Our Trust Inclusion Strategy

Philosophy

Across all of our FCAT Academies, we are dedicated to embedding systematic, high leverage inclusive practices so that every pupil is supported to be **confident, healthy individuals with real opportunity** and a **positive future.** This strategy supports our Trust improvement plan by establishing a shared foundation to raise attainment and extend real opportunities for all learners.

Our strategic vision directly reflects our core values alongside statutory duties set out in the Equality Act 2010, the *SEND Code of Practice: 0 to 25 years*, and Working Together to Safeguard Children, whilst ensuring alignment with emerging DfE national guidance (See appendix for FCAT guidance for Inclusion Bases, developing Academy specific Inclusion Strategies and the use of Inclusive Mainstream Fund (IMF).

This strategy operates in alignment with our Trust's **Special Educational Needs and Disability (SEND) Policy,** individual Academy **Pupil Premium Strategies** and **Accessibility Plans**.

Every academy delivers consistent inclusive practices, high-quality adaptive teaching, relational trauma-informed approaches and the Assess-Plan-Do-Review, Graduated Approach as mandated by the SEND Code of practice.

Definition of Inclusion

In accordance with the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and DfE standards, FCAT defines inclusion as:

> The proactive process of identifying and removing barriers to learning, participation and belonging so that every pupil—regardless of special educational need, disability, race, sex, religion or belief, sexual orientation, gender reassignment or socio-economic background—receives their statutory right to a broad, balanced and ambitious education. FCAT fulfils its legal duty to make reasonable adjustments dynamically and adopts an anticipatory approach ensuring equality of opportunity and high expectations are delivered.

Our Mission

We exist to change lives, leading to real opportunity and a positive future. FCAT actively identifies and removes barriers to learning and participation aligning with our core principles:

1. **Developing confident individuals:** Enabling all pupils to know and feel they belong, are safe, heard and included in all aspects of school life.
2. **Developing Health and Well Being:** Ensuring the correct support is provided to pupils and their families to foster health, personal development and provide enriching cultural capital experiences.

3. **Building a Positive Future:** Providing ambitious high-quality adaptive teaching and evidence-based interventions that are required to raise attainment and progress helping to bring about intergenerational change.

DfE 7 Principles of Inclusion

Our Trust and our Academy Inclusion Strategies align to the 7 DfE principles of inclusion (see appendix table 1) which are embedded across all our work:

1. Ambitious leadership and governance
2. Evidence based support prioritising early intervention
3. High-Quality adaptive teaching with a curriculum designed for all learners
4. Enriching provision
5. Safe and respectful culture fostering belonging, attendance and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility.

Needs-Based Approach

Across our Trust, we aim to equip leaders, teachers and support staff with the knowledge required to anticipate, notice and respond to the underlying needs of every pupil.

A needs-based approach supports every pupil while enabling our staff to understand the underlying barriers that often underpin need, including SEND needs in the classroom such as: Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD) or Dyslexia. These profiles represent needs frequently identified across our Trust.

High-quality inclusive teaching combined with a needs-based approach also directly addresses barriers experienced by disadvantaged pupils, children who have experienced trauma, pupils with English as an Additional Language (EAL), those facing complex personal circumstances, such as young carers and other vulnerable groups. The strategies will often focus on five core areas:

1. Speech and Language
2. Sensory
3. Motor Skills
4. Executive Function
5. Social and Emotional Development

In addition we have identified four additional areas of need, across our Trust, which can create barriers to ensuring true inclusivity. These are:

6. Gaps in foundational knowledge
7. Attendance
8. Family Dynamics
9. Cultural Capital and Enrichment Uptake

Anticipating and noticing pupils' needs at the earliest opportunity allows our staff to implement universal and targeted support swiftly, preventing barriers from escalating into significant barriers for learning.

Identifying overlapping needs across pupil cohorts allows staff to deploy high-impact strategies simultaneously so that we help pupils to learn well.

Our Graduated Approach

We aim to deliver a graduated approach which is inclusive by design:

Universal Support

At the universal level, we prioritise building a robust, whole-school offer rooted in high-quality adaptive teaching and inclusive classroom environments. We build all our **processes and practices around our most vulnerable children.**

Targeted Support

For pupils whose additional needs cannot be met through universal adaptations alone, screening for underlying needs and targeted support is deployed rapidly, drawing on evidence-based resources or multi-agency advice. Targeted provision provides short-term, high-leverage interventions to address identified barriers to learning.

Specialist Support

Where complex or persistent needs exceed the scope of universal and targeted support, specialist support provides intensive, highly tailored provision delivered in partnership with multi-agency services. This is often but not exclusively for pupils with EHCPs and or complex pastoral needs.

Raising Attainment for All

High-quality adaptive teaching serves as the critical driver for both inclusion and attainment across all FCAT academies. To establish a shared, evidence-based standard for this practice, our Trust is developing a high-quality adaptive teaching framework which incorporates the EEF '5-a-day' principles as part of the framework:

1. Explicit Instruction.
2. Cognitive and Metacognitive Strategies.
3. Scaffolding.
4. Flexible Grouping.
5. Using Technology to Remove Barriers.

Independence is proactively developed as part of the ‘5-a-day’ principles.

Professional Development and Training

High-Quality Adaptive Teaching forms Cornerstone 1 of our Inclusion Strategy. We are therefore committed to embedding daily inclusive practices that ensure every pupil, regardless of their starting point, can access the curriculum and thrive. Our Trust will ensure all staff understand true inclusion, have a clear instructional model to support this and receive coaching to successfully embed practice.

Throughout the academic year 2026-20027, we will cascade the Department for Education (DfE) training materials across the Trust as they are released. These materials focus on broad areas of

need, such as Speech, Language and Communication (SLC), SENCOs will lead and deliver these modules across our academies as part of SEND training.

Alongside our core provision, we will audit staff expertise across all academies to establish a Trust-wide directory. This will enable us to map and deploy specialist knowledge to support SEND and vulnerable groups, such as utilising staff qualified to diagnose dyslexia. We will access, when available, the Experts at Hand services provided by the Local Authorities.

Our Trust's Inclusion Framework

Our Trust's inclusion framework aligns with our core FCAT principles and the 7 DfE inclusion principles (see appendix table 1). The table below identifies: our FCAT 4 Cornerstones of Inclusion; our Trust's non-negotiables and how these should be implemented in each academy.

Table 1: Our Trust's Inclusion Framework

Our FCAT Cornerstones of Inclusion	Trust Non-Negotiables	Academy-Level Implementation
High-Quality adaptive teaching (HQAT) delivered in an inclusive environment.	Learning environments are: 1. Emotionally supportive and Trauma Informed. 2. High-quality structured and tidy learning spaces. 3. Well resourced, accessible for all and inclusive by design. Curriculum and Teaching: 4. A fully sequenced curriculum which is inclusive by design, ensuring high expectations for all pupils. *5.* The curriculum and lessons are designed to respond to the identified and underlying needs of pupils taking into account the 5 areas of need. 6. Universal HQAT delivered across all lessons. (FCAT staff trained using Education Endowment Foundation (EEF) CPD resources on inclusive teaching.) 7. Assessment is effectively deployed to quickly close gaps in learning universal provision (U). 8. Staff are strategically deployed to support and foster pupil independence.	a. All FCAT classrooms implement the U SEMH checklist 1 *(available on our Trust's SEMH platform)*. b. Academy **Accessibility Plans** are implemented and available on academy websites. c. High expectations are evident across all academies. d. Agreed Trust-wide strategies are implemented to support identified needs eg dyslexic supportive classrooms. e. All subjects' curriculums are ambitious, fully sequenced and broken into small steps. f. Sustained quality assurance with planned and dynamic CPD ensures staff have the knowledge and skills to deliver HQAT and a needs-based approach. g. Lessons are planned and delivered at a cohort level to remove barriers to learning for pupils with additional needs. h. Lessons are planned so staff incorporate effective formative assessment strategies. i. Academies implement the EEF Teaching Assistants guidance for all support staff.
Early identification and evidence-based interventions.	● Early identification and understanding of vulnerable cohorts, their barriers to learning and evidence-based approaches to addressing needs. ● Identified evidence-based U strategies to create inclusive classrooms, removing barriers for identified cohorts and individuals. ● A graduated approach to meeting pupils' needs.	a. Cohort level needs are known and planned for dynamically, including an academy Pupil Premium Policy, Inclusion Strategy with accurate provision mapping. b. Actions/strategies are communicated effectively across each academy and evaluated to ensure they are effectively removing barriers to learning reflecting the individual academy's cohort. This includes PEPs for LAC.

Our FCAT Cornerstones of Inclusion	Trust Non-Negotiables	Academy-Level Implementation
	● Clear criteria, entry/exit criteria and measurable progress indicators required for all targeted and specialist interventions and inclusion bases. The development of specialist bases must be agreed by the Trust's SLT in agreement with the Local Authority.	c. Screening tools utilised to support early identification across all 4 areas of SEND need. d. Strategies used to identify all other vulnerable groups. e. Implementation of the Assess-Plan-Do-Review (APDR) graduated approach, including wider services to support targeted and specialist support when appropriate. f. Rigorous tracking of intervention entry and exit metrics, baseline data and objective impact re-measurement for all targeted and specialist Inclusion bases and interventions. g. All specialist bases must complete a Guide to Specialist Bases (provided by the Director for SEND who will support development).
Safe and healthy children supported by strong family partnerships.	**Core Focus:** Behaviour, Attendance, Safeguarding, Health needs, Family Partnerships. 1. Every academy will adhere to *Keeping Children Safe in Education* and *Working Together to Safeguard Children*, actively partnering with Blackpool Safeguarding Children Partnership and Lancashire Children's Services to support our families and keep our children safe. 2. An absolute, non-negotiable duty of care to protect every pupil from harm, sexual harassment, neglect and abuse. 3. Trauma-informed practices and relational consistency are embedded as part of all behaviour policies, underpinned by the firm understanding that high standards of behaviour are expected to ensure all pupils feel safe, supported and able to achieve 4. An unyielding commitment to high attendance as an essential prerequisite for educational inclusion.	a. Maintain a culture of continuous vigilance where staff identify, record and escalate all concerns as detailed in each academy's Safeguarding Policy. b. Rigorous implementation of the Continuum of Need Response Framework, in order to support our families and keep all our children safe. c. Ensure calm, predictable environments by embedding trauma-informed practices and relational consistency alongside clear behavioural expectations. d. Identify individual, family, academy and wider contextual barriers to attendance and respond accordingly in order to raise attendance for all. e. Pupil and parent voice feedback loops established to inform support for pupils and their families.

Our FCAT Cornerstones of Inclusion	Trust Non-Negotiables	Academy-Level Implementation
	5. Families are active and valued partners in their child's education, wellbeing and support. 6. Every pupil with a medical condition holds an absolute entitlement to a full, inclusive education and must be supported to remain safe while accessing the same opportunities as their peers. 7. Trust-wide monitoring and analysis of attendance, behaviour, suspension and exclusion data to eliminate disproportionate disadvantage.	a. Detail and implement in the **SEND Information Report** and **SEND policy** the statutory requirements of the SEND Code of Practice regarding parent and carer involvement and sign posting, ensuring families are actively engaged at every stage of the graduated response b. Detail and implement the statutory duty to train staff and support pupils with medical conditions within the academies **medical needs policies**, ensuring IHCPs and specific allergy management plans are co-produced with parents and health professionals and reviewed annually. c. Academy monitoring and analysis of attendance, behaviour, suspension and exclusion data to eliminate disproportionate disadvantage.
Broadening access, enriching provision and future choices.	1. Universal access to extracurricular trips, clubs and personal development programmes without financial, physical, sensory or other identified barriers. 2. Targeted careers and transition guidance and support planned and tailored to all pupils' needs, especially the most vulnerable cohorts such as Looked After Children, pupils with an EHCP and young carers. 3. Deliberately designed, curriculum pathways equipping pupils for HE, FE, apprenticeships, independent living or employment.	a. Planned provision to address identified needs e.g., cultural capital, with allocated funding where necessary i.e. Pupil Premium funding, IMG funding. b. Monitoring and analysis of enrichment participation for vulnerable cohorts to ensure universal access to all aspects of enriching provision beyond the classroom. c. Primary- Career related learning is part of the primary curriculum. Secondary -Implementation of the 8 Gatsby Benchmarks d. Systematic tracking of destination data to evaluate transition success. e. Delivery of life-skills, vocational opportunities and community-based learning options where appropriate.

Table 2: Measuring Impact of Our Inclusion Strategy and Framework

Our Cornerstones of Inclusion	**Quantitative Metrics**	**Qualitative Indicators**
High-Quality adaptive teaching delivered in an inclusive environment.	● Attainment data including attainment gaps between vulnerable groups and non-vulnerable peers ● Progress from baseline starting points ● Cohort-specific progress and attainment analysis for vulnerable groups.	● Consistency and fidelity of high-quality adaptive teaching implementation across departments and key stages. ● Inclusion Estates Walkthroughs ("Day in the Life" audits assessing acoustics, lighting and calm spaces).
Early Identification and evidence-based interventions.	● Progress against EHCP outcomes and SEND Support plan (ISP) targets. ● Academic progress scores across year groups and specialist inclusion bases. ● Standardised pre and post intervention baseline scores. ● Mainstream reintegration rates from support bases ● Attainment data for pupils attending inclusion support bases and specialist inclusion bases.	● Personalisation and quality of support plans including SEND Support plans, PEPs and action plans. ● Rigour and consistency of the Assess-Plan-Do-Review (APDR) graduated approach. ● Fidelity to evidence-based intervention models. ● Accurate identification of need
Safe and healthy children supported by strong family partnerships.	● Attendance rates and persistent absence (PA) for vulnerable and SEND cohorts. ● Behaviour data e.g analysis of behaviour points, positive handling and bullying incidents. ● Suspension and permanent exclusion data. ● Off rolling tracking and mobility data for vulnerable pupils. ● Engagement and attendance rates of parents and carers at review meetings, parent events etc ● Analysis of number and type of incidents recorded on CPOMS.	● Pupil wellbeing and belonging survey results. ● Anti-bullying report logs and resolution speed. ● Parental feedback ● Stakeholder satisfaction surveys across staff, pupils and families. ● FCAT Safeguarding Reviews

Broadening access, enriching provision and future choices.	• Extracurricular, enrichment and leadership participation rates for vulnerable and SEND cohorts. • Destination data • NEET figures • Gatsby Benchmark tracking data for secondary academies	• Pupil voice • Action analysis resulting from pupil voice. • Qualitative pupil evaluation of career-related learning, life-skills and transition support

Appendix:

Table 1. Demonstrates how the 7 DfE Principles of Inclusion directly map onto our 4 FCAT Cornerstones of Inclusion:

DfE Principle of Inclusion	FCAT Cornerstones of Inclusion
1.Ambitious Leadership and Governance	**Cornerstones 1-4:** Ambitious Leadership and Governance runs across all areas however it may also be identified as a specific area for development.
2. Evidence-based support prioritising early intervention	**Cornerstone 2**: Early identification and evidence-based interventions
3. High-Quality adaptive teaching with a curriculum designed for all learners	**Cornerstone 1**: High-Quality adaptive teaching (HQAT) delivered in an inclusive environment
4. Enriching provision	**Cornerstone 4**: Broadening access, enriching provision and future choices
5. Safe and respectful culture fostering belonging, attendance and participation in learning	**Cornerstone 3:** Safe and healthy children supported by strong family partnerships
6. Strong partnerships with families and wider services	**Cornerstone 3**: Safe and healthy children supported by strong family partnerships
7. Inclusive environments with continuous improvements to accessibility	**Cornerstone1**: High-Quality adaptive teaching (HQAT) delivered in an inclusive environment

Academy Specific Inclusion Strategy

1. Each Headteacher and SENCo must publish their academy-specific Inclusion Strategy Statement by **31 December 2026** using our **FCAT Inclusion Strategy Template**, adhering to the following process:
   a. Identify barriers to learning and participation commonly according across the academy
   b. Identify evidence-based practices to break down barriers to learning and participation
   c. Develop an effective strategy which aligns the Trusts Inclusion Framework, whilst reflecting the individual cohort needs of each academy
   d. Deliver and monitor the strategy
   e. Evaluate and sustain the strategy
2. Strategy statements need to ensure that the IMF allocation is deployed alongside core budgets and notional Special Educational Needs (SEN) funding to strengthen inclusive practice.
3. Each academy needs to ensure that their IMF is used alongside core budgets, Pupil Premium, and Notional SEN funding to strengthen inclusive practice across the 7 DfE Principles of Inclusion.
4. In the first-year academies should allocate their IMF according to DfE and FCAT's spend criteria.
5. Governing Bodies must approve the final strategy and the strategy must be published on the website.
6. The Inclusion Strategy must be reviewed annually and noted on the cover page of the document.
7. The inclusion strategy must have explicit pre- and post-intervention impact re-measurements.
8. Publishing the strategy statement by 31 December 2026 is an explicit condition of receiving the IMF grant allocation.

Inclusive Main Stream Fund (IMF) Criteria

All IMF spending plans for 2026/2027 must adhere to the following criteria:

- DFE Principles of Inclusion: All expenditures must directly map onto one or more of the DFE's 7 Principles of Inclusion and therefore our 4 Cornerstones of Inclusion.
- Universal Threshold (60% Minimum): If an academy's baseline outcomes fall below national benchmarks, at least 60% of the IMF allocation must be spent on Universal provision and early intervention before focusing on targeted strategies.
- FCAT Core Priority: Raising attainment through High-Quality Adaptive Teaching must be explicitly reflected in all budget models and Inclusion strategies.
- Prohibited Spend: Funds **cannot** be used for general operational costs, capital works, routine pre-existing overheads or unaligned staff time.

Inclusion Bases Operational Framework

- **Qualified Teacher Requirement:** DfE guidance explicitly mandates that all Inclusion Bases must be led and run by a qualified teacher, prohibiting settings where management or primary teaching is delegated solely to Teaching Assistants.
- **Sanction Prohibition:** Inclusion Bases must serve strictly as dedicated teaching and support spaces to bridge mainstream education, and must **never** be used as isolation rooms, internal exclusion zones or sanction spaces.
- **Reintegration Focus and Broad Curriculum:** Provision within Inclusion Bases must ensure continuous access to a broad, ambitious curriculum, with explicit, time-bound reintegration goals for Support Bases maximise time spent in mainstream classes alongside peers.

FCAT distinguishes between internally funded Support Bases and Local Authority commissioned Specialist Bases in line with DfE guidance:

Table 2: Identifies differences between Internally funded Support Bases and Local Authority commissioned Specialist Bases

Base Type	Funding & Commissioning Model	Tier of National Support	Trust Non-Negotiable Operating Standards
Support Bases	Commissioned and funded internally by individual academies.	Targeted Plus Support.	• Universal HQAT is a mandatory prerequisite; bases must never compensate for poor classroom teaching. • Explicit written entry/exit criteria, cohort profiling, and mainstream reintegration plans required. • Qualified teacher oversight for curriculum delivery; management must not be delegated solely to TAs. • Never used as isolation rooms or sanction spaces. • Documented parental agreement required prior to placement.
Specialist Bases	Commissioned and funded directly by the Local Authority (LA).	Specialist Support.	• Delivering high-quality provision across FCAT's three specialist bases: Armfield Academy, Westminster Primary Academy, and Gateway Academy. • Full compliance with the Trust Guide to Specialist Provision, signed off by LA, Director of SEND, Trust SLT, and Headteacher.