





Inclusion Strategy 2026-29

The Harmony Trust

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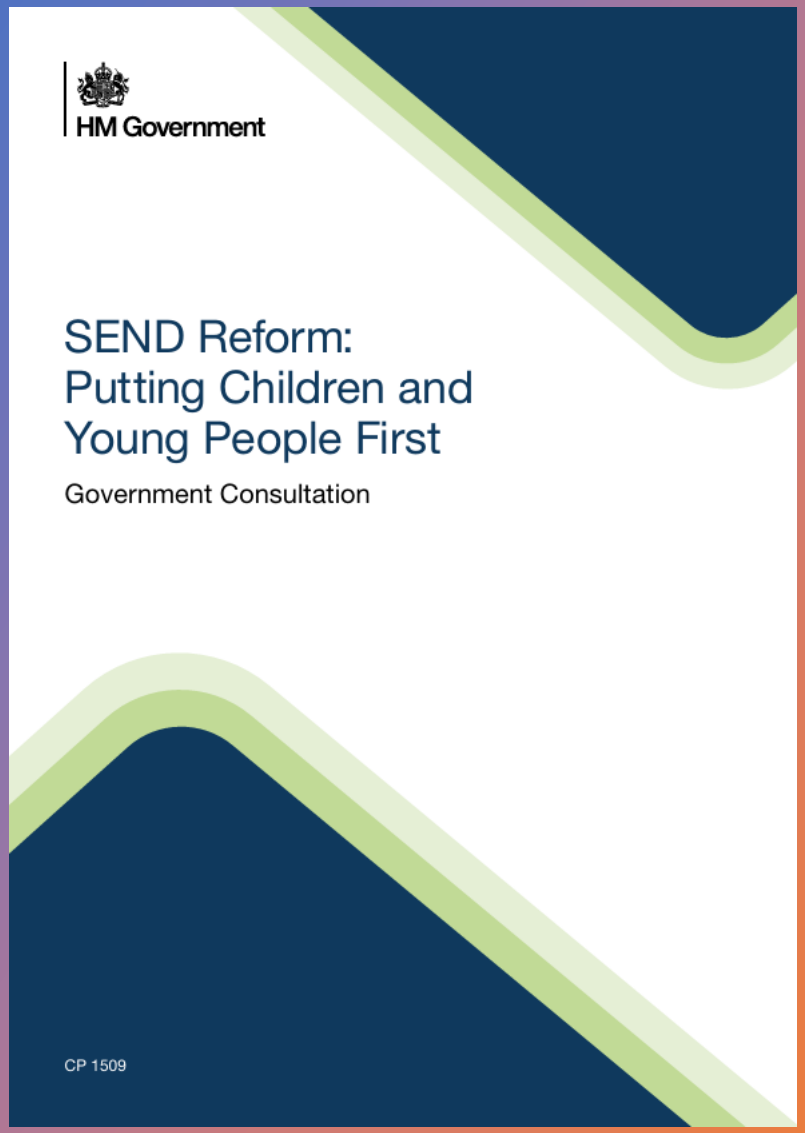
Authorised by the Board of Trustees

Purpose

The purpose of this document is to identify our ambitions and expectations for Inclusive Practice, defining what highly Inclusive practice is and how we will achieve it. As a Trust we have a set of overarching expectations that sit alongside individual academy adaptations ensure that each academy meets the needs of its current cohorts.

The document identifies the current self-evaluation of provision, the planned activity to further improve and intervene and how resources (SEND Core budget and Inclusion Mainstream Fund) will be allocated to ensure improvement is made.

The document also identifies how we will monitor, challenge and support our academies so that we can promote positive well-being, enable pupils to fulfil their potential and support our families and staff to provide the very best support.



The Government's Vision:

Excellent education transforms lives. Every child has a right to an education that is academically challenging, rich in opportunity, and built on strong relationships. We have a clear objective: children and young people who can achieve and thrive in mainstream education will be supported to do so; and children and young people who need specialist support will receive it promptly and with dignity, clarity and care.

We will build an education system where inclusion and high standards are two sides of the same coin. And in doing so we want to raise attainment for all. Every child deserves high-quality, inclusive education close to home, where they can learn, make friends, and participate in their community. To make that happen, we want to take the best of the SEND system and make it part of the mainstream, so that we have one education system, not two parallel ones.

Believe, Achieve, Succeed

Inclusion for All – Statement of Intent

The Harmony Trust is committed to providing an ambitious, high-quality inclusive education for every pupil. Inclusion is at the heart of everything we do, and we believe that every child has the right to belong, participate, achieve, and thrive, regardless of their needs, abilities, background, or circumstances. With the right support and opportunities, every pupil can fulfil their potential both now and in the future.



We recognise that parents and carers are the most important partners in a child's education. We work closely with families, listening to their views, involving them in decision-making, and ensuring they are fully informed about their child's support, provision, and progress. Through strong partnerships with families, pupils, staff, Trustees and external agencies, we strive to secure the best possible outcomes for every child.

Our academies are educationally inclusive because the learning, achievement, wellbeing, and personal development of every pupil matters. Through adaptive curricula, high-quality teaching, and responsive support, we work to remove barriers to learning and ensure that all pupils, including those with SEND, disabilities, and those facing disadvantage, can access a rich and meaningful education.

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Inclusion for All - Statement of Intent

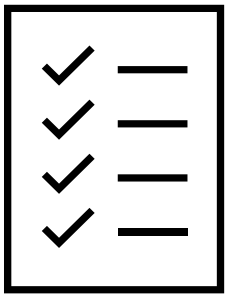
Our Inclusion strategy is built around the seven principles of inclusion. We foster a culture of belonging where diversity is celebrated and every child feels valued and respected. We place children and young people at the centre of decision-making, listening to their views, strengths, and aspirations. We work collaboratively with families and professionals to provide joined-up support. We identify needs early and respond promptly, ensuring pupils receive the right help at the right time. High-quality teaching for all is the foundation of our approach, supported by evidence-informed practice and appropriate adaptations. Additional support is flexible and responsive to individual needs, and we regularly review its impact to ensure positive outcomes and continuous improvement.

This strategy has been developed through engagement with pupils, families, staff, Trustees and external partners, and we remain committed to ongoing collaboration with our wider school community.

Through this strategy, The Harmony Trust seeks to create learning environments where every child is known, valued, supported, and empowered to succeed academically, socially, and emotionally. Inclusion is not an additional aspect of our work; it is fundamental to achieving excellence for all.



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Inclusion for All -Statement of Intent



At Greenfield Primary Academy, inclusion is at the heart of our vision and underpins every aspect of school life. We are committed to ensuring that every child, regardless of need, background or starting point, feels a sense of belonging, achieves their potential and flourishes academically, socially and emotionally.

Through our inclusive infrastructure, including our 36-place SEND Unit and mainstream Rainbow Room, we provide a graduated continuum of support that enables pupils to access ambitious learning alongside their peers. Our communication-friendly and sensory- smart environments, adaptive teaching approaches and specialist provision remove barriers to learning and promote participation for all.

We recognise that success looks different for every child. Therefore, we celebrate both attainment and individual progress, using a range of assessment approaches to ensure provision is responsive, personalised and impactful.

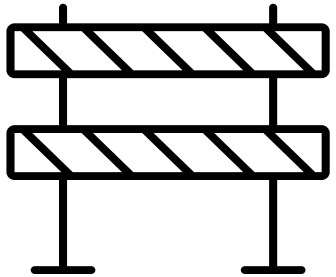
Developed in partnership with pupils, families, staff, Trustees and external agencies, our Inclusion Strategy reflects our commitment to the principles of equity, high expectations, participation, collaboration, belonging, achievement and wellbeing.

At Greenfield, inclusion is not a provision for some; it is the responsibility of all and the entitlement of every child.

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Inclusion for All

- Children of all ages
- All genders including gender reassignment and sexual orientation
- children with Special Educational Needs and/or Disabilities (SEND) [see SEND policy]
- children who speak English as an Additional Language (EAL) (see EAL policy)
- minority ethnic groups including BAME
- children from all faiths and beliefs including those with none
- children identified as disadvantaged
- children working beyond age related expectations
- children who are at risk of disaffection or exclusion
- Gypsy, Roma, Travellers (GRT)
- asylum seekers
- service children
- Looked After Children (LAC) and Previously Looked After Children, Children Looked After under a SGO or CAO
- vulnerable and safeguarded children including those with a CP, CIN, EH or TAF action plan

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Barriers to Learning and Participation



At Greenfield Academy, monitoring, data and insight from children, parents and staff tells us that the identified barriers to learning and participation are:

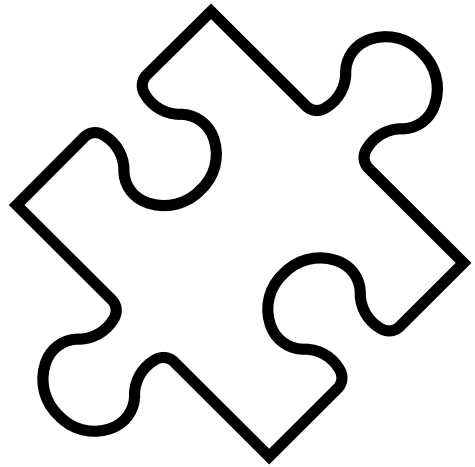
- **Increasing complexity of need**: Rising numbers of pupils with SEND, EHCPs and complex communication needs.
- **High levels of EAL**: Many pupils are learning English alongside the curriculum, creating barriers to language acquisition and vocabulary development.
- **Low starting points**: A significant proportion of pupils enter school below age-related expectations, particularly in communication, language and personal development.
- **SEMH needs**: Increasing social, emotional and mental health needs impact engagement, behaviour and readiness to learn.
- **Disadvantage**: High levels of deprivation can affect attendance, wellbeing, access to enrichment and parental engagement.
- **Mobility and new arrivals**: Frequent admissions and international arrivals can disrupt continuity of learning.

Emerging Trends

- Growing prevalence and complexity of SEND.
- Increasing demand for specialist provision and targeted interventions.
- Rising need for communication, language and SEMH support.
- Greater diversity within the school community, requiring responsive and inclusive practice for all learners.

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How do we define Inclusion?



'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion – Booth and Ainscow 2000

'Inclusion is about much more than the type of school that children attend: it is about the quality of the experience, how they are helped to learn, achieve and participate fully in the life of the school'

The Warnock report 1978



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Inclusion for All

Key Components

- Ambitious Leaders who act as enablers
- Early, evidence based support
- Highly Inclusive Learning Environments
- High Quality Curriculum that is driven by outcomes
- Strong Pedagogical Knowledge
- Personal and Character Development
- Nurturing, trusting relationships
- Parents as Partners
- Positive Proactive Behaviour Framework
- Skilled knowledgeable workforce (at all levels)
- Specialist internal expertise to guide and support
- Evidence driven Professional Development Opportunities
- Specialist Provision matched to pupil need



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Ambitious Leadership and Governance

- **Commitment** to Inclusion at all levels
- Maintaining **High Expectations for all**
- Ensuring the right support is given to achieve the same goals
- Recognition of external factors on children
- Understanding Need from all available data sources
- Professional learning and curiosity
- Appropriate and responsive behaviour support
- Seeing behaviour as a form of communication
- Understanding that Dysregulation is not intentional
- Strong relationships that support – children, families and staff
- Provide intervention that supports children to communicate more effectively and make choices
- Consistency is key



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Parents as Partners

- Seek parental views for consultation and induction
- Engage parents in the review of their child's progress
- Give parents choice regarding their child's provision
- Support parents to understand how to help their children learn and develop
- Use evidence-based programmes that have impact eg REAL
- Engage families in the life of the academy
- Use Parent Panels to support decision making and governance





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Developing and Extending the Specialist Workforce

As a Trust we have prioritised resources and reshaped our workforce creating Specialist Roles (Leaders, Teachers and Support Staff) to respond to the needs of our children and community. All staff have high quality CPD opportunities to support their specialisms and to continually improve our practice. Specialisms include:

- ASC / SLCN
- Early Years
- Early Literacy
- English as an Additional Language (EAL)
- Dyslexia
- Deaf and Hearing Impaired
- SEMH
- Nurture / ELSA
- Reading
- Speech Language and Communication

Our approach to Multi-Disciplinary working means that we secure expert advice and support by directly employing skilled and expert staff:

- Educational Psychology (Commissioned)
- Specialist Therapies Team (SaLT & OT)
- Pupil and Family Engagement Team
- Safeguarding and Attendance Team



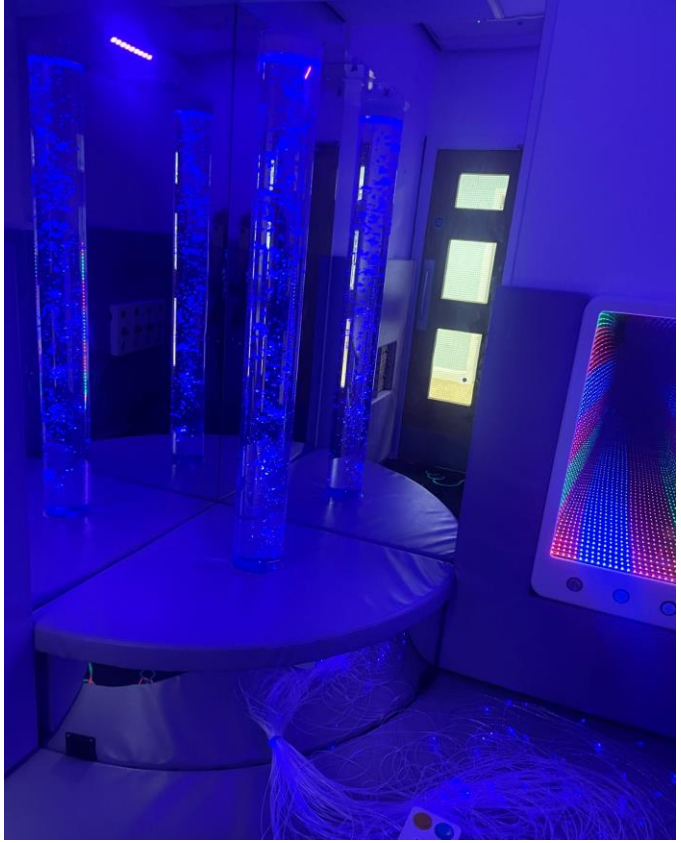
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High Quality Professional Development Opportunities for All

- Leadership Programmes
- Specialist Teacher Programme – SEND / EAL
- Communication Champions Programme
- Effective deployment of TAs including supporting children with SEND
- 18 Short courses covering specific areas of SEND
- SENDCo Networks
- PROACT SCIPr – Qualified Trainers
- Bespoke support (Inclusion Outreach)
- Review and Audit – SEND/EAL/Behaviour









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Inclusive Environments

We are committed to creating inclusive, accessible learning environments where every child can thrive. Through strategic investment from Capital Grants, private sector funding, Inclusion Mainstream Funding and fundraising, we have developed a range of specialist provisions, including sensory rooms, integration spaces, sensory circuits, speech and language centres and study cubbies. All academies are designed to be low-stimulation and communication-friendly, with Communication in Print (CiP) Visuals embedded throughout to support understanding, independence and participation for pupils with autism, EAL learners and emerging readers.

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Ensuring Inclusive Provision – Matching Need to Provision and Provision to Need

Children and young people

Our Offer

All children → **Universal**

- Ordinarily Available Provision – see Plans
- Inclusive, Communication Friendly Environments
- Quality First Teaching, adapted to meet need
- Engagement Support inc Attendance

Layers of support

Children who require some additional support from their setting, e.g. personalised materials, outlined in an Individual Support Plan.

Children who require additional support from their setting, with input from education and health care professionals, e.g. a speech and language therapist.

→ **Targeted and Targeted Plus**

- Social and Academic Interventions
- Additional resources that remove barriers
- Early identification and evidence- based intervention
- Structured / Bespoke interventions and timetable adaptations
- Co-produced Individual Support Plans
- Additional adults who scaffold curriculum access

Children with the most complex needs, which cannot be met in the mainstream classroom.

→ **Specialist**

- Access to an Inclusion Hub which provides a bespoke curriculum matched to the EHCP
- Specialist staff
- Specialised Learning Environments
- Access to specialist expertise through Experts at Hand

Our Universal Offer

An Excellent Education for All

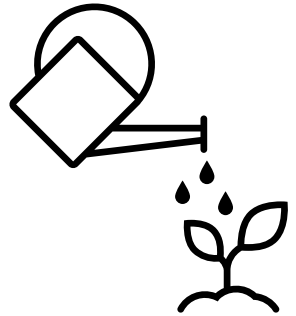








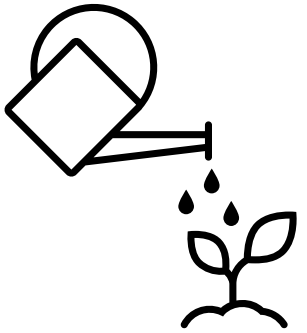
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Ordinarily Available Provision



- We know that high-quality, inclusive teaching is the foundation of provision for all pupils, including those with Special Educational Needs and Disabilities (SEND). Every teacher is responsible for the **progress, participation, and wellbeing** of pupils with SEND through **effective classroom practice**, **adaptive teaching**, and **high expectations** for achievement.
- Everyday provision includes clear learning objectives, carefully structured lessons, differentiated resources, and opportunities for repetition, overlearning, and scaffolding where needed. Staff use ongoing assessment to identify barriers to learning and make timely adjustments to teaching, the environment, and classroom routines. Visual supports, explicit instruction, assistive technology, flexible grouping, and opportunities for pre-teaching or reinforcement may be used to promote access to the curriculum.
- Pupils with SEND are supported to develop independence, confidence, communication, social interaction, and self-regulation skills as part of daily school life. Reasonable adjustments are made to ensure full participation in learning, enrichment activities, and the wider school community.
- Strong partnerships with parents, carers, and pupils are central to effective provision. Staff work collaboratively to understand individual strengths and needs, ensuring that support is responsive, person-centred, and focused on enabling every pupil to achieve their potential and experience success.

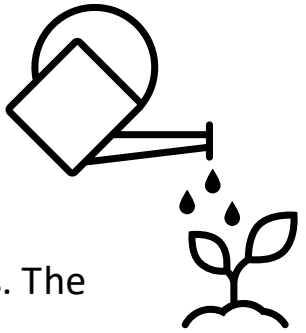
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Ordinarily Available Provision



- **Communication and Interaction**
  - *Total Communication Approach – Objects of Reference; Key visuals (CiP); Signalong; SWW; Core Boards*
  - *Colourful Semantics:* Color-coded sentence components on strips/whiteboards to teach grammar structure.
  - Welcomm – Big Book of Ideas in CP
- **Cognition and Learning**
  - *Structured Literacy/Numeracy:* Multisensory phonics or structured catch-up sessions; colourful semantics; precision teaching; Memory Fix.
  - *Pre and Post Teach; Task Chunking; Task Boards; over learning; modelling; CPA Approach (concrete, pictorial, abstract)*.
- **Social, Emotional and Mental Health (SEMH)**
  - *PRO ACT SCIP-r; Zones of Regulation Strategies & Tools*
  - PSHE & Circle Times; P4C
  - PANDA strategies for PDA.
- **Sensory and/or Physical**
  - *Sensory Smart School – movement breaks; mindfulness activities; yoga; massage; uncluttered environment; predictable routines and transitions*

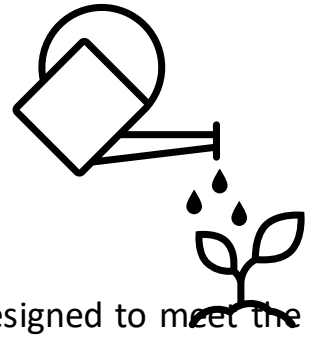
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Targeted and Targeted Plus



Some pupils need specific intervention to meet their individual needs and to accelerate progress. The evidence based interventions and strategies used at Greenfield Academy are:

- **Communication and Interaction**
  - *Speech and Language Programs:* Black Sheep; Language for Thinking; Intensive Interactions; Leap into Listening; REAL project
  - Lego Therapy
  - Ed Psych Attention & Listening Programme
  - Attention Bucket
- **Cognition and Learning**
  - *Structured Literacy/Numeracy:* Task Boxes; Precision Teaching; Blank Level Questioning; Identiplay; Beam; Numicon; Reading For Meaning; Look, Listen, Think; Maths 5 minute box; Literacy 5 minute box; Logical Sequencing. Counting Collections
  - *Metacognition & Feedback:* Explicitly teaching children *how* to monitor and evaluate their own learning.
- **Social, Emotional and Mental Health (SEMH)**
  - *Social Stories & Comic Strip Conversations:* Short illustrated guides to explain social situations and ease anxiety.
  - *ELSA*
  - *Social Communication Groups*
- **Sensory and/or Physical**
  - *Sensory Breaks*
  - *Sensory Circuits*
  - *Learning Tools*
  - *Ready, Steady, Write (Fine Motor)*

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Specialist Provision



Greenfield Academy has a funded 36- place SEND Unit within school, which is a specialist provision designed to meet the needs of a small, carefully selected group of children with Education, Health and Care Plans (EHCPs) whose needs cannot be fully met through mainstream provision alone.

Our Starburst, Sunshine and Moonbeam classes provide a highly personalised, structured and nurturing learning environment, while ensuring pupils remain part of the wider academy community wherever appropriate. The provision is tailored to support children to make progress academically, socially and emotionally, and to develop independence and confidence.

The curriculum and provision within our SEND classes are:

- **Highly personalised** and based directly on the outcomes and provision detailed in the child's EHCP
- Planned and reviewed through the **Assess–Plan–Do–Review** cycle
- Flexible and responsive to individual progress, strengths and needs

Support may include:

- Smaller group or individualised teaching
- Targeted interventions to support communication, social interaction, emotional regulation and learning
- Specialist resources and adapted learning approaches
- A strong focus on developing independence, social skills and readiness for learning

Where appropriate, pupils may access mainstream lessons, activities or social times, supported by adults, to promote inclusion and positive peer relationships.

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Specialist Provision
SEND Units and Enhanced Resource Provision (248 Places)

Academy	Type	Type	Number of Places
Greenfield	SEND Unit	ASC/SLCN	36
Greenhill	SEND Unit	ASC/SLCN + ED	20 + 8
Norden	SEND Unit	ASC/SLCN	22
Northmoor	SEND Unit	ASC/SLCN + ED	20 + 8
Richmond	SEND Unit	ASC/SLCN + ED + SEMH	20 + 8 +12
Ash Croft	ERP	ASC/SLCN	16
Alvaston	ERP	SEMH	12
Cottons Farm	ERP	ASC/SLCN	8
Lakeside	ERP	ASC/SLCN	16
Reigate	ERP	HI	12
Village	SEND Unit	ASC/SLCN	30

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Maximising the Use of Resources

The academy receives two main sources of funding which are used to improve both our Ordinarily Available Provision and our targeted offer to key pupils. The funding allocations are:

2025/26		2026/27	
Notional Funding £150,616.11	Inclusion Mainstream Fund £5,500	Notional Funding £220,634.80	Inclusion Mainstream Fund £13,200
Total: £156,116.11		Total: £233,834.80	

Allocation of Funding 2025/26

- Mainstream EHCP children 7 x £6000= £42,000
- Deployment of 3x L3 Teaching Assistants within Mainstream to
    - Remove barriers to learning and promote independence.
    - Support access to high-quality, adaptive teaching.
    - Develop communication, language and social interaction skills.
    - Deliver targeted interventions and personalised support.
    - Facilitate inclusion, participation and belonging alongside peers.
    - Enable pupils with SEND to access an ambitious curriculum and make meaningful progress.

  = £105, 705
- Development of indoor and outdoor provision resources in EYFS = £2000
- Development of indoor and outdoor provision resources in KS1= £4000
- Development of indoor provision resources in LKS2= £1500
- Development of Rainbow Room provision= £2000
- Purchase of Intervention resources= £1000

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Current Evaluation of the Quality of Provision

Monitoring, Feedback, Data and Pupil Parent and Staff Insight tells us that the academy has the following strengths and areas for improvement:

Strengths	Next Steps
Inclusion is a recognised strength and central to the academy's vision.	Further develop inclusive practice to meet increasing levels of need and complexity.
Highly effective inclusive infrastructure, including the SEND Unit and Rainbow Room.	Continue to strengthen mainstream capacity through adaptive teaching and targeted support.
Strong communication-friendly and adaptive classroom practice across school.	Enhance support for pupils with SEMH, communication and sensory needs.
Skilled workforce with extensive specialist SEND, SEMH and EAL training.	Further develop staff expertise in evidence-informed inclusive approaches.
Robust systems for measuring and celebrating individual progress.	Refine assessment and provision mapping to ensure support remains precisely matched to need.
Strong parental confidence and positive external recognition of inclusion.	Strengthen partnerships with families and external agencies to improve outcomes and independence.

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Planned activity to further remove barriers to learning

During the academic year 2026/27 the academy will carry out the following activity to improve the quality of provision for those with additional needs and SEND.

Activity	Universal / Targeted	Total Cost
Sensory Smart School – movement breaks; mindfulness activities; yoga; massage; uncluttered environment; predictable routines and transitions	Universal	OT cost/ Resources/ Training- £28,203
Targeted interventions in EYFS – 1:1 supporting IEP focused targets; SALT targets ie: intensive interactions, and Continuous Provision support including WELLCOM activities following GAPs Analysis.	Targeted	TA2- £26,337
Targeted interventions in KS1- 1:1 supporting IEP focused targets; SALT targets, ie: Attention & Learning Programme, and Play Based Learning Task support.	Targeted	TA3- £35,235
Targeted interventions in KS2- 1:1 supporting IEP focused targets; Cognition & Learning focus in Rainbow Room using eg: Leap into Listening; Precision Teaching Spelling; Memory Fix	Targeted	TA3- £35,235
Sensory Smart targeted interventions- • *Sensory Breaks* • *Sensory Circuits* • *Learning Tools*	Targeted	TA2- £29,620 OT cost/ Resources/ Training- £28,203
Mainstream EHCP support x 4 chn (+4 pending) (+1 evidence gathering)	Targeted	£54,000

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Intended Outcomes

By 2029, Greenfield aims to be recognised as a beacon of inclusive excellence where every child belongs, participates, achieves and thrives, and where outcomes for pupils with SEND and additional needs are exceptional.

Intended Outcome	Success Criteria
Leadership: Leaders at all levels champion inclusion and use robust evidence to drive improvement. Inclusion is recognised as a defining strength of the academy, with provision evaluated through both academic and personal outcomes for pupils with SEND and vulnerabilities.	• Inclusion judged at least **highly effective** through internal and external review. • Leaders receive and scrutinise termly inclusion impact reports. • 100% of leaders can articulate and evidence their contribution to inclusive practice. • Greenfield is recognised across the Trust and beyond as a model of inclusive excellence.
Early Intervention: Children's needs are identified swiftly and accurately. Graduated support, specialist intervention and external agency involvement ensure barriers to learning are addressed before they become entrenched.	• 100% of pupils identified as causing concern enter the graduated approach within 4 weeks. • 90%+ of interventions demonstrate measurable impact against planned outcomes. • Reduction in the number of pupils requiring high-level intervention due to earlier identification and support. • Parent satisfaction regarding identification and support exceeds 95%.
High-Quality Teaching: Adaptive teaching is embedded in every classroom. All pupils, including those with SEND, EAL and complex needs, access an ambitious curriculum and make strong progress from their individual starting points.	• Adaptive teaching evident in 100% of learning walks and monitoring activities. • Pupils with SEND make at least expected progress from their individual starting points, with the majority making accelerated progress. • Gaps between SEND and non-SEND pupils narrow over time where appropriate. • Staff confidence in meeting diverse needs exceeds 95% in annual surveys.
Enrichment: Every pupil feels safe, valued and included. A strong culture of belonging, respect and high expectations ensures diversity is celebrated and inclusion is everyone's responsibility.	• Participation rates in clubs, trips and enrichment activities for pupils with SEND are in line with, or exceed, their peers. • All residential visits and enrichment opportunities are fully inclusive. • Increased representation of vulnerable pupils in leadership roles, performances and sporting events. • Pupil voice demonstrates that 95%+ feel included in wider school life.
Culture: Every pupil feels safe, valued and included. A strong culture of belonging, respect and high expectations ensures diversity is celebrated and inclusion is everyone's responsibility.	• 95%+ of pupils report feeling safe, valued and respected in school. • Bullying and discriminatory incidents remain exceptionally low and are addressed effectively. • Attendance for vulnerable groups improves year-on-year and closes the gap with national expectations. • Inclusion and belonging are consistently identified as strengths by stakeholders.
Partnerships: Families are trusted partners in decision-making and report high levels of confidence in the support their children receive. Strong collaboration with external agencies enhances outcomes and wellbeing for pupils.	• Parent confidence in SEND and inclusion provision exceeds 95%. • Annual surveys demonstrate that families feel listened to and involved in decision-making. • Multi-agency involvement is timely and effective, with clear evidence of impact on outcomes. • Strong collaborative practice is established across the Trust and with external partners.
Inclusive Environments: Communication-friendly, Sensory Smart, accessible and nurturing environments are consistently evident across the academy. The SEND Unit and Rainbow Room provide exemplary support whilst enabling pupils to remain connected to mainstream learning and school life.	• All classrooms meet agreed Communication-Friendly and Sensory Smart standards. • The SEND Unit and Rainbow Room consistently demonstrate strong academic, social and emotional outcomes for pupils. • Learning environments are accessible, nurturing and adapted to meet a wide range of needs. • Pupil voice evidences that 95%+ of pupils feel they belong and can access all aspects of school life.