# Inclusion at Foxwood

**Version control**

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**Inclusion at Foxwood is about much more than SEND.**

Every child and young person at Foxwood has an EHCP and attends specialist provision. But simply being placed in a special school does not mean that a child is included.

For us, inclusion means belonging, participating, learning, achieving and being prepared for adult life. It means understanding what might prevent an individual child or young person from doing those things – and doing something about it. We always say that we 'powerfully address the issues facing our children and young people'.



Our pupils are not defined by their SEND. They are children and young people who may also experience disadvantage, vulnerability, communication barriers, poor health, disrupted education, social isolation, anxiety, discrimination or difficult previous experiences of school. Some arrive at Foxwood having experienced exclusion, part-time education or periods out of school. Some arrive with a deeply established *fight or flight* response to education.

**Our values are at the heart of how we respond.**

## Learning for Life and Independence

Inclusion must ultimately lead somewhere.

We want our children and young people to have the knowledge, skills, communication, confidence and independence they need for adulthood. That means preparing pupils not simply to succeed at Foxwood, but to participate in their communities, develop relationships, make choices, contribute and live lives that are as fulfilling and independent as possible.

### Celebration

Inclusion starts with belonging.

Our children and young people should know that they are known, valued and wanted at Foxwood. We recognise achievement in all its forms, celebrate difference and create a community in which pupils can develop a positive sense of themselves.

For some pupils, particularly those whose previous experience of education has been difficult, feeling that they belong comes before they are ready to learn.

### Education

Our children and young people deserve the very best.

Having a learning disability should never mean accepting lower expectations, poorer teaching or fewer opportunities. We want the best teachers, the most skilled staff, an ambitious curriculum and the strongest possible outcomes for every pupil.

That belief shapes the decisions we make.

## What this means in practice

We know our children and young people exceptionally well. We identify the barriers they face and work relentlessly to remove them.

We do not look at SEND, learning, attendance, behaviour, safeguarding or vulnerability in isolation. We bring information together to understand the whole child. We track learning across subjects, pathways and phases alongside attendance, vulnerability, behaviour, physical intervention, safeguarding and significant pupil groups. We use this knowledge to intervene early and deploy specialist expertise where it can make the greatest difference.

Our curriculum is central to this. Pupils receive an ambitious taught curriculum alongside Preparation for Adulthood, enrichment and therapeutic support. Our pathways respond to different learning profiles but do not place a ceiling on what pupils can achieve.

The inequalities experienced by people with learning disabilities extend far beyond education. Inclusion cannot therefore finish at the school gate.

**This is why inclusion is not a separate initiative at Foxwood. It is our values in action.**

It runs through our curriculum, teaching, safeguarding, attendance, behaviour, personal development, Preparation for Adulthood, therapeutic provision and work with families.

**Our ambition is not simply that every pupil has a place at Foxwood. It is that every pupil knows they belong at Foxwood and is better prepared to take their place in the world beyond it.**

# Our Five Commitments to Inclusion

**Inclusion is our values in action.**

Our five commitments describe what this means in practice. They apply to every child and young person at Foxwood, whatever their age, pathway, starting point or level of need.

They are rooted in Foxwood's values and support the five pillars of the White Hills Park Trust: **an inclusive, purposeful curriculum; excellent teaching and excellent outcomes; building character; exceptional staff and exceptional teams; and sustainable systems leadership.**

## 1. We know our children and young people




**We understand the whole child, not simply their diagnosis or EHCP.**

Knowing our pupils exceptionally well is one of Foxwood's greatest strengths.

We bring together what we know about learning, communication, health, attendance, behaviour, safeguarding, vulnerability, relationships, family circumstances and previous experiences of education. We listen to pupils and families and work closely with the professionals around them.

We use this knowledge to identify changing needs and emerging barriers early.

An EHCP tells us important things about a child. It does not tell us everything about them.

**Our commitment:** Every child will be known, understood and valued as an individual.

*Our Foxwood value: Celebration.*
*Trust pillars: An inclusive, purposeful curriculum - Sustainable systems leadership.*

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# 2. We remove barriers to learning



**We ask what is getting in the way – and what we can change.**

We have high expectations of what our children and young people can achieve.

Our starting point is ambitious, high-quality teaching. Where pupils experience barriers, we adapt our teaching, environment, communication and support rather than lowering our ambition.

We consider the physical, sensory and communication environment as part of this response, making reasonable adjustments where these will increase a pupil's access, participation or independence.

Our teachers and support staff work alongside specialist colleagues including occupational therapy, speech and language therapy, ELSA, intervention staff and other professionals. Expertise is deployed where it can make the greatest difference.

Our pathways help us organise provision around learning need, but they do not place a ceiling on achievement.

**Our commitment:** Every pupil will receive the teaching, adaptations and specialist support they need to learn and make progress.

*Our Foxwood value: Education.*
*Trust pillars: An inclusive, purposeful curriculum | Excellent teaching and excellent outcomes | Exceptional staff and exceptional teams.*

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# 3. We notice when a child is becoming less included





**Inclusion is something we monitor, not something we assume.**

A child can have a place at Foxwood and still become less included.

Changes in attendance, engagement, behaviour, regulation, safeguarding, progress, wellbeing or relationships can all tell us that something is getting in the way.

We bring this information together, look for patterns and act early. We listen to pupils, families and staff and use their knowledge alongside our data.

We do not wait for a child to fail before asking what needs to change.

**Our commitment:** We will identify emerging barriers early, understand what is happening and respond before they become entrenched.

*Our Foxwood values: Celebration and Education.*
*Trust pillars: Exceptional staff and exceptional teams | Sustainable systems leadership.*

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# 4. We provide equitable opportunities



**Fair does not always mean the same.**

Every child and young person should be able to participate meaningfully in the life of Foxwood.

Disadvantage, disability, communication need, complexity of need, behaviour, family circumstances or protected characteristics should not unnecessarily restrict access to learning, enrichment, relationships, qualifications, community experiences or opportunities.

Some pupils will need something different in order to have an equitable opportunity to succeed.

We therefore make thoughtful adaptations and reasonable adjustments while maintaining ambitious expectations.

**Our commitment:** We will actively identify and challenge inequalities in access, experience and outcomes.

*Our Foxwood values: Education and Celebration.*
*Trust pillars: An inclusive, purposeful curriculum | Excellent teaching and excellent outcomes | Sustainable systems leadership.*

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# 5. We prepare pupils for life beyond Foxwood



**Inclusion cannot finish at the school gate.**

The ultimate test of inclusion is not simply how successfully a pupil accesses Foxwood. It is whether their time here helps them to live a fulfilling adult life.

From the earliest years onwards, we develop communication, independence, employment skills, relationships, decision-making and the knowledge and skills pupils need to participate in their communities.

As pupils grow older, this increasingly includes Preparation for Adulthood, qualifications and accreditation, community participation, further education, employment and meaningful occupation.

We recognise that the barriers experienced by people with learning disabilities do not disappear when they leave school. Our ambition must therefore extend beyond educational outcomes alone.

**Our commitment:** Every pupil will leave Foxwood better prepared for adulthood, with greater independence, confidence and opportunity than when they arrived.

*Our Foxwood value: Learning for Life and Independence.*
*Trust pillars: Building character | Excellent teaching and excellent outcomes | An inclusive, purposeful curriculum.*

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# What connects all five commitments

These commitments are not five separate programmes.

They describe a single approach:

**Know the child → identify the barrier → respond → review the difference we have made.**

That cycle runs through our curriculum, teaching, safeguarding, attendance, behaviour, therapeutic provision, personal development, Preparation for Adulthood and our work with families.

It also reflects the Trust's ambition for **sustainable systems leadership**. Inclusion should not depend upon one person, one intervention or individual acts of goodwill. It should be built into our curriculum, our systems, our professional practice and the way our teams work together.

**Our Trust pillars provide the framework. Our Foxwood values describe what matters to us. Our five commitments describe what we do. The difference this makes to our children and young people is how we judge our success.**

# Inclusion in Practice – What This Looks Like at Foxwood

Our five commitments are reflected in our everyday practice. We use the information, systems and professional expertise already available within Foxwood to understand pupils' experiences, identify barriers and respond.

| Our commitment | What this looks like at Foxwood | How we know | What leaders ask |
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| **1. We know our children and young people** | EHCPs and Student Profiles; transition information; pupil and family voice; understanding of communication, sensory and regulation needs; safeguarding and vulnerability information; significant-group analysis. | Staff know pupils well and can explain their individual needs, strengths and barriers. Provision reflects current need and changes are identified early. | **What do we know about this child that matters? Has anything changed?** |
| **2. We remove barriers to learning** | Ambitious subject teaching; three pathways; individual adaptation; communication support; OT, SALT, ELSA and therapeutic input; intervention tutors; specialist teachers and skilled TAs; reasonable adjustments. | Pupils participate, engage and make progress. Adaptations increase access to learning rather than reducing ambition. Specialist expertise is deployed where it makes a difference. | **What is getting in the way of learning? What can we change?** |
| **3. We notice when a child is becoming less included** | Attendance, behaviour, regulation, physical interventions, safeguarding, progress and wellbeing considered together; staff and family concerns; pupil voice; Solution Circles and leadership discussion where appropriate. | Emerging patterns trigger discussion and action. Barriers are identified and addressed before they become entrenched. | **Is this child participating as fully as they were? What is the evidence telling us?** |
| **4. We provide equitable opportunities** | Significant-group analysis; consideration of disadvantage, LAC/PLAC and protected characteristics; access to curriculum, enrichment, qualifications, trips, community learning and wider school life; reasonable adjustments where required. | Leaders identify differences in access, experience and outcomes between individuals and groups and take action where inequalities emerge. | **Who might be missing out? Who isn't achieving as well as they could – and why?** |

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| **5. We prepare pupils for life beyond Foxwood** | Preparation for Adulthood from the earliest stages; communication and independence; relationships; community access; employment skills; qualifications and accreditation; further education and transition planning; meaningful occupation. | Pupils develop greater independence and are increasingly prepared for adulthood. We consider qualifications, successful transitions, destinations, employment and participation in the community alongside academic outcomes. | **What difference will this make to this young person's life beyond Foxwood?** |

## A shared approach

**KNOW THE CHILD → IDENTIFY THE BARRIER → RESPOND → REVIEW THE DIFFERENCE**

This means that inclusion is not something we assume because a pupil has a place at Foxwood. We continually consider whether pupils are **present, participating, learning, achieving, belonging, becoming more independent and being prepared for adulthood.**