LDST Inclusion Strategy



All children thriving and achieving

What does Inclusion mean at LDST...

Our vision for inclusion means valuing diversity, ensuring equity of opportunity, removing barriers to learning and participation, and making sure everyone in our community feels a sense of belonging, so they can achieve and thrive.







At LDST, we are committed to ensuring that all learners overcome barriers so that they can thrive. This ensures that we celebrate diversity and address inequality so pupils reach their full potential

Our Inclusion Strategy emphasises recognising individual needs, strengths and backgrounds,so that we can be sure that provision meets the needs of diverse learners.

Our Inclusion Strategy reinforces this commitment by promoting universal inclusive practice and equitable access to support.

The strategy is broken into two main strands; our Inclusive Approach and our Graduated Approach. Both are underpinned by our Inclusion Principles.

As schools we share a vision of helping all learners "learn, love and achieve together" through education that instils hope, nurtures community and embeds dignity and respect.







At LDST, we recognise that pupils may face a range of barriers to their learning and/or well-being. We categorise these into four key groups, enabling leaders and staff to identify needs quickly and accurately, and to put in place effective support so that all pupils can achieve and thrive

Socio-economically disadvantaged pupils (those eligible for pupil premium)

Pupils with SEND (pupils receiving SEN support and those with an EHCP)

Pupils who are known (or previously known) to children's social care

Pupils who face other barriers to their learning or wellbeing which may include a protected characteristic

To ensure that all pupils achieve and thrive, our practice is underpinned by defined inclusive principles and a strong universal offer that supports all learners to access the curriculum and reduces barriers to their learning and/or well-being.

Culture of belonging for all



Enabling and purposeful environments



High Expectations for every child



Early and accurate identification



Targeted support



Working in Partnership



Ambitious Leadership



Enriching Provision



A culture of belonging for all



"You can't be what you can't see"
Marian Wright Edleman

At LDST, we build a culture of belonging for all. We are a family of schools that welcome all faiths and none ensuring that everyone is valued and feels known. Across all our schools, the curriculum offer reflects the diversity of the world around us so that all pupils can see themselves reflected, as we celebrate real-world role models.

There is a commitment to enabling all children to learn together where possible, with adaptations and intervention as appropriate. Within the planned curriculum, there is a bespoke personal development curriculum designed to support wellbeing and identity and explicitly teach values such as community, dignity and respect.

As a Trauma Informed trust, relationships are integral to our inclusive values. We offer a consistent, relational approach to behaviour, with adults that prioritise connection over compliance, and focus on safe, trusting relationships to support regulation. These strong relationships are built by recognising individuality, valuing and knowing the children we teach. From the moment children arrive in school, interactions are warm and respectful and prioritise consistency and routine to give children predictable, calm structure to their day. This supportive approach allows children to feel a sense of agency; with everyone feeling safe and valued in their community.

All of our children are unique so our policies are applied to enable us to be firm on the boundaries and gentle on the child. This recognises that we cannot apply a 'one-size-fits-all' approach whilst ensuring expectations remain high, so that all to thrive and suceed.

A culture of belonging for all prioritises consistency, connection and inclusion, enabling all pupils to access learning, participate fully and thrive



What does this look like for our vulnerable pupils?

Socio-economically disadvantaged pupils

- Individualised approach to removing barriers e.g. providing uniform, support with homework, wide range of enrichment on offer
- Range of interventions supporting personal development of individuals
- Supporting attendance through warm welcome and emotionally available adults

Pupils with SEND

- Predictable, safe environments with consistent routines
- Adapted curriculum to ensure inclusion with peers
- Developing independence for all children through support
- Prioritising inclusion within mainstream and minimal unnecessary withdrawal

Pupils known to Social Care (or previously known)

- Relational consistency in place with trusted key adults
- All staff following a Trauma Informed approach
- Prioritising support services and removing individual barriers
- Strong communication with social care and other agencies involved

Pupils who face other barriers

- Cultural belonging through celebration of all cultures and diversities
- Staff who know children as individuals and prioritise connection over compliance
- Curriculum that embraces diverse identities and experiences
- Adapting systems flexibly to support all children and families

Enabling and purposeful environments



"Enabling environments mobilise the energy, attention, curiosity and focus of children."
Howard Gardner

Oxytocin is a vital neurochemical for regulating emotions, fostering safety and enabling learning. Ensuring our schools actively trigger this chemical can be achieved through providing nurturing, enabling environments.

At LDST we achieve this by implementing the following elements..

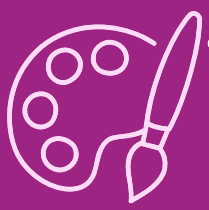
Light



- Let in as much natural light as possible
- Turn off overhead lights and use home lamps with warm white colour
- Add lights/lamps to the tables
- Add fairy lights to focus areas

This creates a calmer space, noise reduces and concentration increases.

Colour



- Opt for calming, colours neutral, using only a few bolder colours
- If you have to have brighter colours choose a colour scheme using only 1-3 colours
- Be purposeful with choices e.g. borders, baskets etc

A calm, neutral space reduces distraction and supports focus on learning.

Comfort



- Introduce home furnishings such as blankets, cushions, rugs
- Choose soft, fluffy textures to support sensory seeking
- Use texture on tables as well for children to touch

Purposefully use the environment to support regulation offering a sensory experience and allowing children to self soothe.

Furniture



- Offer flexible seating to give some autonomy over where to sit
- Allow sitting on the floor on a cushion or beanbag
- Create spaces away from tables

Giving children a choice about where to sit has a positive impact on engagement.

Biophilia



- Add plants, real or fake into the environment on tables and surfaces around the room
- Big plants in the corner will add to the feel of the room
- Add ivy and hanging plants by displays

Biophilia is about bringing the outside in, improving mental health and reducing stress

Music



- Play calming music as children enter the classroom
- Sets the tone for the classroom as they are being welcomed in
- Use music to signal time to regulate and tune into learning

Relaxing music helps to calm our bodies, our brains and lowers the heartrate.

Organisation



- Declutter sides and shelves
- Add baskets and boxes in neutral colours to organise items
- Make resources accessible with labels and storage

A tidy environment maximizes the space and fosters a calm, safe space that supports focus and attention.

Cognitive Load



- Reduce displays and have only vital ones
- Use shelves and pictures frames to display information
- Add pictures of the class to give a sense of belonging

Reduce cognitive load especially around the class smartboard to allow children to focus in lessons.

How does this support our vulnerable pupils?

Socio-economically disadvantaged pupils

Environment intentionally feels welcoming and safe - offering a stable, calm space

Soft furnishing offer a nurturing atmosphere reducing stress responses

Plants and natural elements calms the nervous system

Accessible space that promotes independence

Pupils with SEND

Reducing sensory overload through use of warm lighting and neutral colours

Sensory textures within the environment to support regulation

Supports participation through reduced cognitive load

Visual supports promote independence and organisation ensures a calm, orderly learning space

Pupils known to Social Care (or previously known)

Environment offer predicability and safety reducing fight, flight, freeze response

Gentle sensory elements in the space support pupils to regulate without adult intervention or confrontation

Flexible seating and spaces increase engagement and sense of agency

Pupils who face other barriers

- Environments foster individual identity and ensure all children feel accepted
- Support attendance and engagement with learning
- Environments support co-regulation between adults and children through offering choices
- Builds emotional resilience through creating psychological safety

High Expectations for Every Child



"No one rises to low expectations."
Les Brown

Our LDST vision for teaching and learning is to ensure every child flourishes, achieves their very best outcomes and improves their life chances. The starting point for this is setting high expectations for every child in all aspects of life.

Know the individual children, understand their barriers, strengths and triggers. High expectations are about knowing how each and every child can succeed, pairing expectations with understanding.

Make expectations explicit and intentionally teach them routines and behaviours. Use simple, consistent language and model behaviours repeatedly with clear examples of what a behaviour looks like in the classroom.

Teach ambitious content to all pupils scaffolding learning not lowering expectations. Consider how to challenge all learners through a range of adaptive teaching strategies to build independence.

Use clear, consistent and concise language. Adapt this communication for different individuals where necessary and always check for understanding. Use visuals and concrete resources to support understanding.

Share a range of strategies to support understanding including models, images, manipulatives and real experiences to scaffold learning. Working through new learning together to ensure success.

Build sequences of learning to always build on prior knowledge. Regularly recall previous learning at spaced intervals and give children plenty of guided practice so children feel successful before working independently.

Check children's understanding and address misconceptions alongside children to develop their knowledge. Expect success from all children whilst remaining clear on their individual end points.

How does setting high expectations for all children support our vulnerable pupils?

Socio-economically disadvantaged pupils

Raises aspiration and self-belief of individuals

High expectations increases participation and the belief that this is for everyone

Exposes children to high-quality vocabulary and language

Sets a consistent expectation that everyone can achieve.

Pupils with SEND

- Ensures that the curriculum is adapted and scaffolded rather than simplified
- Scaffolded support builds independence and confidence in learning process
- Constantly revisiting knowledge offers overlearning to support retention of key information
- Increases peer learning and builds learner confidence

Pupils known to Social Care (or previously known)

- Offers consistent routines and expectations creating predictability
- Reinforces self worth though positive experiences with learning
- Recognises learning as a process not a product - celebrates learning and the effort it takes

Pupils who face other barriers

Increased participation by offering flexible support and scaffolds

Recognition of individual strengths and barriers strengthens belonging

Structured opportunities to participate ensures that everyone is engaged and learning

Reduces exclusion and children remain fully included in learning

Early and accurate identification



"Every child deserves the chance to succeed at school."
Patrick Vallance

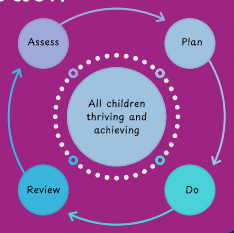
Across our trust, we recognise that some pupils will need additional support to access the same ambitious curriculum offer as their peers. As part of our universal offer, we ensure that barriers to learning for all children are identified swiftly and accurately. We follow a number of deliberate steps to ensure this happens.

Potential barrier is identified by parent/carers, school staff or outside agency by completing a Pupil Support Form.

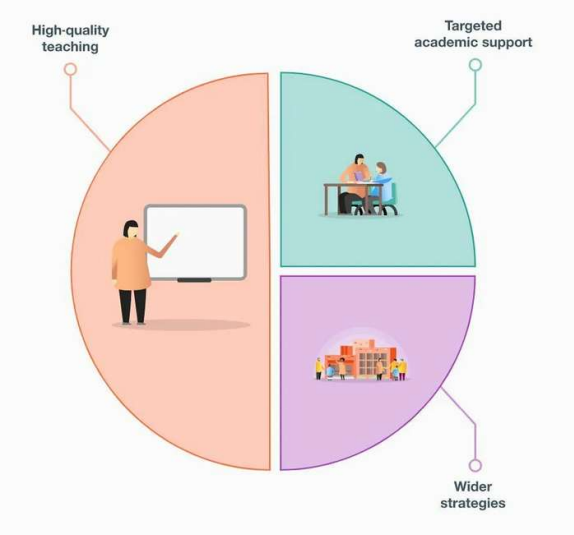
Staff continue to implement High Quality Teaching strategies from the LDST QFT toolkit to ensure all universal strategies are being implemented consistently.

Inclusion team meet to discuss strengths and barriers for individual and what next steps are needed.
Observations/Pupil voice completed and parent/carer views gathered

If the barrier is recognised as possible SEND need, follow the LDST Graduated Approach



If the barrier is recognised as linked to socio-economic disadvantaged, being known to (or previously known to) social care or other vulnerabilities,follow Pupil Premium strategy and an individualised approach



All schools in LDST build Pupil Premium strategies that are split into High Quality Teaching, Targeted Academic Support and Wider Strategies. Once a barrier is identified consider what support is needed to ensure there is equity for all children.

Often barriers can be very individual and therefore an individualised approach is needed. If this is the case schools then consider the following strategies to offer support.

- Small group support e.g. tutoring or homework club
- Provision of materials - stationery, books, uniform
- Emotional check ins or access to a trusted adults
- Nurture room access or safe spaces for soft landing in school
- Access to breakfast club, clubs after school, flexible start to the day
- Support with transport or punctuality if this is a barrier

This list is open ended, our schools work with individuals to help overcome any barrier.

How will early and accurate identification ensure the best provision for our vulnerable pupils?

Socio-economically disadvantaged pupils

- Provides targeted academic support where needed
- Can remove practical barriers and offer support for families
- Ensures there is an excellent curriculum offer to develop well rounded individuals
- supports with attendance and wellbeing
- provides access to enrichment and experiences

Pupils with SEND

- Implementation of early interventions where needed
- Involvement of external agencies
- prevents escalation of any unmet needs and exclusion from ambitious curriculum
- Prevents pupils from feeling misunderstood and isolated

Pupils known to Social Care (or previously known)

- Offers trauma informed support if necessary
- Support through practical strategies around both child and family
- Support for emotional wellbeing
- Reduction in triggers or stress responses as individual is understood

Pupils who face other barriers

Ensures pupils are attending and want to be in school

Identify where adapted communication or routines are needed

Involve families and external agencies to find strategies that work

Reduce anxiety and increase wellbeing maintain connection to school life and feel understood

Targeted support

"Be an expert in your pupils, not labels!"
Marc Rowlands

Part of our effective Inclusion Strategy at LDST leverages targeted support to ensure all children can thrive. Identifying barriers to learning and school is key and developing an in depth understanding of children and their families allows us to do this. We strive to have the best possible universal offer and then consider any children who require help 'additional to and different from' this to put targeted support in place.



As set out in the LDST Graduated Approach toolkit we offer a four-tier approach. This support is then reviewed as part of the Assess-Plan-Do-Review Cycle on a regular basis. The type of support offered will vary as appropriate to the barrier identified.
(For specific SEND needs across the four broad areas please refer to LDST Graduated Approach Toolkit.)

There can be a range of barriers faced by children and their families including, but not exclusive to, the recommendations set out below.

Academic barrier
For some children gaps in knowledge mean they fall behind peers. Targeted academic interventions are used to address gaps in learning and ensure children catch up and keep up with peers

Access to resources
Access to reading books, stationery, electronic devices or quiet spaces can all become a barrier to learning. Schools can ensure that children have what they need to access learning in school and for use at home.

Readiness to learn
For some children they may arrive tired and or hungry. Free breakfast clubs, food hampers and bespoke support for specific families are just some options that allow schools to support children and their families.

New to country

For some children and families they are new to the country and have limited or no English. Welcome Policy approaches such as school tour, support translating school routines and free uniform can help children settle easily.

Limited/no English

To begin with schools immerse children in language and routines. Offering a buddy as a support and begin targeted intervention to begin acquiring English using chosen approach. Celebrating individual cultures and traditions supports belonging.

Young Carers

For some children they are care givers for a family member. Schools will work closely with families, give flexibility around day to day arrangements and ensure access to enrichment. Providing a trusted adult for support is also important.

Enrichment access

For some children they have limited access outside of school to cultural capital. Schools will have a full enrichment offer including trips, clubs and residentials. Ambition for all pupils is to have the best possible life chances.

Emotional wellbeing

Low confidence, anxiety and bereavement are just some of the barrriers faced by pupils. All schools have a trauma informed approach, give access to trusted adults, teach and support regulation and are safe, predictable spaces for all children.

Family circumstance

For some children with social care involvement home life can be extremely challenging. Offering trusted adult support, trauma informed interventions and working closely with other services involved helps to support for children and families.

How does Targeted Support enable our vulnerable pupils to thrive?

Socio-economically disadvantaged pupils

- Address specific gaps quickly before they widen
- Prevents disadvantage becoming entrenched
- Improves access to wider opportunities and ensures all children are ambitious for themselves
- Builds confidence and increases participation in school life

Pupils with SEND

- Improves outcomes for individuals and gives expert support where needed
- Strengthens confidence of both the individual and their family
- Increases participation in day to day school life
- promotes independence and life skills to ensure all children have the best life chances

Pupils known to Social Care (or previously known)

- Improves engagement through building trust and emotional safety
- Reduces dysregulation with can lead to suspensions or exclusions
- Strengthens attendance and participation in school life
- Increases readiness to learn, developing experiences and individual strengths

Pupils who face other barriers

- Reduces specific barriers for individuals
- Allows for a bespoke offer that is child and family centered as opposed to being generic one-size fits all approach
- Ensures that no child feels isolated and strengthens feeling of belonging
- Increases engagement with both school staff and children and wider school community

Working in Partnership



"Alone we can do so little; together we can do so much."
Helen Keller

At LDST we believe a strong culture of inclusion is built through purposeful partnerships between leaders, schools, external professionals, families and our community. Working in this way allows us to understand the whole child, identify and remove barriers, provide support and ensure that all children can reach their full potential.

Working with families

Working closely with parents/carers and families is a key part of our LDST Inclusion Strategy. Families will feel listened to and respected. Working collaboratively to make decisions in the best interest of the child and learn from each other.

Working with other schools and leaders

Other schools and leaders are an excellent source of support and can provide collaborative working to benefit all. Sharing best practice, CPD and resources can broaden opportunities and raise standards.

Working with school communities

Working closely with other community groups such as churches, playgroups and more means that we can cater for our families outside of education. Limited services mean that support from schools may also include issues with housing, mental health and social care.

Working with professionals and wider support services

Working closely with professionals and support services ensures faster support for those who need it most. Building these working relationships allows us to reach out when needed to avoid later intervention.

When working in partnerships we want to ensure we all work well together and put the child and their family at the centre of our decision making. To support our staff when working in partnership we have a shared set of guidelines that we adhere to. They are:

Person Centered

Ensure all decision making is centered around the needs and best interests of the child and family being supported.

Solution focussed

Working creatively with others to understand and solve problems, thinking outside the box to try to achieve solutions.

Collaborative

Committed to incorporating perspectives, knowledge, skills and strengths of professionals and those with lived experiences.

Accountable

Taking responsibility for our roles to help and protect children and families. Following set actions that have been agreed.

As schools we will also offer:

- **Coffee mornings and drop in sessions**
- **Bespoke Parent/Carer programme**
- **Additional workshops on various topics**
- **Regular updates through newsletters**
- **Parent/Carer forums or groups**
- **Family support meetings**
- **Parent/Carer voice surveys**
- **Community and family events**

How does Working in Partnership support our most vulnerable pupils?

Socio-economically disadvantaged pupils

- Helps to build trusting relationships and enables us to offer personalised support
- Supports strong attendance
- Increases participation in school life and engagement
- Helps collaboration with family support workers to give practical support to families outside of school.
- More access to clubs and activities

Pupils with SEND

Puts in place plans that are developed by people who know the child best

Allows families to share strategies consistently

Ensures the child voice is always being heard and acted on

Specialist expertise engaged to provide effective support

Improved outcomes for individuals

Pupils known to Social Care (or previously known)

- Creates emotional safety for children and families
- Improves attendance and engagement in daily school life
- Gives great access to wide services such as virtual school
- Strengthens relationships and trust with school and staff

Pupils who face other barriers

- Ensures greater pupil wellbeing and engagement with school life
- Improves attendance and punctuality at school
- Reduces any feelings of isolation that may occur due to barriers faced
- Strengthens feeling of belonging and feeling 'seen' by those around them

Ambitious leadership



"Inclusive education is not a reform. It is a way of thinking about how to transform education systems so that they respond to the diversity of learners. "

Mel Ainscow

Promoting and celebrating inclusion is a central value of LDST, ensuring everyone feels valued and supported. How we develop our staff and leaders is integral to providing the best support for all. We emphasise high-quality inclusive teaching and shared responsibility through developed expertise.

To ensure that all staff follow the same philosophy but at increasing depth there are three stages to our inclusive training offer.



Inclusive Practitioner

All staff begin at this level and start by understanding the vision for inclusion, child development linked specifically to SEND children and recognising barriers to learning. Staff develop knowledge of how to adapt provision and enable independence for children working alongside families and other professionals. There will be specific sessions to enable staff to understand the importance of relationships and belonging based on our LDST Trauma Informed approach. Staff will also be trained to understand how to support attendance and engagement of both children and families. There will be additional training around recognising safeguarding concerns for vulnerable children.

Skilled Inclusive Practitioner

These practitioners will develop knowledge and skills on specific elements of inclusion including but not limited to;

- Autism
- Speech, language and communication
- Social, Emotional, Mental Health
- Cognition and Learning
- Physical and sensory needs
- EAL
- Trauma Informed

Delivering high-quality support, promoting independence and personalising plans for individual needs.

Strategic Inclusion Leader

To support our Strategic Inclusion Leaders there is bespoke training set out across the academic year. These sessions are designed to enable leaders to develop their own understanding of specific SEND needs, recognising and removing barriers for individuals at a whole school level and ensuring effective spending on the Inclusive Mainstream Fund (IMF). The offer will also support leaders to quality assure their own school provision developing an understanding of their inclusion data and how school priorities and actions will improve outcomes for their most vulnerable pupils. This training offer can also help to develop new leaders of Inclusion and build capacity across schools to support the growing vulnerabilities we are seeing within mainstream settings.

Examples of sessions that are available for staff include;

- New staff induction sessions
- Trust Tuesday CPD sessions
- Inclusion Development Days
- Inclusion Insight Mornings
- School CPD sessions (individualised to meet school context)
- Bespoke training for individuals (School directed)
- Inclusion Hub Online sessions

What does this look like for our vulnerable pupils?

Socio-economically disadvantaged pupils

Develops staff expertise in identifying and removing barriers

Evidence informed strategies can be implemented by all staff

Better understanding of pupil context and data to support decision making

Improves attendance, engagement, enrichment and outcomes for individual pupils.

Pupils with SEND

Develops staff confidence and knowledge of specific areas of need

Supports early identification and allows for more reasonable adjustments to be made

All staff are able to adapt strategies, teaching and tasks to suit individuals

Additional expertise can be built where needed for specific children.

Pupils known to Social Care (or previously known)

- Ensures all staff have an understanding of trauma and importance of building relationships.
- Supports all staff to provide regulation opportunities, responding consistently and sensitively to children.
- Strengthens partnership between school, families and other agencies.

Pupils who face other barriers

Supports staff to notice barriers that may otherwise remain hidden

Develops understanding of EAL and language acquisitions, young carers, pupils experiencing bereavement and any vulnerability the school faces.

Ensures that all staff understand the importance of PD curriculum and all children celebrating difference.

Enriching Provision



"Our task is to educate children's whole being so they can face their future."
Sir Ken Robinson

Providing a strong enrichment offer across LDST is essential to how we develop our pupils in the most holistic way possible. Through our individual school offers we ensure there is **equity** and that every child to be enabled to access and benefit the opportunities on offer.

Our Enrichment Provision reflects the DFE Enrichment Entitlement Policy and ensures that these activities are part of the core education of our schools. These areas are:



Civic Engagement



Arts and Culture



Nature and Adventure

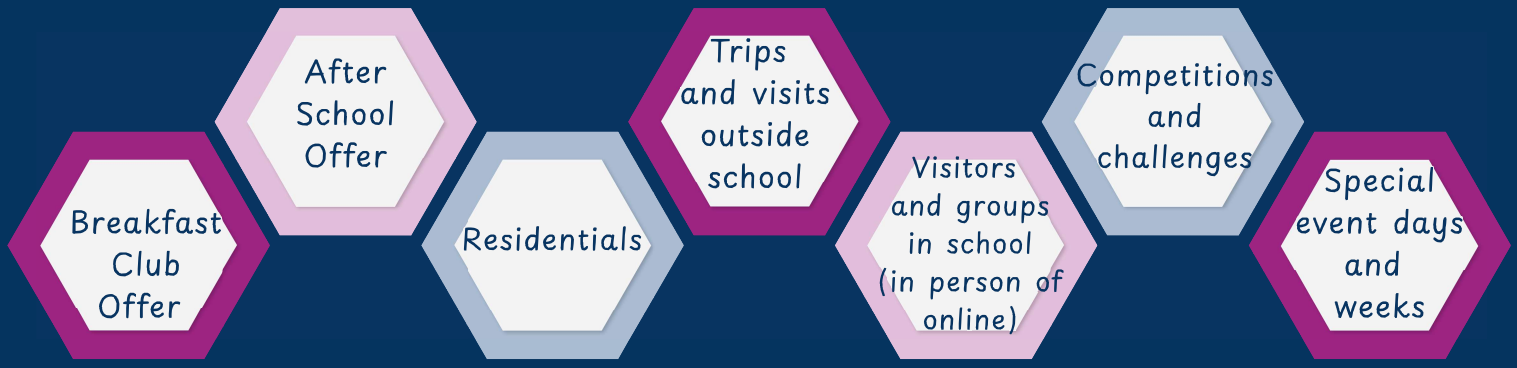


Sports and Physical Activity



Wider Life Skills

Our LDST schools personalise their enrichment offer to meet the needs of their individual context. The offers will contain various activities that are fully inclusive for all children and will be analysed to ensure all children are benefiting. These include:



In addition to these there will also be other elements that individual schools have as part of their enrichment provision.

LDST Promise

Rooted in our Trust values, our LDST Promise ensures every child benefits from high-quality enrichment opportunities that inspire them to Love, Discover, Serve and Thrive Together. This is a shared commitment across all the schools and is a way to bring us together collectively as a Trust. Each term the children take part in a different activity that focuses on Love, Discovery and Service and this enables us all to Thrive Together.

LOVE

Pal's Picnic
New Beginnings
Chain of Cheer
Kindness Agents
Kindness Rocks
Health Heroes
Positive Posts
Agents of Change

DISCOVER

Wonderful Walks
Wild Wonders
Helping Hands
Construct and Connect
Ingenious Inventors
Dream Big, Shine Bright
Bard's Brilliant Performers
Confident Communicators

SERVE

Friendship Flowers
Because You Serve, We Thrive
Seeds to Supper
Feast and Friendship
Valued Volunteers
My Mindfulness
Planet Protectors
Peer Power

For more information on each of the activities please follow this link LDST Promise

What does this look like for our vulnerable pupils?

Socio-economically disadvantaged pupils

- Ensures equitable access to experiences that children may not have otherwise.
- Develops talents, interests and confidence in specific areas
- Offers cultural development and brings opportunities for wider experiences
- Enhances children's independence and encourages children to be more ambitious for their own future

Pupils with SEND

- Ensures ALL children experience success in a range of different areas
- Allows children to develop strengths in new areas and also follow any of their interests
- Supports communication development and enables further social interaction
- Allows participation alongside peers and promotes a sense of belonging

Pupils known to Social Care (or previously known)

- Creates positive and enriching experiences that help to build trust and relationships with others
- Builds individuals confidence, resilience and encourages children to try new things
- Gives a sense of achievement and a stronger sense of being connected to school

Pupils who face other barriers

Creates opportunities to connect, communicate and participate beyond the school day.

Helps children develop language, understanding, new vocabulary and relationships

Offers wider life skills and an appreciation of different ethnic, religious and cultural backgrounds