THE SPIRE
CHURCH OF ENGLAND LEARNING TRUST
collaborate . learn . achieve

The Spire Church of England Learning Trust

Inclusion Strategy Framework

This document should be read in conjunction with the individual school's Inclusion Strategy

September 2026

This strategy is reviewed annually by the Trust Executive Team and Link Director and updated as required to reflect changes in legislation, guidance, school priorities, and pupil needs.

Please note this is a strategy document and not a policy, as per the requirements of the Academy Trust Handbook.

Reviewed:	September 2026
Next Review Date:	September 2027

In collaboration with

Commitment to Equality

We are committed to providing a caring, supportive and inclusive learning environment, underpinned by our core values and where all individuals are known, valued and treated with dignity. We believe that every child is unique.

This strategy puts our Trust motto — Collaborate. Learn. Achieve. — into daily practice across all schools, ensuring that inclusion is lived out rather than merely written down.

Our Vision for Inclusion

At The Spire Church of England Learning Trust, inclusion is not a separate initiative or an administrative task; it is central to who we are and what we do. We recognise that 'an anxious child is not a learning child'. Our goal is to create warm, purposeful school communities where every child feels safe, included and able to achieve their best. That promise belongs to all pupils — especially those with SEND, those who are disadvantaged, and those known to social care. We do not simply place children with additional needs into standard classrooms alongside their peers; we build schools where their presence, their voice and their flourishing define what it means to be part of The Spire Church of England Learning Trust.

Our Principles for Inclusion

- **Respect: Every Child Is Valued**

  Respect begins with recognising the individuality, strengths and potential of every child. We understand that children learn, communicate and experience the world in different ways. Difference is a natural and valued part of the communities we serve. We seek to understand children as individuals, to listen to their experiences and to ensure they are treated fairly, consistently and with dignity. Respect requires us to maintain high aspirations for all learners whilst recognising that different children may require different support in order to achieve success.

- **Compassion: We Notice and Respond**

  Compassion means noticing when children need support and responding thoughtfully and effectively. Many children face barriers that are not immediately visible. Additional needs, disadvantage, family circumstances, mental health challenges and wider vulnerabilities can all influence a child's ability to engage fully in school life. Compassionate schools do not wait for difficulties to become crises. They identify need early, work closely with families and take timely action to ensure children receive the support they need. Compassion also means recognising that every child is more than a label, diagnosis or category. We focus on understanding the whole child and their lived experience.

- **Courage: We Continuously Improve**

  Courage means being willing to challenge assumptions, address barriers and ask difficult questions. Inclusive organisations are honest about what is working and what needs to improve. We continually evaluate the impact of our provision, examine the experiences of different groups of pupils and act when outcomes suggest that children are not receiving the support or opportunities they deserve. Courage means maintaining high expectations, even when circumstances are challenging. It means addressing inequity when it exists and ensuring that inclusion remains a leadership responsibility throughout the Trust.

- **Hope: Every Child Can Flourish**

  Hope drives our belief that every child can learn, flourish, grow and succeed. We refuse to allow disadvantage, vulnerability or additional need to define a child's future. Whilst children may require different pathways, support or opportunities, we remain ambitious for every learner. Hope means focusing not only on overcoming barriers but also on creating opportunities. We seek to ensure that all children can access the academic, cultural, social and wider experiences that enrich school life and prepare them for adulthood

Governance and Accountability for Inclusion

Role	Responsibility for Inclusion
Trust Board of Directors	Holds ultimate statutory responsibility for safeguarding, SEND and inclusion across the Trust. Receives assurance that statutory duties, local authority partnerships and the Trust's vision for inclusion are being met. Has a Link Director for Inclusion.
Trust Executive Team	Holds executive accountability for inclusion across the Trust; ensures inclusion is resourced, monitored and embedded within overall Trust improvement planning and financial management.
Trust Designated Safeguarding Lead	Works with DSLs at overseeing safeguarding strategy across the Trust, ensuring vulnerable learners, contextual safeguarding risks and pupils with complex Social, Emotional and Mental Health (SEMH) needs are protected early.
Headteachers / Heads of School and Senior Leadership Teams	Lead inclusive culture within their schools; ensure consistent identification of need, delivery of high-quality inclusive teaching, and effective deployment of staff and resources.
Local Governing Bodies (LGBs) and Named SEND Governors	Provide local scrutiny, monitor the impact of delegated SEND resources, and review the school's annual SEN Information Report, reporting assurance back to the Trust Board via Headteachers/Heads of School.
All Classroom Staff	Hold primary responsibility for the learning, well-being and progress of all pupils in their care through everyday adaptive teaching and consistent care.

Our Trust Inclusion Strategy

1. **Notice need early and consistently.**
   Every school implements the Assess, Plan, Do, Review cycle using common assessment tools and the Worcestershire Graduated Response. A child's chance of having their needs recognised early never depends on which school in the Trust they attend.

2. **Make high-quality teaching the default, not the fallback.**
   High-quality adaptive teaching — Ordinarily Available Provision — is the universal entitlement of every pupil and our first response to additional need. Adapting the curriculum, using visual timetables, scaffolding, and modifying resources are part of everyday classroom practice from the start.

3. **Build provision around pupil voice and One-Page Profiles.**
   Pupils are active partners in their own learning. Every child receiving additional support helps shape their own One-Page Profile, sharing their strengths, what helps them learn, and how they wish to be supported.

4. **Treat parents and carers as genuine partners.**
   We recognise that a parent's knowledge of their own child is expertise in its own right. Support plans and next steps are developed, reviewed and adjusted through honest, ongoing conversation with families.

5. **Share expertise and resources across The Spire Church of England Learning Trust.**
   SENDCo knowledge, trauma-informed approaches and specialist advice flow freely across our schools. Staffing, intervention capacity and resources are allocated according to pupil need across the Trust, ensuring no school's inclusion offer is constrained by its individual size or budget alone.

6. **Keep safeguarding, well-being and inclusion in one conversation.**
   Pupils with SEND, mental health challenges, or a social worker carry heightened vulnerability. Our inclusion, mental health and safeguarding teams work as a unified system, ensuring early help is proactive and that pastoral care is never separated from academic planning.

7. **Deploy specialist partnerships thoughtfully.**
   When school-based support needs strengthening, we work closely with trusted local partners — including Chadsgrove Outreach, Educational Psychologists, Speech and Language Therapists, CAMHS, and Complex Communication Teams — to enrich provision and build our internal capacity.

8. **Invest in relational, trauma-informed leadership.**
   Adaptive pedagogy, neurodiversity awareness and trauma-informed practice are treated as core leadership development for all staff, not optional extras. Every leader in a Spire Church of England school is equipped to lead an inclusive culture with confidence.

9. **Act as an active civic partner in the local community.**
   We collaborate constructively, transparently and promptly with local authorities, fellow trusts and community partners. We support local place planning and sufficiency, respond helpfully to requests to adapt provision, and contribute to local area partnerships, including the collective delivery of the local Experts at Hand offer.

An Inclusive Leader at The Spire Church of England Trust will:

- Hold the same ambitious expectations for every pupil, adjusting the route rather than lowering the destination.
- Know their pupils well enough to identify an emerging need before it becomes a crisis.
- Make reasonable adjustments an instinctive, everyday habit rather than waiting for a formal diagnosis.
- Value the views of parents/carers and pupils as vital evidence, not just administrative feedback.
- Model the conviction that difference is a valued and normal part of school life.
- Reach out for specialist or Trust-wide advice early rather than struggling in isolation.
- Take personal responsibility for the flourishing and struggles of every child in their care.

Questions We Keep Asking Ourselves

- How would we know if a school in our Trust were quietly becoming less inclusive — not eventually, but this term?
- Whose voice is missing when we write or review a child's support plan?
- Does our classroom environment consider different sensory and learning needs from the start, or are adjustments bolted on afterwards?
- Are we noticing the quiet child who is masking and coping, or only the child whose distress is outwardly disruptive?
- If a governor or director visited our school tomorrow, what tangible evidence would show that our most vulnerable pupils feel they truly belong?

How We Know It Is Working

We treat inclusion as something to be experienced and evidenced, not taken for granted. Across The Spire Church of England Learning Trust, this means:

- Tracking the sustained progress, attendance, and well-being of SEND pupils, disadvantaged pupils, and children known to social care over time.
- Listening directly to pupils and families about their daily experience of school life and support.
- Reviewing intervention impact and provision maps regularly to ensure support builds pupil independence rather than reliance.
- Holding open, honest review conversations at both school and board level about what our data is telling us, celebrating what works and acting swiftly where practice needs to improve.

Legislation and Guidance

This strategy is underpinned by the relevant legislation and statutory guidance as per DfE advice (current at the time of the latest review).