



Whole-School Inclusion Strategy

St Stephens Community Academy · An Daras Multi-Academy Trust

Published in line with the DfE's requirement (from December 2026) for all schools to publish an inclusion strategy, structured against the DfE's 7 principles of inclusion (Inclusive Mainstream Fund guidance, 2026)



Vision

Our school is committed to embracing learning, inspiring ambition and celebrating individuality. Inclusion is embedded in every aspect of school life, ensuring all pupils — including those with SEND and disadvantage — belong, participate and achieve through high-quality teaching, equitable access and a rich, inclusive curriculum.

We recognise our cohort by drawing on demographic intelligence (e.g. deprivation, SEND profiles and barriers to participation), ensuring provision is solution-focused, not data-driven alone, and rooted in knowing our community well.

Identifying and Meeting SEND Needs

We identify needs early through:

- Baseline assessment, teacher observation, and graduated response
- Strong collaboration with families and external professionals
- Continuous monitoring of engagement, participation, and outcomes

Common needs typically include:

- Communication and interaction
- Cognition and learning
- SEMH (including trauma-informed needs)
- Physical and sensory needs

Provision is structured through:

- High-quality adaptive teaching (universal)
- Targeted interventions (small group/short-term)
- Specialist support (individualised and external agency involvement)

We prioritise early intervention and removing barriers to participation, rather than narrowing curriculum access.

Embedding Inclusion Through Everyday Teaching

Inclusive practice is the foundation of all teaching:

- Scaffolded instruction (visual prompts, sentence starters, modelling)
- Flexible grouping and mixed-attainment approaches
- Adapted resources and assistive tools
- Communication support (symbol cards, simplified language, pre-teaching)
- Trauma-informed classroom environments

Teaching ensures all pupils:

- Access the same ambitious curriculum
- Experience success and challenge
- Develop confidence, independence, and self-advocacy

Addressing the DfE's 7 Principles of Inclusion

This section sets out how St Stephens Community Academy meets each of the DfE's 7 principles of inclusion, published in the Inclusive Mainstream Fund guidance and used as the basis for all mainstream schools' universal offer and published inclusion strategy.

	DfE principle of inclusion	How we meet it
1	Ambitious leadership and governance that embeds inclusion in planning	Inclusion as a strategic priority; governor oversight; strategic use of SEND, Pupil Premium and Inclusive Mainstream Fund
2	Evidence-based support prioritising early intervention	Graduated response (Assess–Plan–Do–Review); early identification in EYFS/KS1; evidence-informed interventions
3	High-quality teaching with curriculum designed for all learners	Adaptive teaching as the first intervention; inclusive pedagogy; staff training in SEND and trauma-informed approaches
4	Accessible and enriching provision beyond the classroom	Equitable access to sport, arts, outdoor learning, civic engagement and life skills
5	A safe and respectful culture fostering belonging, attendance and participation in learning	Trauma-informed relationships; pupil voice and leadership; anti-bullying and equality practice
6	Strong partnerships with families and wider services	Co-production with families; partnership with EPs, SALT, social care and health; support with financial barriers
7	Inclusive environments with continuous improvements to accessibility	Physical, sensory and communication-friendly environments; adapted materials and assistive technology

1. Ambitious leadership and governance that embeds inclusion in planning

- Inclusion is a core strategic priority, championed by leaders and governors
- Governors monitor equity, participation and SEND outcomes
- Leaders ensure inclusive curriculum design, staff training, and accountability
- Strategic use of funding (SEND, Pupil Premium, Inclusive Mainstream Fund)

We actively evaluate:

- Access to enrichment
- Representation in leadership opportunities (e.g. school council participation)

2. Evidence-based support prioritising early intervention

- Graduated response (Assess–Plan–Do–Review)
- Evidence-informed interventions (literacy, SEMH, speech & language)
- Early identification in EYFS and KS1
- Tracking both attainment and participation/engagement

We emphasise:

- Removing barriers quickly
- Avoiding over-reliance on withdrawal models

3. High-quality teaching with curriculum designed for all learners

- Adaptive teaching is the first and most important intervention

Inclusive pedagogy includes:

- Visual and structured approaches
- Scaffolded talk and oracy
- Flexible outcomes

Staff trained in:

- SEND strategies
- Trauma-informed approaches
- Inclusive PE and enrichment

4. Accessible and enriching provision beyond the classroom

Our enrichment framework ensures equity of access across all areas.

Key principles:

- Adaptation removes barriers
- Financial support ensures access
- Multiple roles enable participation
- Activities build confidence and belonging

Provision includes:

- **Sport & PE:** adapted equipment, inclusive roles, non-competitive opportunities
- **Arts & Culture:** sensory-friendly sessions, diverse representation, subsidised visits
- **Outdoor Learning:** accessible Wild Tribe, flexible residentials, adapted risk assessments
- **Civic Engagement:** inclusive school council, democracy education, volunteering
- **Life Skills:** cooking, financial literacy, communication scaffolds

We are actively:

- Tracking participation by group
- Addressing gaps in access

5. A safe and respectful culture fostering belonging, attendance and participation in learning

- A trauma-informed approach underpins behaviour and relationships
- Strong emphasis on belonging, voice and representation
- Inclusive pupil leadership opportunities
- Anti-bullying and equality practices embedded

We promote:

- Emotional literacy
- Safe spaces and regulation strategies
- Positive relationships and respect

6. Strong partnerships with families and wider services

- Co-production with parents/carers
- Clear communication adapted to family needs

Partnership with:

- Educational psychologists
- Speech & language therapists
- Social care and health services

We are also:

- Supporting families facing financial barriers (e.g. subsidised enrichment)
- Engaging community partners (care homes, charities, local groups)

7. Inclusive environments with continuous improvements to accessibility

We ensure:

- Physical accessibility (adapted spaces, equipment)
- Sensory-aware environments (quiet spaces, flexible seating)
- Communication-friendly classrooms

- Adapted materials and assistive technology

Activities are designed so:

- Participation is expected for all
- Adaptation replaces exclusion

Monitoring and Evaluation

We evaluate impact through:

- Progress and attainment data
- Participation tracking across all enrichment
- Pupil voice (including SEND pupils)
- Attendance and wellbeing indicators

Next steps include:

- Deepening understanding of demographic need
- Strengthening tracking of equitable participation
- Expanding adapted roles across provision

Conclusion

Our strategy ensures inclusion is:

- Built into teaching, not bolted on
- Reflected in every learning experience
- Focused on belonging, opportunity and achievement for all

By combining strong leadership, inclusive pedagogy and a rich, accessible enrichment offer, we ensure every pupil develops as a confident, capable and valued member of the school community.