

Codsall Multi-Academy Trust Inclusion Policy

Growing as One



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This document outlines the CMAT Inclusion Strategy, which is an ambitious 3-year plan. It establishes our vision and road map to develop an inclusion Strategy at the heart of our core education offer. It is our vision that our children and young people are in a setting where they are supported by professionals who are well trained and able to meet their learning needs.

We understand that a happy pupil who feels safe and valued is more likely to be a happy learner and, as such, we place an enormous focus on ensuring that a child or young person's emotional needs are being met and that they feel included, valued and invested in as an individual. As such all CMAT schools have a dedicated ELSA (Emotional Literacy Support Assistant) able to support their mental health and wellbeing on a day to day basis.

Our Inclusion Strategy represents an ambitious plan to bind together the various elements of statutory work in our education settings, where strong partnership working is paramount, and where local authority involvement is often crucial, in order to support our aim to ensure that the children and young people in our Trust schools are able to both flourish and succeed.

CMAT knows that the majority of children and young people's needs can be met through high quality first teaching; however, we also recognise for some pupils there is a need for more specialist support and assessment.

We strive to provide a holistic education for our children and young people; we seek to keep them safe; we seek to develop strategies that will enable themselves to draw on the support and wisdom of those around them, but most of all, we seek for them to belong and to feel included. We know that by ensuring that all of these foundation blocks are in place, our children and young people will have the tools to thrive academically as well as socially, spiritually and emotionally.

How does CMAT define Inclusion?

At its most basic, 'inclusion' means that children and young people are not being excluded from access to what they are entitled to. It is when every effort is made to remove barriers and give full access to experiences, curriculum and opportunities.

Whilst 'inclusion' may appear to have a very basic definition, 'exclusion' is more challenging to define. There are many and varied (il)legal approaches to exclusion, from the most basic forms – a suspension or permanent exclusion as a result of a significant breach of the behaviour policy and the impact of an individual's behaviour on the welfare of themselves and / or others within the community – right through to

much more subtle forms of exclusion, such as a child or young person not being able to adequately access the learning or engage with the learning as a result of an unmet need (be that academic, emotional, spiritual or otherwise).

We recognise that children and young people are individuals. They have their own unique set of needs, challenges and experiences that they bring to their educational setting; their needs can vary on a daily basis, at times multiple times within a day. Children and young people may be disadvantaged by the challenges that they face because they are not able to respond in the desired way to a situation, they may be disadvantaged by a zero-tolerance approach to behaviour, they may not attend regularly (or, in more extreme cases, they may not attend at all).

Our approach to developing the whole child is intrinsic to our vision for education at CMAT. CMAT not only recognises and appreciates the fact that every child and young person has a right to an education, but it also recognises and appreciates that every child and young person brings with them their own unique set of circumstances and has a right to be supported to flourish. Our schools and academies seek to understand the individual, they seek to know the children and young people that are in their care and they seek to demonstrate and awareness of what it is that they need in order to be able to succeed and be included in their education. Our schools and academies proactively seek to create conditions to ensure that children and young people not only have access to an excellent education, but also that they are safe, respected and that their voice is valued.

We are committed to working with other agencies to ensure that our children and young people access the best support at the time that they need it. CMAT inclusion strategy recognises that we are 'stronger together' and that, in tandem with other organisations, we are able to support the whole child in order to ensure that they are included in the very best way possible and that their needs are met. As such our staff are supported to build strong relationships with other agencies and share practice.

We seek to support our children and young people by ensuring that they are surrounded by trauma informed professionals when in the care of one of our organisations. The need of individual children and young people need to be met – their emotional needs, their learning needs and their social and spiritual needs, in order that they may feel included, that they may feel valued and that they may feel invested in and recognised as an individual.

Whilst CMAT Schools have a culture whereby children belong and adopt the school expectations and values. We recognise that the children and young people in our care are unique and no one approach will work for all. Our schools and academies cannot and will not take a 'one size fits all' approach to meeting the needs of the children and young people in their care. Staff are encouraged to explore all possibilities and think outside of the box to be as inclusive as possible.

Our Inclusion Strategy does not sit alone. It cannot sit alone. The Inclusion Strategy sits alongside the SEND policy, the safeguarding and child protection policies, the social, emotional and mental health policies, the pupil premium strategies, the attendance policies, the behaviour policies, and many more key policies and procedures within the schools and academies, and across the Trust.

CMAT is fully aligned to 'Growing As One' with Compassion, Commitment and the Community. The inclusion strategy recognises that we are 'stronger together' and that, in partnership with other organisations, we are able to support the whole child in order to ensure that they are included in the very best way possible and that their needs are met.

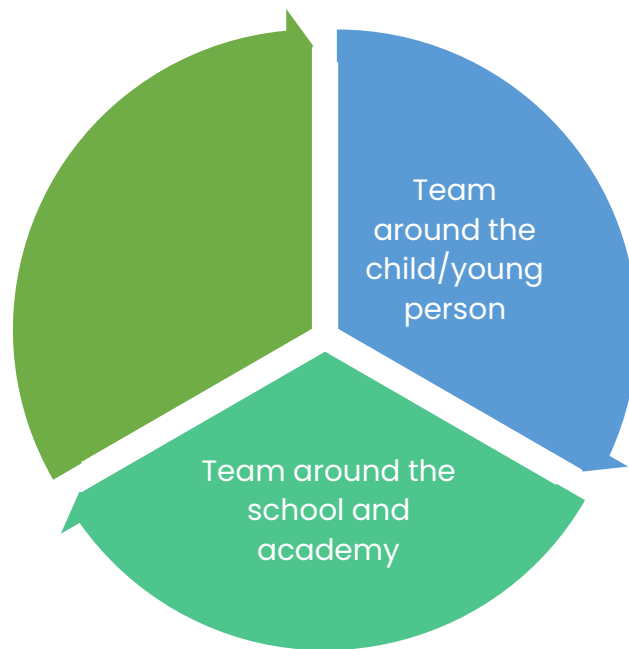
At the heart of our vision, is a commitment to ensure that our practice resonates with research and wisdom embedded in current educational practice and research. Deepening understanding and driving improvement, as defined in '[Called, Connected, Committed](#)', is pivotal to our Inclusion Strategy:

Leaders passionately pursue the best and broadest outcomes for their children, removing barriers, empowering teams, and celebrating the successes of others.

Our Inclusion Strategy seeks to ensure that inclusion is at the heart of what we do – that barriers are removed and that teams are empowered in order to work together and, as a direct consequence, our children and young people are able to flourish as a result of the inspirational leadership across the Trust.

Pursuing social justice and wellbeing of all is key – Church education is built on a model of inclusive practice – our staff (at all levels) are called to demonstrate a passion to serve one and all. We call on our leaders to lead ethically and exercise moral decision making which celebrates the diversity of their communities. We encourage all stakeholders to evaluate evidence carefully and to embrace risk whilst advocating and championing for the children and young people whom we serve to get the very best opportunities.

All of our schools encounter the vulnerabilities and inequities of modern day life. This is nothing new to educationalists. Our schools and academies seek to support the children and young people in their care on a daily basis; however, the quest for CMAT to truly be an organisation where the talents of all our children and young people are nurtured and celebrated can only be done if those who are suffering adversity, who are experiencing trauma, who have special educational needs and / or disabilities, who are young carers, who have a social worker, who are otherwise vulnerable are **fully** included in their educational journey.



CMAT recognises that our school leaders seek to foster a culture of high educational aspiration.

Through our Inclusion Strategy, we set out our plan to support this, especially for the most vulnerable students – not only those who are already recognised as vulnerable, not only in responding to ‘in the moment’ safeguarding concerns in the most appropriate way possible, but also by supporting our school leaders to deliver on the mandate to recognise and respond to the impact of children and young people’s unique and varied experiences in a way which ensures that *inclusion* is truly embedded in our schools and academies.

The three parts

Team around the Child / Young Person

This sector is about ensuring that the structure in our schools and academies is aligned with the vision of CMAT. We believe that inclusion pulls together the strategic elements of the vulnerabilities experienced by an individual child or young person. To that end, it is our vision that the setting's named Designated Safeguarding Lead and the strategic SENCO is the same person – schools may have a deputy and / or assistant SENCO who delivers on the more operational elements of the SENCOs role. It is crucial that senior leaders work very closely with the senior leader with responsibility for behaviour and standards. This relationship is key.

The Trust employs a MAT SENCO who leads on inclusive practice and is able to advise Headteachers, Local Academy Committees and senior leaders on matters relating to inclusion. This role was created to support transitions between feeder academies and shape high quality practice and the sharing of good practice within the Trust.

We provide a training offer for school leaders and governors to support and enhance the wider corporate offers in order to support our leaders to better understand the graduated approach in a wider context than simply responding to those identified as having special educational needs and / or disabilities.

We will ensure that our DSLs and their deputies have access to the same regular training provided by the Trust. We will ensure that there are opportunities for networking across the schools and academies in our Trust in order to share good practice, quality assure and to support one another.

We will communicate with schools about training that is available from the Trust as well as local and national training providers in order to upskill the professionals working with vulnerable children and young people on a daily basis.

We will commission, as appropriate, external reviews that seek to confirm and celebrate the good practice already evident in our schools and academies, whilst also seeking to support development planning. In addition to this we will ensure that peer review is central to MAT self evaluation and improvement.

We will monitor exclusions across our settings and seek to identify trends, triggers and support needs.

We have a full suite of safeguarding, SEND and behaviour policies for our schools for individual schools and academies. As well as overarching Trust wide policies.
Development so far:

Team around the Academy

This strand is about the wider support for inclusive practices in order to further support individual schools and academies to support vulnerable children and young people – this is about ensuring that CMAT members are able to offer ‘more’ than that which is part of the core offer from local authorities.

We will commission an Education Psychology offer to support our pupils to access the right advice at the right time, deployment of this resource will sit with SENCoS and the MAT SENCo.

We will seek to commission speech and language assessments for our settings where there is concern about children and young people’s social communication, and / or their receptive and expressive vocabulary. We will also adopt individual school screens and share data from these across our Trust.

We will continue to offer to chair strategy discussions about complex children and young people in order to support schools and academies when they consider next steps in their graduated response to a child or young person.

We will support our SENCoS to become Whole School SEND peer reviewers and facilitate reviews across the membership of CMAT in order to support the ongoing self-evaluation process and leadership development offer to colleagues in schools and academies.

We will commission EWO services to support regular attendance of pupils and challenge for children when they become at risk of persistent absenteeism.

We will seek to work with local authorities in order to further develop the alternative provision offers available in the areas covered by our members in order to ensure that there is an appropriate offer for a wider range of our children and young people.

We will ensure that the needs and support for EAL is well implemented.

We will monitor EHE and CME across our schools and academies.

Our outcomes framework

We will monitor year on year, the following in order to measure the impact of our Inclusion Strategy:

- exclusions data, analysed by vulnerable cohort – will show a reduction year on year;
- attendance data, analysed by vulnerable cohort – will show that our rate of persistent absence will reduce year on year;
- the success of managed moves that are used;
- destination data for those at the end of compulsory school age;
- academic outcomes, analysed by vulnerable cohort – will show an improvement year on year.

Furthermore, we will monitor the use of the graduated approach across our settings in the prevention of exclusion (be that to improve attendance, to prevent escalating behaviours, to support the mental ill-health of children and young people on the SEN register with a primary need of SEMH, or to prevent permanent exclusions).



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