

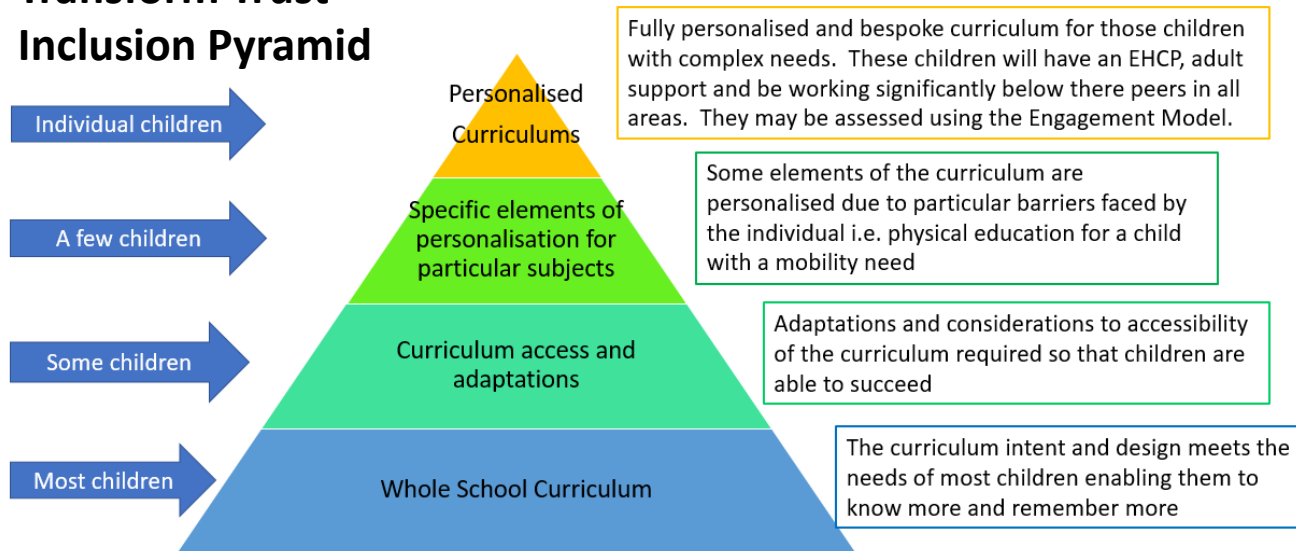
Transform Trust Inclusion Strategy 2022-25

Vision

At Transform we believe that 'Every teacher is ambitious for all children, regardless of their individual starting point'.

There is a collective expectation, at Transform, that all schools are ambitious for all children. They therefore receive their entitlement to a high quality education, one that is appropriate to and meets their individual needs, promotes high standards and enables children to fulfil their potential. Each child's provision should enable them to achieve their best and become confident individuals living rewarding lives.

Transform Trust Inclusion Pyramid



Transform Values

Equity
Creativity
Kindness
Respect



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Objective 1: To promote good attendance for all.

Why is this a priority?

Attendance is, currently, high on the national agenda. Dame Rachel De Souza, Children’s Commissioner, has set a target of 100% attendance for all. There are significant groups of children who have poor attendance and these include children with SEND and/or disadvantaged. Children can only benefit from a schools inclusive culture and ethos if they have good attendance.

Success Criteria

- Attendance will be inline with or better than national.
- SPAs and PAs will be inline or better than national.
- There will be no children on a reduced timetable.
- There will be a continued reduction in suspensions and exclusions.

Who will make this happen?

- Transform Trust Guardians
- School Senior Leadership Teams
- Designated Senior leader for attendance
- All school staff
- Parents/carers and children

What Transform will do:	What schools will do:
Provide half termly meetings for attendance leads.	Scrutinise, track and monitor attendance data and target specific children and families.
Communicate national, regional and local trends, guidance and policy to schools.	Follow the trust attendance policy and continue to review the Trust Attendance Self Evaluation Tool.
Have attendance on the agenda at every Guardian’s group meeting.	Fully participate and contribute to Trust process regarding attendance.
Include Attendance on all QA activities and invite schools to attendance reviews when there are concerns.	Offer support and challenge to families with due regard to guidance and legislation around attendance and safeguarding.

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Objective 2: Ensuring and embedding Inspirational Inclusive leadership across the Trust and Transform Schools.

Why is this a priority?

The role of the Director Inclusion is a significant shift in the strategic leadership of inclusion across the Trust. Inclusive culture and ethos is a focus in recent government guidance for behaviour and attendance, with references made to pupils entitlement to calm, safe and supportive environments. We believe that inclusive ethos and culture starts with the leadership and management of all our schools.

Success Criteria

- Pupils will achieve the best possible outcomes from their own starting points.
- Partnership reviews evidence highly effective leadership of vulnerable groups.
- Transform is recognised by external agencies as an inclusive MAT.

Who will make this happen?

- Transform Trust Guardians
- Directors and Associate Headteachers
- Partnership Leads
- School Senior Leadership Teams including SENCOs
- School Governors

What Transform will do:	What schools will do:
Continue to provide CPD opportunities with regards to inclusive leadership and DEIB, including Governor training.	Schools will continue to develop leaders at every level enabling them to know their part in creating inclusive culture.
Support schools in establishing processes and procedures that will further develop inclusive culture and ethos through the work of the Guardians.	Enable staff to attend relevant CPD opportunities and apply learning to practice.
Develop the Director of Inclusion role and therefore continue to communicate Trust expectations regarding inclusion.	Ensure that leaders of vulnerable groups, including the SENCO, have a voice within the SLT.
Include school leadership and management on all QA activities.	Provide support for teachers and support staff to develop their inclusive practice.

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Objective 3: To understand and meet the needs of all children, in particular those who are vulnerable and/or disadvantaged, at the earliest point of identification.

Why is this a priority?

High quality teaching and learning is the single most impactful factor in meeting the needs of all children. A well sequenced, progressive and engaging curriculum is central to ensuring that ALL children know more and remember more. We believe that we need to meet need for learning to happen.

Success Criteria

- Schools can demonstrate the graduated response when identifying additional needs for pupils.
- Partnership reviews evidence high levels of pupil engagement and good behaviour and attitudes.
- Schools can demonstrate effective adaptation of curriculum.

Who will make this happen?

- School Senior Leadership Teams, including SENCOs
- Curriculum and subject leaders
- Directors and Associate Headteachers
- All school staff

What Transform will do:	What schools will do:
Continue to provide PLCs, CPD, coaching and mentoring to school staff regarding curriculum and teaching and learning.	Ensure that curriculums are inclusive in design, adapted where necessary and reflect the context of the school.
Liaise with outside agencies and Local Authorities in supporting schools with their more vulnerable and/or complex learners.	Have an unerring focus on high quality first teaching and provide any specific adaptations to meet the needs of all learners.
Communicate trust expectations, guidance , procedures and the work of the guardian's groups regarding meeting need of our most vulnerable learners.	Ensure that all identified vulnerable learners, including those with SEND, engage with appropriate support which is accurately assessed for impact.
Support schools to implement their graduated response to meeting needs of all children and quality assure provision.	Strive to improve the outcomes for all vulnerable learners especially those who are disadvantaged and/or have special educational needs.

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Objective 4: Excellence in provision for our most complex learners that intersect multiple vulnerable groups.

Why is this a priority?

As a Trust we are seeing more children with complex needs attending our mainstream schools. This is particularly prevalent in our EYFS provisions. The impact of COVID continues to be seen in the complex needs of some of our children. A number of our schools have now set up units/bespoke provisions to support children who are unable to access whole school curriculums.

Success Criteria

- Highly effective identification of needs ensure that schools are able to provide effective provision/curriculums that improve outcomes.
- Schools are recognised for their inclusive practice especially with regards to meeting the needs of the most complex learners.

Who will make this happen?

- Transform Trust Guardians
- School Senior Leadership Teams, including leaders of vulnerable groups
- All school staff

What Transform will do:	What schools will do:
Provide CPD and examples of best practice in personalising curriculums and learning opportunities for children with complex needs.	Use effective assessment for identification and progress of children who are in receipt of personalised provisions.
Consider the impact of provision for high profile children through the guardians group, child watch and other appropriate forums.	Staff are confident and highly skilled in delivering interventions, support and personalised curriculums through highly effective CPD.
Conduct quality assurance, including partnership reviews to ensure the best possible provisions for the most vulnerable learners.	Liaise closely with parents to share information about pupil progress, signpost additional support and gain a deeper understanding of the child's needs.
Liaise with external agencies, including Local Authorities, to secure appropriate support and contribute to system leadership.	Collaborate with external agencies to secure best possible outcomes for individual vulnerable pupils.