Humber Education Trust Inclusion Strategy

2026 – 2027

"Where everybody counts, every moment matters".

1.Our vision

Humber Education Trust is a high-performing multi-academy trust comprising a collaborative family of primary and special schools. We are united by a shared moral purpose: to deliver an ambitious, high-quality education for every child and young person.

At the heart of our Trust is a shared belief that:

- Inclusion is fundamental to excellence.
- Every member of our community feels a strong sense of belonging.
- Every pupil achieves ambitious outcomes regardless of need or background.
- Every school provides a safe, respectful and ambitious learning environment.

Our community is strengthened by diversity. We recognise that every learner, every family, and every school within our Trust is unique, and we are committed to ensuring all children belong, thrive, and flourish. One size does not fit all.

We recognise that inclusion begins with high-quality ordinarily available provision that meets the needs of the majority of pupils, including those with additional needs, before specialist intervention is required.

2. Our context

Our Cohort and Barriers to Learning

Across our schools, we serve a diverse cohort including pupils with:

- Special Educational Needs and Disabilities (SEND), including communication and interaction needs, cognition and learning needs, SEMH, and sensory/physical needs.
- Disadvantage and socio-economic barriers
- English as an additional language
- Speech, language and communication needs
- Attendance challenges linked to vulnerability

Common barriers to learning include:

- Delayed language development
- Gaps in prior learning and readiness for learning
- Emotional regulation and wellbeing needs
- Irregular attendance
- Limited access to enrichment opportunities

The table below shows % of pupils in vulnerable groups across our primary schools.

School	Number on roll	School % FSM6	School % SEN Support	School % EHC Plan	School EAL	School % WBR*	School % CIN	School % CP*	School No. LAC*
Adelaide	444	55.8	27.7	3.15	74.1	20	7.64	1	3
Broadacre	720	26.6	11.81	4.03	7.4	77	3.2	1	-
Bude Park	206	61.98	20.29	5.83	5.8	80	7.14	5	2
Bursar	293	19.78	15.7	5.8	2.7	92	5.47	1	4
Christopher Pickering	443	36.67	18.28	9.93	10.2	83	6.21	0	9
Clifton	364	49.69	19.51	4.4	53.8	26	7.26	1	1
Highlands	474	53.48	18.14	4.43	5.1	85	12.56	2	4
Kingswood Parks	688	5.39	9.45	3.2	8.3	75	2.5	0	5
Maybury	232	46.31	18.97	3.45	10.3	84	7.08	0	-
Neasden	266	43.28	15.41	4.51	5.30	90	11.66	3	2
Parkstone	308	29.55	12.34	3.25	10.7	80	4.57	1	4
St Nicholas	199	23.12	16.08	3.52	35.7	44	2.88	1	2
Woodland	191	64.53	19.9	5.24	11	75	14.66	1	-

Well above average	Above average	Close to average	Below average	Well below average

Ordinarily Available Provision

All Trust schools are expected to deliver high-quality ordinarily available provision, characterised by:

- High-quality teaching as the first intervention.
- Adaptive teaching and responsive classroom practice.
- Inclusive curriculum design.
- Consistent use of evidence-informed strategies.
- Early identification and graduated response (Assess–Plan–Do–Review).

3. Funding and Resource Allocation

Humber Education Trust ensures that all funding is used strategically, transparently, and impactfully, in line with DfE expectations.

As a trust, we strategically pool resources where this adds value across our schools, while preserving individual school budgets. This ensures leaders have the flexibility to deploy timely, targeted support at the point of need, delivering the best possible outcomes for pupils.

Strategic Investment

We will:

- Further strengthen universal provision to reduce reliance on withdrawal models.
- Further invest in workforce expertise, ensuring all teachers develop expert knowledge to support all pupils effectively.
- Expand specialist outreach and trust inclusion services.

4. Inclusion Priorities

This Inclusion Strategy is built around seven interconnected principles that promote inclusive excellence across all schools within the trust. It should be read in conjunction with the Trust Improvement Plan 2026–2027, which places inclusion at the heart of all improvement priorities.

4.1 Ambitious Leadership and Governance

Inclusion is led at every level of the Trust through strong governance, accountability and moral purpose.

- The Trust Board provides strategic challenge and assurance to ensure that inclusion remains central to decision-making.
- Executive leaders drive a coherent Trust-wide inclusion strategy, ensuring consistency and impact across all settings. This is informed by Trust-wide data to monitor attendance, progress, behaviour and exclusions.

- School leaders are responsible for embedding inclusion within school improvement planning and daily practice.

4.2 Evidence-Based Support and Early Intervention

We prioritise early identification and proactive support to prevent escalation of need.

- All schools adopt a graduated approach (Assess–Plan–Do–Review)
- Early identification systems are utilised effectively and include:
    - Baseline assessments- these include WELLCOMM screening for EYs pupils of concern, specialist assessment tools for pupils with SLD.
    - Observational assessment.
    - Multi-agency collaboration- working closely with outreach support, educational psychologist, SALT, and health colleagues.
- Classroom provision is informed by evidence-based practice and current educational research, including, Rosenshine's Principles of Instruction, adaptive teaching strategies, and guidance from the Education Endowment Foundation (EEF). These approaches support staff to provide consistently high-quality, ambitious and personalised learning experiences for all pupils.

4.3 High-Quality Teaching and Curriculum for All

High-quality teaching is the foundation of inclusion across Humber Education Trust.

Each school's curriculum is:

- Ambitious for all learners.
- Appropriately adapted to meet individual needs.
- Designed to support a diverse range of learners.

At both trust and school level, we continue to invest in and support our teachers to ensure the curriculum is implemented effectively for all pupils.

We have well-established professional development programmes that have been implemented across all schools using a train-the-trainer model. These include:

- HET Effective Approaches to Inclusive Quality First Teaching (six modules):
    - How Pupils Learn
    - Selecting the Right Ideas to Teach
    - Creating the Conditions for Learning
    - Securing Attention
    - Presenting the Curriculum
    - Assessing and Recording Pupils' Understanding
- Universal Approaches

- Adaptations and Additional Support
- Responsive Coaching Toolkit
- Creating a Language-Rich Environment in the Early Years

We intend to further strengthen and embed these approaches through headteacher development and support, alongside our Communities of Practice. These networks facilitate the sharing of evidence-informed resources and effective practice, including guidance from the Department for Education's *SEND and Inclusion in Mainstream Schools* materials.

Curriculum Continuum Model

In addition to ensuring that Quality First Teaching is strong across all schools, we recognise that an emerging cohort of pupils within our mainstream primary schools have severe learning difficulties and are unable to access age-related learning. These pupils require a curriculum that is matched to their stage of development rather than their chronological age.

In response, we have developed a Curriculum Continuum Model.

This model is underpinned by a child development framework, ensuring that teachers' expectations, support and teaching are matched appropriately to each pupil's developmental profile.

We have mapped typical child development across four key areas:

- Communication and Interaction
- Cognition and Learning
- Gross and Fine Motor Development
- Social and Emotional Development

By understanding typical patterns of development, teachers can:

- Recognise and celebrate progress in thinking, problem-solving and learning.
- Support physical development, including movement, coordination and dexterity.
- Develop communication, listening and expressive language skills.
- Nurture positive relationships, self-awareness and emotional resilience.

This ensures that all pupils acquire the foundational knowledge, skills and understanding needed to make progress.

Drawing on expertise from across our primary and special schools, we have developed curriculum materials to support learners with a wide range of needs in both mainstream and specialist settings. These include:

- Fundamentals of Learning Toolkit
- Staged Curriculum Documents for English and Mathematics

We do not prescribe a one-size-fits-all approach. However, we are committed to ensuring that every child receives high-quality teaching and learning from a qualified teacher.

All curriculum materials are readily available through a shared trust platform and have been codified to promote consistency while allowing schools to respond flexibly to the needs of their pupils.

4.4 Accessible and Enriching Provision Beyond the Classroom

We believe that inclusion extends beyond the classroom and should be visible in every aspect of school life. In line with the DfE Personal Development expectations, and our duties under the Equality Act 2010, we are committed to ensuring that all pupils can participate fully in the wider life of their school.

We have used the Enrichment Benchmarks to shape our personal development offer across the Trust, ensuring that all pupils, regardless of need, background or circumstance, have access to a broad range of high-quality experiences that enrich learning, promote wellbeing and prepare them for future life.

We are committed to removing barriers to participation and ensuring that inclusion is considered when planning all enrichment opportunities. As a result, all pupils are entitled to equitable access to:

- Educational visits, trips and enrichment activities
- Extended school provision, including clubs and extracurricular opportunities.
- Personal development experiences that support character, confidence, independence and preparation for adulthood

We recognise that access alone is not enough. Therefore, schools are expected to consider reasonable adjustments, appropriate support and any adaptations required to enable all pupils to participate successfully and meaningfully in wider school life.

The Trust monitors and evaluates the effectiveness of its personal development and enrichment offer through a range of quality assurance activities, including:

- School improvement visits and reviews.
- Headteacher performance and accountability discussions.
- Evaluation of participation rates, including the engagement of disadvantaged pupils and pupils with SEND.
- Review of enrichment, attendance and behaviour information.
- Sharing and dissemination of effective practice across schools.

4.5 Safe, Respectful Culture of Belonging and Attendance

A culture of belonging underpins success across Humber Education Trust.

Children learn best when they:

- Feel safe.
- Feel valued.
- Experience strong relationships.

We are committed to:

- Creating inclusive, respectful environments in every school
- Embedding relational approaches to behaviour.
- Tackling absence through early intervention and family support
- Strengthening attendance through inclusive practices and targeted support
- Creating environments where every child feels they belong.

We recognise that regular attendance is essential to ensuring that all pupils can benefit fully from the opportunities available to them. In line with statutory guidance, Humber Education Trust adopts a proactive, evidence-informed approach to improving attendance.

Each school is supported by our Central Attendance Officer, who works alongside school leaders to monitor attendance patterns, identify emerging concerns and coordinate timely interventions.

Our approach is underpinned by the analysis of attendance data at pupil, cohort, school and trust level. This enables us to identify trends, evaluate the effectiveness of interventions and target support where it is needed most. Schools use a graduated and staged approach to attendance, ensuring that concerns are identified early and appropriate action is taken.

Trust leaders receive regular attendance reports and use this information to evaluate the effectiveness of school strategies. Where attendance concerns are identified, additional support and challenge are provided through school improvement activity, targeted resource deployment and bespoke intervention planning.

4.6 Strong Partnerships with Families and Wider Services

Partnership is at the heart of our inclusive approach. We recognise that achieving the best outcomes for children and young people requires strong, respectful and purposeful collaboration between schools, families and wider services.

Across all our schools we:

- Work alongside families as valued partners and co-educators, building trusting relationships and ensuring communication is accessible, timely, clear and culturally responsive.
- Listen to and act upon the views, wishes and aspirations of children, young people and their families, ensuring they are actively involved in decision-making about support and provision.

- Provide guidance, signposting and practical support to help families navigate services and access the help they need at the earliest opportunity.
- Develop strong partnerships with local authorities, health services, social care teams, educational psychologists, specialist services and community organisations to secure coordinated and effective support.
- Promote a multi-agency approach that removes barriers to learning, improves wellbeing and enables children and young people to thrive within their local communities.
- Work collaboratively across the Trust to share expertise, specialist knowledge and effective practice, ensuring consistent, high-quality inclusive provision in every school.
- Regularly seek feedback from pupils, families and partners to evaluate the effectiveness of our provision and drive continuous improvement.

Through strong partnerships, shared accountability and collective expertise, we create a culture where every child and young person feels valued, included, supported and able to achieve their full potential.

4.7 Inclusive Environments and Continuous Improvement

We are committed to creating learning environments that are accessible, inclusive and responsive to the needs of all pupils. Schools maintain and regularly review Accessibility Plans to ensure that barriers to learning, participation and achievement are continually identified and addressed.

Inclusion is a key consideration in all aspects of estate planning, capital investment and school improvement. Through ongoing review of pupil needs, provision mapping, capacity planning and school improvement activity, we have identified opportunities to adapt and enhance learning environments so that they better support pupils with increasingly complex needs. This has included targeted investment in school buildings and facilities to create specialist learning hubs and bespoke teaching spaces for pupils with severe and complex learning difficulties, communication needs and sensory needs.

The effectiveness of our environments is monitored and evaluated through:

- School improvement visits and learning environment reviews
- Accessibility audits and annual Accessibility Plan reviews
- Estates and health and safety inspections
- Feedback from pupils, parents and staff
- Analysis of pupil outcomes, engagement and attendance data
- Reviews of specialist provision and resource deployment
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5. Implementation Across Our Family of Schools

Humber Education Trust operates as a connected community of practice, bringing together primary and special schools to share expertise and deliver consistency.

We:

- Support each school to develop their own Inclusion Plans aligned to this strategy.
- Provide Trust-wide:
    - Professional development
    - Peer review and collaboration
    - Specialist support services both in-house and working with the LA outreach and support services.

6. Monitoring, Evaluation and Impact

Trust leaders, governors and school leaders work collaboratively to monitor the effectiveness of inclusion strategies, ensuring that decisions are informed by evidence and lead to meaningful improvements for children and young people. Evaluation focuses not only on compliance and implementation, but also on the difference our approaches make to pupils' experiences, participation, wellbeing and achievement.

The impact of our inclusion strategy is monitored and evaluated through a range of quantitative and qualitative measures, including:

- Pupil progress, attainment and achievement across the curriculum.
- The progress and outcomes of pupils with SEND and other vulnerable groups.
- Attendance, persistent absence and exclusion data.
- Participation rates in enrichment activities, extracurricular provision and wider school life.
- Pupil, parent, carer and staff voice.
- The quality of teaching, learning and curriculum adaptations.
- Timeliness and effectiveness of SEND identification and support.
- Compliance with statutory duties related to SEND, equality and accessibility.

Where evaluation identifies areas for development, targeted support, resource allocation and school improvement activity are put in place to accelerate improvement. Equally, effective and innovative practice is identified and shared across the Trust to strengthen provision for all pupils.

Through this robust approach to monitoring and evaluation, we seek to ensure that our inclusive practices continue to evolve, barriers to learning are reduced, and every pupil is able to thrive, participate fully and achieve their potential.

7. Conclusion

Humber Education Trust is proud to be an inclusive organisation where:

- Every pupil achieves ambitious outcomes regardless of need or background.
- Every school provides a safe, respectful and ambitious learning environment.
- Every member of our community feels a strong sense of belonging.