

Inclusion Strategy 2026–2029

Inclusion Strategy – Lew Trenchard C of E Primary School

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–2029 (three years)
Date this statement was published	30 th September 2026
Date on which it will be reviewed	Reviewed annually; formal evaluation at the end of the three-year period (2029)
Statement authorised by	Liz Davy

Statement of intent

At Lew Trenchard C of E Primary School, we want every child to flourish – academically, socially, emotionally and spiritually. Our Christian values of Love, Equity and Wisdom shape how we work. Every child should be known, valued and supported to take part fully in an ambitious education and in the wider life of our school.

As a small village school with mixed-age classes, we know our pupils and families well. We use that knowledge to notice strengths, understand barriers and respond early. Children may face barriers for many reasons, including special educational needs and disabilities (SEND), disadvantage, attendance difficulties, emotional wellbeing, communication needs, moving between schools, or changes at home. Equity does not mean giving every child the same. It means understanding each child and making the right adjustments so that they can learn, take part and make progress.

Our approach rests on four commitments: Recognise the child, Remove barriers, Include children in the whole life of the school, and Empower them to become confident and increasingly independent.

We put these commitments into practice through seven areas of inclusive practice: ambitious leadership and governance; evidence-based support and early intervention; high-quality teaching for all; accessible provision beyond the classroom; a safe and respectful culture; strong partnerships with families and services; and inclusive environments and accessibility.

Families are essential partners. We will listen to parents and carers, involve them in planning and reviewing support, and ask for their views on how well our approach is working. We will also seek pupils' views in ways that suit their age and how they communicate.

Because our cohorts are small, one child can change a percentage significantly. We will judge our success by progress from each child's starting point, attendance, participation and wellbeing, as well as attainment.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Recognising need early. Barriers can first show as changes in progress, communication, behaviour, regulation, attendance, relationships, wellbeing or engagement, and may relate to communication, cognition and learning, social, emotional and mental health, or sensory and physical needs. We need to spot these early and respond through a consistent graduated approach.
2	Progress and attainment in writing, which this strategy identifies as a particular area of focus.
3	Mixed-age classes with differing starting points. Teachers must adapt teaching to what each pupil already knows while keeping curriculum ambition high. Our small cohorts also mean that individual pupils can represent a significant proportion of published outcomes.

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
4	Pupil mobility and transition. Pupils joining, moving through or leaving the school, changes of setting, and disrupted educational experiences can affect learning, relationships, emotional security and continuity of support.
5	Disadvantage and vulnerability. This includes disadvantaged pupils, pupils known or previously known to children's social care, and pupils affected by family circumstances or changes in their lives, which can limit access to learning and to opportunities beyond the classroom.
6	Attendance, emotional wellbeing and behaviour. Anxiety, SEND, emotional need or family circumstances can create barriers to attendance, and behaviour may be communicating an underlying need or difficulty.
7	Access to the wider life of the school. Physical, sensory, communication-related, emotional, medical or financial barriers, and aspects of the learning environment, can limit participation in PE and sport, visits, clubs, performances, play and leadership opportunities.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

The activities below are our six strategic priorities for 2026–2029. A separate annual Inclusion Action Plan sets out the specific actions, responsibilities, timescales and success measures for each academic year.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
1. Further develop inclusive and adaptive teaching. Strengthen formative assessment, adaptive teaching, communication support and staff expertise (through coaching, modelling, professional discussion, specialist advice and formal training) so that pupils with differing starting points and additional needs can successfully access ambitious classroom learning. Ensure additional adults and targeted provision complement high-quality teaching and promote increasing pupil independence. <i>Barriers addressed: 2, 3.</i>	Universal	£1500
2. Strengthen outcomes in identified areas of learning. Use assessment to recognise barriers to progress and respond through increasingly precise classroom teaching and appropriately targeted provision. Maintain a particular focus on writing, while allowing annual priorities to respond to changing cohort and curriculum needs. <i>Barriers addressed: 2, 3.</i>	Universal and targeted	£1000
3. Strengthen early identification and graduated provision. Build upon strong knowledge of pupils by ensuring emerging needs are recognised early, assessed appropriately and supported through a consistent graduated (Assess – Plan – Do – Review) response. Ensure additional provision has clear intended outcomes and is reviewed according to the difference it makes. <i>Barriers addressed: 1, 6.</i>	Targeted	£1000

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
4. Strengthen transition and support for pupil mobility. Develop consistent approaches to pupils joining, moving through and leaving Lew Trenchard so that strengths, needs, prior learning and successful strategies are recognised promptly and unnecessary disruption to learning and support is reduced. <i>Barrier addressed: 4.</i>	Universal and targeted	£500
5. Strengthen outcomes and participation for disadvantaged and vulnerable pupils. Use evidence to understand the specific barriers experienced by disadvantaged and vulnerable pupils and respond through teaching, pastoral provision, appropriate use of funding and access to wider opportunities. Consider learning, attendance, engagement, wellbeing and participation when evaluating impact. <i>Barriers addressed: 5, 6, 7.</i>	Universal and targeted	£1000
6. Strengthen pupil and family influence. Develop accessible and meaningful opportunities for pupils and families to contribute to individual provision and wider school development. Build upon Lew Trenchard's strong relationships with families so that partnership supports early identification, attendance, transitions, learning and wellbeing. <i>Barriers addressed: 1, 4, 6.</i>	Universal	£600

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of our inclusion strategy, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils with differing starting points and additional needs successfully access ambitious classroom learning through consistent, high-quality inclusive and adaptive teaching.	Formative assessment, adaptive teaching and communication support are embedded across classes. Additional adults promote participation and increasing independence. Pupils make progress from their individual starting points.
Improved outcomes in writing.	Pupils, including those with SEND and disadvantaged pupils, make progress in writing from their starting points. Attainment is considered alongside progress, and percentages are interpreted cautiously given small cohorts.
Emerging needs are recognised early and supported through a consistent graduated response.	Needs are identified and assessed promptly. Additional provision has clear intended outcomes and is reviewed for impact. Pupils make progress towards SEN Support and EHCP outcomes.
Pupils joining, moving through and leaving the school experience smooth transitions with continuity of support.	Strengths, prior learning, needs and successful strategies are established promptly when pupils join and shared effectively when they move on. Transitions are successful and disruption to learning is reduced.
Disadvantaged and vulnerable pupils achieve improved outcomes and participation.	Learning, attendance and persistent absence, engagement, wellbeing and participation in trips, clubs, sport and enrichment are considered together. Under-representation of SEND, disadvantaged or other vulnerable pupils is recognised and addressed.

Intended outcome	Success criteria
Pupils and families have a meaningful influence on provision, and pupils develop independence and communication.	Pupil and parent/carers voice is gathered accessibly and used to plan and review provision. Feedback about families' experiences of inclusion is collected. Pupils show increasing confidence, communication and independence.

Review of the previous academic year

This is the first year of this strategy (2026–2029), so there is no previous academic year to review.

From 2027–28, this section will set out the progress made towards our intended outcomes during the previous academic year and how this was assessed. It will note the impact on pupils' engagement, participation, attendance, sense of belonging and attainment, including positive outcomes for pupils with additional needs and SEND. It will also reflect critically on what worked well and what did not have the intended impact, and explain how this has informed the strategy for the current year.

Further information

Vision

At Low Trenchard C of E Primary School, inclusion means recognising every child as an individual and creating the conditions in which they can flourish academically, socially, emotionally and spiritually.

Our Christian values of Love, Equity and Wisdom shape our approach. We want every pupil to be known, valued and supported to participate meaningfully in an ambitious education and the wider life of our school.

As a small village primary school with mixed-age classes, relationships are central to our community. Staff know pupils and families well and use this knowledge to recognise strengths, understand barriers and respond thoughtfully when needs emerge.

We recognise that children may experience barriers to learning, wellbeing or participation for many different reasons. These may include special educational needs and disabilities (SEND), disadvantage, involvement with children's social care, attendance difficulties, emotional or mental health needs, communication needs,

physical or sensory needs, English as an additional language, mobility between schools, family circumstances or changes within a child's life.

Our small cohorts mean that individual pupils can represent a significant proportion of published outcomes. We therefore consider attainment alongside progress from individual starting points and the wider experiences of pupils when evaluating inclusion.

We recognise that equality does not mean giving every child the same. Equity means understanding individual strengths, needs and circumstances and making appropriate adaptations, reasonable adjustments and provision so that pupils have equitable opportunities to learn, participate and make meaningful progress.

Our ambition is:

Every Child Flourishing.

Our Approach to Inclusion

At Lew Trenchard, four commitments provide a shared approach to inclusive practice:

RECOGNISE

Know the child.

We recognise individual strengths, needs and barriers and seek to identify emerging difficulties early through observation, assessment, professional knowledge and partnership with pupils and families.

REMOVE

Address the barrier.

We consider what can reasonably change within teaching, provision, the environment or wider school experience to improve access and participation.

INCLUDE

Create meaningful opportunities.

We enable pupils to participate in ambitious learning, positive relationships and the wider life of Lew Trenchard.

EMPOWER

Develop the individual.

We support pupils to develop communication, confidence, self-awareness, regulation and increasing independence and to contribute meaningfully to decisions affecting them.

RECOGNISE → REMOVE → INCLUDE → EMPOWER

These four commitments provide Lew Trenchard's approach to inclusion and are reflected across the seven themes for inclusive practice adopted across An Daras Trust.

Our Inclusion Principles

At Lew Trenchard:

- Inclusion is the responsibility of every member of staff and a strategic priority for leaders and governors.
- High-quality inclusive and adaptive teaching is the foundation of provision for all pupils.
- We maintain high expectations while recognising that pupils may require different approaches, resources, adaptations or levels of support to succeed.
- We seek to recognise and respond to barriers early rather than waiting for difficulties to become established.
- Where pupils require additional or different provision because of SEND, we use a graduated Assess – Plan – Do – Review approach.
- Reasonable adjustments are made according to individual need and reviewed as needs change.
- Attendance, engagement, behaviour, wellbeing and progress are considered together when developing our understanding of a child.
- Behaviour may communicate an underlying need, difficulty or barrier and will be considered within the wider context of the child.
- Pupils should have access to an ambitious, broad and balanced curriculum, with appropriate adaptations made to support successful participation.
- Additional provision should complement, rather than unnecessarily replace, high-quality classroom teaching.
- Support should develop pupils' skills and independence rather than create unnecessary reliance on adults.
- Difference is recognised, understood and valued, and respectful relationships are promoted throughout the school.
- Pupils should feel safe, know how to seek help and have access to trusted adults.
- Pupil and family views are central to understanding need, planning provision and evaluating impact.
- Inclusion extends beyond lessons to friendships, play, visits, clubs, sport, performances, leadership opportunities, collective worship and the wider life of the school.
- Decisions about provision are informed by evidence of need and impact rather than diagnosis alone.

Our Seven Areas of Inclusive Practice

Our four commitments are brought to life through seven interconnected areas of inclusive practice.

1. Ambitious Leadership and Governance

Inclusion is a whole-school responsibility.

Leaders maintain strategic oversight of the experiences and outcomes of pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care, pupils joining or leaving the school at different points and others experiencing barriers to learning or wellbeing.

In a small school, staff often hold multiple responsibilities and work closely across classes and phases. This provides opportunities for strong communication and continuity but also makes clear systems and shared responsibility important.

The SENDCo contributes to strategic school development as well as coordinating the graduated response and statutory SEND processes.

Teachers remain responsible for the progress and participation of all pupils within their classes. Subject and curriculum leaders consider how pupils with SEND and other vulnerabilities access, participate and make progress within their areas of responsibility.

Governors maintain strategic oversight of inclusion and consider information relating to:

- SEND and the effectiveness of provision.
- Disadvantage and the impact of Pupil Premium funding.
- Attainment and progress.
- Progress from individual starting points.
- Attendance and persistent absence.
- Behaviour and wellbeing.
- Pupil mobility and transition where this creates barriers.
- Participation in wider opportunities.
- Pupil and parent/carer voice.
- Equality and accessibility.

SEND, Pupil Premium and other available resources will be used strategically according to identified need and evidence of impact.

School self-evaluation, monitoring and the annual Inclusion Action Plan will identify priorities and evaluate progress.

2. Evidence-Based Support and Early Intervention

RECOGNISE the child and respond early

Effective inclusion begins with knowing pupils well and recognising when something changes.

Lew Trenchard's small-school context enables staff to develop strong knowledge of individual pupils and families. We will build upon this strength through careful use of assessment, observation and professional knowledge.

We recognise that barriers may become apparent through changes in progress, communication, behaviour, regulation, attendance, relationships, wellbeing or engagement.

We will:

- Use assessment, observation and professional knowledge to recognise emerging strengths and needs.
- Listen to pupils and families and value their knowledge and experiences.
- Consider progress, attendance, behaviour, wellbeing and engagement together rather than in isolation.
- Maintain clear and current information where individual strategies and reasonable adjustments need to be communicated.
- Recognise the potential impact of mobility and disrupted educational experiences when pupils join the school.
- Establish pupils' strengths, prior learning and needs promptly following admission.
- Use appropriate assessment for pupils working significantly below age-related expectations or following highly personalised pathways.
- Use the statutory Engagement Model where appropriate.
- Recognise that presenting behaviour may indicate an underlying communication, learning, sensory, emotional or environmental need.
- Use targeted provision where assessment identifies a specific gap requiring additional or different teaching.
- Establish a clear purpose and intended outcome for additional provision and review whether it is making a meaningful difference.
- Seek specialist advice when school-based assessment indicates further expertise is required.

Where SEND is identified, the graduated Assess – Plan – Do – Review approach will be used to understand need, agree outcomes, plan provision and evaluate impact.

A diagnosis is not required before appropriate school-based support or reasonable adjustments can be considered.

Our aim is for support to be timely, proportionate and increasingly precise.

3. High-Quality Teaching for All

REMOVE barriers within everyday teaching

High-quality inclusive and adaptive teaching is the foundation of our approach.

Lew Trenchard's mixed-age classes require teachers to understand carefully what pupils already know, identify precise next steps and adapt teaching to differing starting points while maintaining curriculum ambition.

Inclusive classroom practice may include:

- Clear explanations, modelling and worked examples.
- Effective formative assessment.
- Appropriate scaffolding.
- Retrieval and opportunities for overlearning.
- Flexible grouping according to learning need.
- Adapted language and communication.
- Visual supports and structured routines.
- Pre-teaching of key knowledge or vocabulary.
- Adapted resources or methods of recording.
- Assistive technology where appropriate.
- Sensory and regulation support.
- Appropriate levels of challenge.
- Additional processing time.
- Purposeful deployment of additional adults.

Teachers remain responsible for the progress and participation of all pupils in their class, including those receiving additional support.

Where targeted or specialist provision is required, this should complement high-quality classroom teaching rather than unnecessarily replace access to it.

Additional adults will scaffold learning and participation while developing confidence and increasing independence.

Developing our staff

Inclusive practice depends upon knowledgeable and confident staff.

Professional development will respond to the needs of Lew Trenchard's current cohort and school improvement priorities and may include:

- Adaptive teaching.
- Formative assessment.
- Modelling and scaffolding.
- Communication and interaction.
- Cognition and learning.

- Social, emotional and mental health needs.
- Sensory and physical needs.
- Emotional regulation.
- Early language.
- Reasonable adjustments.
- Effective use of additional adults.
- Supporting independence.
- Assessment for pupils with complex needs.

Coaching, modelling, professional discussion, specialist advice and formal training will be used appropriately to strengthen everyday classroom practice.

4. Accessible and Enriching Provision Beyond the Classroom

INCLUDE pupils in the whole life of Lew Trenchard

Being included means more than being physically present in a classroom.

We want pupils to be active members of the school community and to benefit from the wider experiences that enrich primary education.

We will consider access to:

- PE and sport.
- Educational visits and residential opportunities.
- Clubs and extracurricular activities.
- Outdoor learning.
- Music, arts and performances.
- Collective worship and celebrations.
- Pupil leadership and school council.
- Social times and play.
- Community activities.
- Wider curriculum and enrichment opportunities.

Where a pupil experiences a barrier to participation, we will consider reasonable and proportionate adaptations rather than beginning from an assumption that they cannot participate.

Barriers may be physical, sensory, communication-related, emotional, medical or financial.

We recognise that disadvantage and individual family circumstances can affect access to opportunities beyond the classroom. Available resources will be considered appropriately where these barriers are identified.

We will consider patterns of participation so that under-representation among SEND, disadvantaged or other vulnerable pupils can be recognised and addressed.

5. A Safe and Respectful Culture

INCLUDE, understand and support

Children are most able to flourish when they feel safe, respected and understood.

Lew Trenchard has an established relational culture and strong pastoral approach. We will build upon this strength by maintaining consistent expectations alongside thoughtful consideration of individual need and context.

We recognise that behaviour, attendance and emotional wellbeing cannot always be understood in isolation.

We will:

- Maintain clear, consistent and relational expectations.
- Promote respectful relationships and challenge discrimination, bullying and exclusion.
- Support pupils to develop emotional literacy and regulation.
- Provide appropriate opportunities and spaces for regulation where required.
- Ensure pupils know how and where to seek help.
- Use trusted relationships to support pupils experiencing vulnerability.
- Consider safeguarding, SEND, wellbeing and individual circumstances together when responding to concerns.
- Work with pupils and families where anxiety, SEND, emotional need or family circumstances create barriers to attendance.
- Make reasonable adjustments to behaviour and attendance approaches where appropriate.
- Support successful reintegration following significant absence, suspension or periods of reduced access.
- Recognise that pupils joining the school may require additional pastoral and relational support while they establish a sense of security and belonging.

Attendance is an important indicator of inclusion. Where individual patterns cause concern, we will seek to understand the underlying barrier and work collaboratively with pupils, families and relevant services.

6. Strong Partnerships with Families and Services

RECOGNISE expertise and work together

Families are essential partners in inclusion.

Lew Trenchard's small-school community provides valuable opportunities for close relationships with families. We will build upon these relationships through open, respectful and purposeful communication.

We will:

- Listen to parents and carers and value their knowledge of their child.
- Communicate sensitively about strengths, needs, provision and progress.
- Involve families in planning and reviewing additional provision.
- Endeavour to ensure families understand the support being provided and the reasons for it.
- Celebrate progress and success alongside discussing concerns.
- Seek feedback about families' experiences of inclusion.
- Provide accessible opportunities for families to contribute to wider school development.
- Work closely with families when pupils join or leave the school so that important information is shared and continuity is supported.

Where additional expertise is required, we will work collaboratively with relevant education, health and social care professionals, local area partners, the Virtual School where appropriate and Trust specialist services.

External advice will strengthen school provision rather than sit separately from it.

Where views differ, communication will remain respectful, transparent and focused upon the child's strengths, needs and outcomes.

7. Inclusive Environments and Accessibility

REMOVE environmental barriers

We recognise that physical, sensory and communication environments can either create or reduce barriers.

We will regularly consider:

- Physical accessibility.
- Classroom organisation.
- Levels of visual and sensory stimulation.
- Quiet and regulation spaces.
- Communication-friendly environments.
- Accessible signage and visual supports.
- Adapted furniture and equipment.
- Assistive technology.
- Accessibility of learning resources and information.
- Accessibility within mixed-age classrooms.
- Individual accessibility needs within wider school opportunities.

Adaptations will be made according to identified need rather than applying the same approach to every pupil.

Our Accessibility Plan supports longer-term improvements to curriculum access, the physical environment and accessible information.

Accessibility will also be considered when planning changes to curriculum, learning environments, communication and wider opportunities.

Empowering Our Pupils

EMPOWER children to understand themselves and become increasingly independent

Our aim is not simply to provide support but to develop the skills and confidence pupils need to participate increasingly independently.

We recognise that independence will look different for different children.

We will:

- Help pupils recognise and celebrate their strengths.
- Develop communication skills and provide appropriate communication systems where required.
- Teach pupils how to communicate when they need help, clarification, processing time or a break.
- Support emotional literacy, self-awareness and regulation.
- Give pupils meaningful choices and opportunities to express their views.
- Develop independence in learning and everyday routines.
- Ensure adult support promotes participation rather than unnecessary dependence.
- Involve pupils in planning and reviewing support in ways appropriate to their age and development.
- Recognise and celebrate progress from individual starting points.
- Prepare pupils carefully for transitions.

Pupil voice will be accessible. Visual approaches, supported conversations, symbols and alternative communication methods will be used where required so that pupils who communicate differently can contribute meaningfully.

Transitions and Mobility

Transitions are particularly important within Lew Trenchard's context.

For some pupils, joining a new school or experiencing repeated changes in setting can affect learning, relationships, emotional security and continuity of support.

We will plan proactively for:

- Entry into nursery or Reception.
- Movement between mixed-age classes and key stages.
- Changes of staff or learning environment.
- Pupils joining Lew Trenchard during the school year.

- Pupils leaving the school during the primary phase.
- Reintegration following significant absence or periods of reduced access.
- Transition to secondary education.
- Changes in placement where these are agreed to be necessary.

When pupils join the school, we will seek to establish their strengths, prior learning, needs and successful strategies promptly rather than making assumptions based solely upon previous attainment or labels.

For pupils requiring additional support, transition planning will involve the pupil, family, relevant staff and external professionals where appropriate.

Information about strengths, needs, successful strategies and reasonable adjustments will be shared effectively so that successful support is maintained wherever possible.

Monitoring the Impact of Our Strategy

We will evaluate inclusion using a broad range of evidence rather than relying on attainment data alone.

This is particularly important because Lew Trenchard's small cohorts mean individual pupils can significantly affect percentage measures.

Evidence may include:

- Academic attainment and progress.
- Progress from individual starting points.
- Progress towards SEN Support and EHCP outcomes.
- Attendance and persistent absence.
- Behaviour and relevant pastoral information.
- Engagement in learning.
- Impact of targeted provision.
- Participation in trips, clubs, sport and enrichment.
- Pupil voice.
- Parent/carer voice.
- Independence and communication.
- Successful transitions.
- Impact of reasonable adjustments and additional provision.

Leaders will consider patterns between groups while interpreting percentages cautiously. Individual evidence and progress from starting points will remain important when evaluating outcomes for SEND, disadvantaged, mobile and other vulnerable pupils.

Governors will receive regular, proportionate information about the impact of the strategy and provide appropriate support and challenge.

From Strategy to Action

This strategy sets the direction for inclusion at Lew Trenchard C of E Primary School from 2026–2029.

It should be read alongside relevant school documents, including the:

- SEN Information Report.
- SEND Policy.
- Accessibility Plan.
- Pupil Premium Strategy.
- Attendance Policy.
- Behaviour Policy.
- Safeguarding and Child Protection Policy.
- Equality information and objectives.
- School Improvement and Self-Evaluation processes.

A separate annual Inclusion Action Plan will identify the specific priorities, actions, responsibilities, timescales and success measures for each academic year.

Annual priorities will be informed by school self-evaluation, pupil outcomes and experiences, current cohort needs, pupil and family voice and Trust and local priorities.

This enables Lew Trenchard to respond to changing cohorts and emerging needs while maintaining a consistent strategic direction.

The strategy will be reviewed annually and formally evaluated at the end of its three-year period.

Every Child Flourishing

At Lew Trenchard we will:

RECOGNISE

the individual child, their strengths, needs and the barriers they may experience.

REMOVE

barriers through thoughtful adaptation, reasonable adjustments and appropriate support.

INCLUDE

children meaningfully in ambitious learning, relationships and the wider life of their school.

EMPOWER

children to develop confidence, communication, self-awareness and increasing independence.