

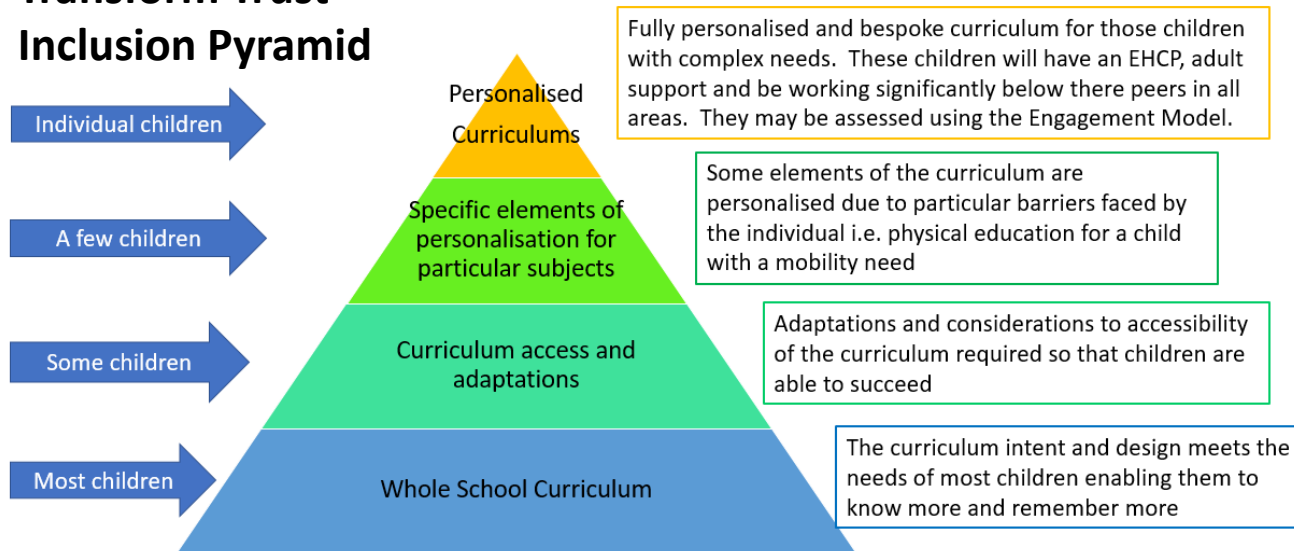
# Transform Trust Inclusion Strategy 2022-25

## 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



# Transform Trust Inclusion Strategy 2022-25



## 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.

# Transform Trust Inclusion Strategy 2022-25



## Objective 1: To promote good attendance for all.

### Year 1 Impact of the Strategy

What we have done:	The impact:
<ul style="list-style-type: none"><li>• Included fortnightly data and questions to consider in every publication of Heads Up</li><li>• 6 attendance leads meetings</li><li>• Attendance Panels with identified and self referred schools</li><li>• Tracked Individual SPAs and discuss the most complex at child watch</li><li>• Shared with the DfE our approach to attendance as a Trust</li><li>• Included attendance in Partnership Reviews.</li><li>• Continued to look at attendance data as part of Trust QA processes i.e. standards etc.</li><li>• Agreed a Trust guidance document on fixed penalty notices for holidays</li><li>• Worked with Maddie Popoola on the Attend Framework for the Trust</li><li>• Introduced a EBSA tab onto MyConcern</li><li>• Attendance Self Evaluation document – revisit opportunity</li><li>• Trust Attendance policy updated in line with national guidance and legislation</li><li>• Provided opportunities to share best practice in the form of networks, heads meetings and Heads Up.</li><li>• Continued to monitor and provide support and challenge with regards to reduced timetables and suspensions.</li><li>• Adaptations and personalised provision CPD.</li></ul>	<ul style="list-style-type: none"><li>• <b>The issue of attendance is high on all agenda's.</b></li><li>• <b>The Recommendations from parent voice report Sept 23' are already being considered and implemented as a Trust.</b></li><li>• <b>The start to this year's attendance is much better than last year with fewer PAs and SPAs at the same point in time last year.</b></li><li>• <b>Attendance has not been identified as an issue in any OFSTED report in the last year.</b></li><li>• <b>Schools who have applied to the attendance hub have been turned down due to criteria</b></li></ul>

# Transform Trust Inclusion Strategy 2022-25



## 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.

# Transform Trust Inclusion Strategy 2022-25

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

### Year 1 Impact of the Strategy



What we have done:	The impact:
<ul style="list-style-type: none"><li>• Transform Applied – Inclusive Leadership CPD</li><li>• Guardian’s Networks for SENCos, PP leads, Attendance Leads, Safeguarding Leads.</li><li>• Enhanced Panel support for leaders supporting children with complex needs.</li><li>• PLCs for key subject areas.</li><li>• Director of Inclusion Role</li><li>• SEND Associate Secondment Role</li><li>• INSET day 2022 on Diversity, Equity and Inclusion</li><li>• INSET day 2023 on Architecture of Environment – Inclusive adaptations</li><li>• Headteacher’s Admin day – expectations, policy and paperwork regarding inclusion.</li><li>• QA processes, including partnership reviews focus on leadership and management.</li><li>• SEND network created adaptations documents</li><li>• SEND network created bespoke provision guidance.</li><li>• The creation of the Transform Trust Inclusion Strategy</li><li>• Inclusion tab on Transform’s website.</li><li>• Governor Training - SEND, PP, suspensions and exclusions</li><li>• Continued the roll out of Transform’s Self Evaluation documents</li></ul>	<ul style="list-style-type: none"><li>• <b>Positive OFSTED reports regarding leadership</b></li><li>• <b>Trust nominated for Inclusivity MAT Excellence Award</b></li><li>• <b>DfE interested in our approach to Attendance</b></li><li>• <b>More schools becoming Expected and Enhanced on Transform’s Self Evaluation forms e.g. Pupil premium.</b></li></ul>

# Transform Trust Inclusion Strategy 2022-25



**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.

# Transform Trust Inclusion Strategy 2022-25

**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.**



## Year 1 Impact of the Strategy

What we have done:	The impact:
<ul style="list-style-type: none"><li>• SEND Network creation of Transform’s Approach to Adaptations</li><li>• SEND Network creation of bespoke provision guidance</li><li>• Guardian’s groups work and strategic guardian meetings.</li><li>• PLCs work on adaptations across all key subject areas</li><li>• QA and Partnership Reviews focus on inclusion, adaptations and bespoke provisions</li><li>• Signposting of good practice both within and external to the Trust</li><li>• Worked closely with LAs to support children at risk of Perm Ex.</li><li>• CPD sessions on EAL and personalisation</li><li>• Child Watch meetings</li><li>• INSET day 2023 – Architecture of the Environment – classroom adaptations</li><li>• Director of Inclusion has participated with Derby Primary Fair Access Panel.</li><li>• Pupil Premium Peer Review year 2.</li><li>• Attendance Panel</li><li>• INSIGHT training for SENCOs on provision mapping and learning plans.</li></ul>	<ul style="list-style-type: none"><li>• <b>Asked to provided CPD on adaptations to another Trust – OLOL.</b></li><li>• <b>Reduced timetables reduced during the year.</b></li><li>• <b>OFSTED reports – behaviour and attitudes, quality of education.</b></li><li>• <b>2 Perm Ex avoided by liaising with the LA regarding shared placements</b></li><li>• <b>Children leaving to go to special schools.</b></li><li>• <b>Less SPAs at the start of this academic year than last year.</b></li></ul>

# Transform Trust Inclusion Strategy 2022-25



## 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.



# Transform Trust Inclusion Strategy 2022-25



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

### Year 1 Impact of the Strategy

What we have done:	The impact:
<ul style="list-style-type: none"><li>• Introduced Child Watch meetings to discuss the Trust’s most complex and vulnerable pupils.</li><li>• QA of bespoke provisions leading to the identification of great practice</li><li>• CPD – Active Inclusion for TAs supporting complex needs and personalised curriculum training for teaching staff.</li><li>• Enhanced provision panel – provided support for children with complex or challenging needs.</li><li>• Joined a consortium to put together an Alternative Provision bid for Nottingham City.</li><li>• Working party for Additional Provision</li><li>• SEND Associate Headteacher secondment to create the Trust Additional Provision – SPACE.</li><li>• Central partnership project on bespoke provisions</li><li>• High emphasis on adaptations – Trust documentation.</li></ul>	<ul style="list-style-type: none"><li>• <b>Identified excellent bespoke provisions for other schools to visit</b></li><li>• <b>Highest number of children supported by the Enhanced Panel this year.</b></li><li>• <b>Avoided 2 Perm Ex by brokering shared placement at Newton’s Walk.</b></li></ul>