies where necessary.



3. High-quality teaching and expert support

We believe an inclusive education begins with ambitious, accessible curricula and expert teaching. Curriculum leaders design for flexibility and rigour, ensuring all children can access challenging content. High quality teaching is the foundation of inclusive education and has the greatest impact on outcomes, especially for children with additional needs. Our approach combines evidence-based pedagogy with adaptive strategies that remove barriers to learning.

Where needed, teachers are supported by specialists who collaborate to embed targeted support within everyday teaching. Children receive quality support and interventions that align with best practice and utilise a graduated approach.

For children with more complex needs, some academies may require enhanced provision to deliver the depth of support required.



4. Celebrating diverse success

We broaden the definition of success and uphold high expectations for every child. In doing so, we recognise that success includes personal, social, and emotional development, as well as academic excellence. We recognise that every child's journey is unique, and we are committed to celebrating the milestones that reflect their progress and achievements.

We aim to provide learning experiences that allow every child to feel part of a supportive community, where their strengths are recognised and developed. By offering a wide range of academic and enrichment opportunities, we give children the chance to explore their interests, develop new skills, and make informed choices about their future paths. We ensure that all children leave school equipped for the next stage of their lives, whether that is further education, employment, or independent living.



5. Working with children, families and external agencies

Inclusion is an active, collective effort that requires action from every level of our community. Child voice is key in shaping provision. We work in partnership with families, staff and external agencies to ensure that every child succeeds.

Our strategy emphasises strong communication and collaboration with children, parents, and professionals, facilitating co-production and ensuring that children and families are fully involved in decision-making processes. Parents are supported to be active participants and regular communication channels are established to keep them informed about their child's progress.

