

Inclusion Blueprint



We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.

Approaches to therapeutic thinking

I.1	Inclusive culture	Inclusion is evident in all academy policies, all stakeholders in their everyday practice share the vision for inclusive provision, have positive attitudes and are supportive of inclusion across the academy. The culture of the academy reflects a relationship driven approach through which all pupils thrive. When leaders evaluate the quality of education they monitor inclusive practice. Improvement planning reflects this evaluation and actions seek to remove barriers to success.
I.2	Understanding of need	The implementation of behaviour policies underpins practice that responds appropriately to the needs of pupils. Pupil and parent voice show high levels of confidence in the approaches taken to ensuring pupil and staff safety and wellbeing. Pupils benefit from well planned pastoral support which enables them to access education so they are not marginalised through exclusion.
I.3	Mental health and wellbeing	Leaders and staff actively promote and support the emotional wellbeing of staff and pupils. They recognise factors that may increase the risks of poor mental health and have early identification, reporting and monitoring systems in place. Support is accessible from within and beyond the academy as needed.
I.4	Attendance	Leaders promote attendance at school as a protective factor that helps to keep vulnerable pupils safe. The attendance of vulnerable groups improves as a result of targeted support and provision. Inclusive approaches to behaviour management mean that exclusions are reduced, reintegration procedures are effective and sustainable, provision for excluded pupils ensures they stay safe.
I.5	Safety, acceptance and respect	Peer on peer abuse, bullying, harassment, discrimination and prejudice are unacceptable. Pupils are supported to develop healthy relationships so they feel safe, accepted and respected for who they are. All pupils are taught about protected characteristics, and all members of the school community are expected and supported to challenge discrimination if they see or experience it. Pupils, staff and parents report confidence in the reporting mechanisms.

Dynamic and Empowered Learners

I.6	Identification of need	Clear roles and responsibilities enable the systematic and accurate identification of need which underpins all practice. Effective staff deployment enables pupils to fully engage in learning. All staff demonstrate a good knowledge of diversity and the academy's commitment to equality. An evident commitment to training develops staff skills matched to identified priorities and the needs of individual staff.
I.7	Appropriate provision	Leaders research and implement an appropriate curriculum that is matched to the context and need of pupil cohorts. Learning materials are carefully chosen and developed to promote engagement and interest from all pupils. Pupil progress in language, communication and reading is prioritised to support access to all elements of the curriculum.
I.8	Inclusive classrooms	Leaders promote accessibility through Anglian Learning's graduated approach ensuring that all pupils receive the right support at all times. Because leaders ensure well organised, appropriately funded, ordinarily available provision and/or additional support, pupils enjoy the opportunities they have to engage in all elements of academy life and learning. All pupil activity is considered in the light of including all pupils. All classrooms provide an emotional climate conducive to positive learning and participation.
I.9	Reasonable adjustments	A continuum of provision supports all pupils with the development of social and emotional aspects of learning, appropriate resources are in place that address needs and build capacity. The curriculum provides positive images of all groups, access to the curriculum is enhanced through reasonable adjustments to the learning environment where necessary.
I.10	Empowerment	A strengths based approach promotes high aspirations and standards for attainment and behaviour, with effective levels of support for those who need it. Pupils feel agency and belonging and are supported to participate in all areas of school life.
I.11	Additional provision	Leaders ensure adaptations and accommodations are made to all elements of provision that take into account individual requirements and needs. This is resourced through Pupil Premium, SEND and external funding. The intended impact of additional provision is defined and used to review the efficacy of the use of additional funding.
I.12	Transition	Pupils' needs are carefully considered and clearly communicated at all transition points. Flexible, detailed arrangements are made for vulnerable pupils within a timescale that allows for effective planning. Transition plans are an integral part of academy organisation. They involve pupils, services and wider agencies as necessary.