



Inclusion at The Park Academies Trust

This document is designed for Leadership teams to use to guide all levels of school practice regarding vulnerability and Inclusion within TPAT and individual schools.

SEND Reform

There are 5 driving principles to the SEND reform:

Early (as soon as early signs are noticed)

Local (learning close to home with peers)

Fair (settings resources to meet legal needs)

Effective (evidence based)

Shared (education, health care and family support working together.)

Defining Vulnerability:

At The Park Academies Trust, we define vulnerability as any circumstance where a pupil is unable to access opportunities with equity, regardless of the reason. Vulnerability is not confined to standard definitions such as low household income, children supported through the care system, or those with special educational needs and disabilities (SEND). It encompasses any barrier that hinders a child's ability to engage fully and fairly in their education and the opportunities provided.

Our approach to designing opportunities within our Trust is rooted in the principle of equity. We aim to address the needs of our most vulnerable pupils first, ensuring that the barriers they face are removed or mitigated. By prioritising this, we create an inclusive and supportive environment where every pupil can thrive, and as a result, all pupils benefit.

This commitment reflects our belief that no child's potential should be limited by their circumstances. Vulnerability is not a label: it is a call to action to ensure every child has the support and resources they need to succeed. To have high aspirations and expectations for all pupils, and to focus on positive outcomes for **all** pupils, we are fully committed to the inclusion. We seek to ensure that the individual needs of pupils are fully met.

What is successful inclusion? All pupils make progress in their learning, they understand more, produce more and can achieve more. Inclusion ensures all students including vulnerable pupils access a broad curriculum to achieve outcomes equal to their peers. To achieve these, teachers identify barriers to learning and deploy effective strategies and techniques (as documented in the TPAT principles and school inclusion statement), combined with research-led innovations, to enable a holistic view of pupil progress. This should incorporate all aspects of a pupil's education and well-being, with a long-term outlook from the point of entry (contextualised with information about previous schooling/care) through to school-leaving age, and beyond.

We understand that emotional wellbeing influences a pupils' ability to make excellent academic progress. As a result, our schools create environments that promote a feeling of belonging, of being connected to others, and of 'relatedness'. Staff build and model secure, healthy relationships through which pupils feel safe to learn, and develop their own relationship building skills for the future. Both our academic and emotional curricula are designed to support motivation, engagement, and meta-cognition, to enable pupils to learn.



Definition of vulnerability

All schools own their own definition of vulnerability which will include:

- Disadvantaged pupils,
- SEND pupils,
- Pupils who have had social services support,
- Other school specifically identified groups, (for example: English as an Additional Language (EAL), and children from military families, as well as any additional subgroups identified by a particular school, that are specific to them, such as young carers or pupils who have suffered a significant emotional event, mobile pupils.)

Vulnerability is understood as a changeable state, shaped by influences such as family circumstances, environment, physical or mental health, and experiences including trauma.

The emphasis is on early identification and providing strong foundations—knowledge, support, and safety—so that pupils can thrive. There is a specific focus on physiological need, safety, belonging, self-esteem and humans' capacity to flourish. The focus is not solely on labels but on ensuring that each pupil receives the targeted help they need to succeed both educationally and personally.

Inclusion in our classrooms

We have high aspirations and expectations for all pupils, and to focus on positive outcomes for all children.

All teachers are teachers of vulnerable children and as such, their progress and success is their responsibility. Every pupil has their own unique educational needs and at The Park Academies Trust, we are committed to providing an aspirational curriculum where adaptations and support enable pupils to achieve more than they thought possible whilst protecting the value of a broad and enriching curriculum.

Every teacher must know the needs of every vulnerable pupil in their class ahead of meeting them. As a result of this, they are able to put strategies and adaptations in place to enable the pupils to thrive through an Assess Plan Do Review cycle (appropriate assessment of need and then suitable planning with parents and carers leads to effective support for all.)

For all Pupils reading is the gateway skill to effective employment and access to society. Once a pupil can read, they are able to read to learn. We utilise a number of phonics schemes to ensure accelerated progress (see TPAT reading strategy). Alongside this, transcription is also a vital skill for expressing ideas clearly and effectively (see TPAT transcription strategy). We use a topic text initiative as this gives vulnerable pupils improved cultural capital which supports learning.

Our Approach to Teaching Learners in an Inclusive Way

We value high quality teaching (See appendix 2 What does quality teaching mean?) for all learners and actively monitor both emotional and academic learning at a Trust and school level. Implementation of the TPAT Learning principles ensures regular review and re-assessment within the lesson but also over time, the impact of quality first teaching, including appropriate adaptations, results in accelerated progress. There is a focus on preparedness for the next stage of pupils' lives, and this drives high aspirations for the future, which in turn ensure that all pupils make exceptional progress when they leave



the Trust in year 13 or year 11. TPAT are committed to prioritising vulnerable pupils by ensuring they receive tailored guidance and support to access meaningful career opportunities and pathways.

TPAT schools create learning environments which are flexible enough to meet the needs of all pupils, and to ensure that they always feel they belong to our community from Nursery through to sixth form. We monitor progress of all pupils, and staff check for understanding as part of continual assessment to ensure that sustained progress is being made.

How we Identify SEND Need

At different times in their school career, a child or young person may have one or more Special Educational Need or Disabilities. The Code of Practice defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

How we know inclusion is working?

Progress is monitored over time with schools reporting at least 3 points in the year. Within lessons and through learning walks and work scrutinies, schools establish whether pupils will know more and be able to do more. In addition, vulnerable pupils' performance is measured against national benchmarks both for similar groups and all pupils. Diagnostic testing is used to create quantifiable measures including **Readiness for Learning** scores to monitor well-being and **Standardised Scores for literacy**. (For example, over a six-month period, if a pupil has made 6 months' progress, they would have a Standard Score increase of 0. Any Standard Score increase above 0 shows that the pupil has made more than 6 months' progress in that 6-month period, this is accelerated progress.) We are striving for above age-expected progress enabling the gap to narrow for these pupils.

Inclusion Principles

1. To identify as early as possible, monitor and track the needs of pupils so that appropriate provision can be made for their readiness to learn in order to raise attainment.
2. To enable vulnerable pupils to reach their full potential through the identification and provision of successful interventions. (Closing the attainment gap between the pupils and their peers.)
3. To provide advice, support and training for all staff to enable successful inclusion.
4. To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
5. To involve pupils and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
6. To involve and listen to each pupil's voice in all matters concerning them.
7. To record, monitor, and assess outcomes that inform the 'Assess, Plan, Do and Review' cycle for each individual pupil.



8. To ensure that all pupils are inspired and motivated, fostering a curiosity to learn.
9. Adaptations should enable pupils to access learning in the classroom and ensure that progress is made.

Graduated Response to Needs (Appendix 1 Inclusion Triangle)

Pupils are supported through a graduated response. Wave One pupils have needs that can be met through **Quality First Teaching using the TPAT Principles**. Wave Two pupils have additional support. For Wave Three pupils the school liaises with outside agencies and puts individualised interventions in place where appropriate. TPAT pupils are supported via our in-house Mental Health support team and School of Solutions (Complex needs Provision and short term and long-term interventions).

Should we refer to the Inclusive Practice Guidance (IPG) here when it is finalised?

Some pupils with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly, this is the use of a reader, additional time, or the use of a scribe/word processor. Pupils with these arrangements use them as part of their normal provision in school as far as it is practically possible. Pupils choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate, pupils with an Education, Health, and Care Plan (EHCP) attend their annual reviews, for which their views are sought both as written contributions prepared in advance, and as verbal contributions during the meeting.

Arrangements are made for all pupils with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Pupils at Wave 3 Should we specifically include the Sos interventions in wave 3 and 2?

- **Pupils who are supported in lessons using adaptations**, there may be significant interventions or targeted programmes designed to meet their needs such as focused **phonics programs to ensure above expected progress**.
- Some pupils who are receiving regular support from outside agencies.
- Pupils who are educated at an alternative educational provision but remain on the school roll.
- Pupils with an Education Health and Care Plan (EHCP).

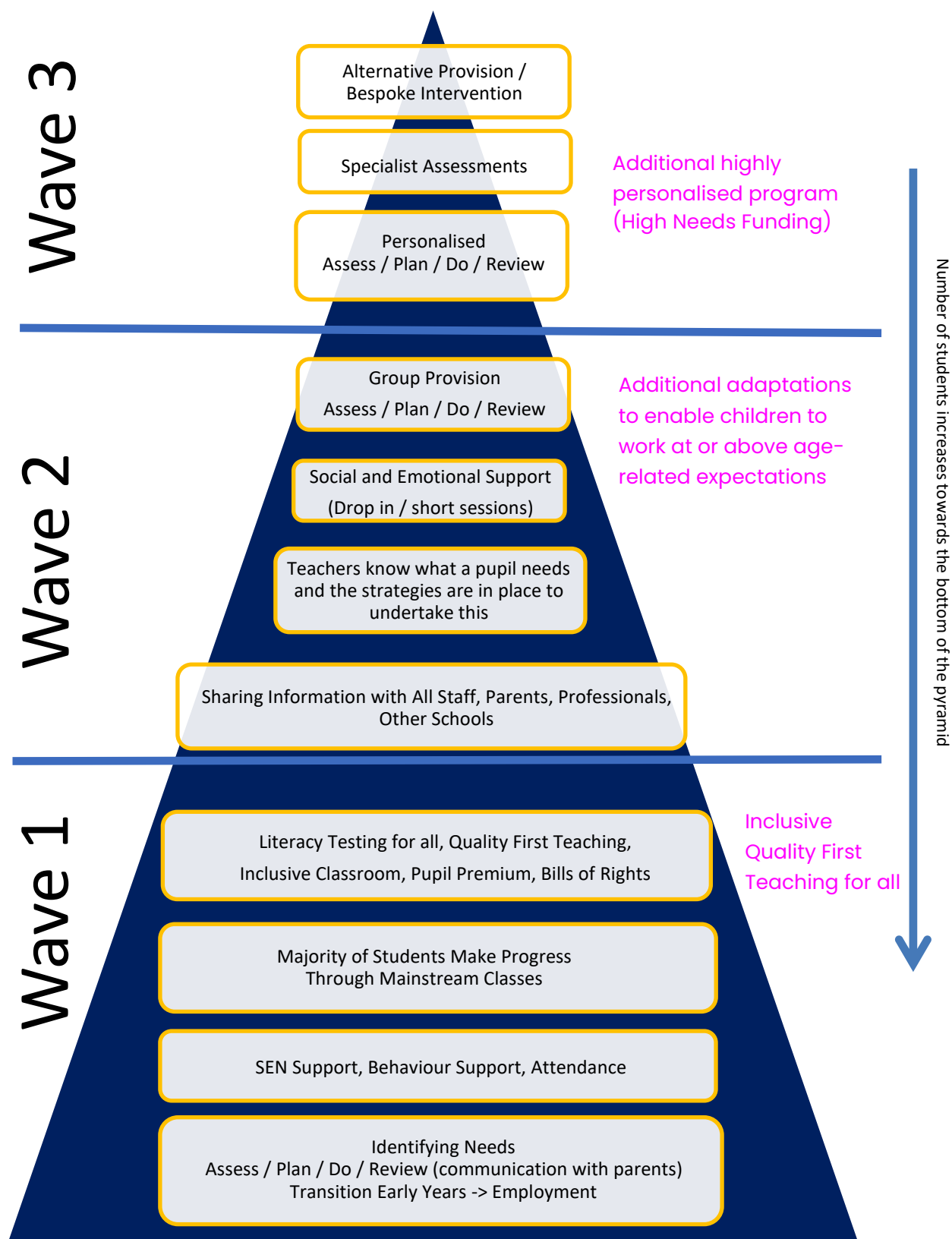
Categories of Pupils at Wave 2

- **Pupils who attend phonics-based reading interventions.**
- Pupils who require support with social skills.
- Pupils who require additional support with English or maths.
- Some pupils for whom the school has sought educational advice and support from outside agencies such as the Educational Psychologist, the Speech and Language Therapist and other advisory services.
- Pupils who require support to address issues with self-esteem.

Categories of Pupils at Wave 1

- Pupils who are able to make good progress supported by Quality First Teaching in lessons. **In each lesson there is a graduated response to inclusion including in the moment adaptations and Assess Plan Do Review using the TPAT learning principles.**

Appendix 1 Inclusion Triangle





TPAT Principle	What you will see in lessons	How this is inclusive
High expectations for learning behaviour	<ul style="list-style-type: none"> ▪ Positive relationships. ▪ Very little/no disruption to learning. ▪ Pupils engaged. ▪ Clear routines to support learning. ▪ Teachers celebrating success. ▪ Teachers implementing the B4L policy with minimal disruption to the flow of learning. 	<ul style="list-style-type: none"> ▪ Shared values and aligned practices that create a safe, calm and predictable environment. ▪ Pupils feel a sense of belonging and understand what is expected of them. ▪ Pupils are exposed to positive role models who support their personal development.
Quality of Instruction	<ul style="list-style-type: none"> ▪ Learning intentions on display and used to inform learning. ▪ Pupils understand how the activities are linked with what they are learning. ▪ New information is clearly explained and chunked to reduce cognitive load. ▪ Questioning to promote thinking e.g., cold call, No opt out, say it again better. 	<ul style="list-style-type: none"> ▪ Teaching is done in a way to reduce cognitive load, ensuring all pupils can build connections with new information. ▪ Questioning techniques increase participation and thinking ratios.
Subject Mastery	<ul style="list-style-type: none"> ▪ Teachers that demonstrate subject expertise. ▪ Opportunities to read and use of topic texts. ▪ Activities that promote thinking hard and peer collaboration. ▪ Questioning to challenge e.g., probing, bouncing. ▪ Use of aspirational examples. ▪ Explicit links to real-life application and context. 	<ul style="list-style-type: none"> ▪ Misconceptions are anticipated and activities are planned to overcome this barrier to learning. ▪ Ensure pupils from all backgrounds have access to high quality examples and exposure to rich text. ▪ All pupils are expected to participate and think hard.
Adaptive Teaching	<ul style="list-style-type: none"> ▪ Teacher knows and responds to the individual needs of SEND and DV (should we write this in full, not sure we all know what it is, also the shortening for domestic violence?) learners. ▪ Lessons are planned with high level challenge. ▪ Scaffolding where required e.g., sentence starters, task planners. ▪ Processing time and 'Think-Pair-Share'. ▪ Responsive teaching that is informed by assessment. ▪ Modelling – I do, we do, you do, use of visualiser etc. ▪ Regular check-ins for individual pupils who require further support. 	<ul style="list-style-type: none"> ▪ Barriers to learning are anticipated and learner needs are met; all pupils are able to progress. ▪ All pupils are working to achieve the same learning intentions. ▪ Targeted and graduated scaffolding that ensures all pupils can access the same learning intentions and build independence. ▪ Working memory is supported so that new knowledge can be learnt.
Making it Stick	<ul style="list-style-type: none"> ▪ All lessons start with a DNA which will generally be a retrieval activity. ▪ Prior knowledge is activated. ▪ Explicit links made to previous learning. 	<ul style="list-style-type: none"> ▪ Pupils are supported to activate prior knowledge before learning new information. ▪ Pupils are explicitly taught how to learn information and how to revise it for assessments.



Effective Feedback	<ul style="list-style-type: none">▪ Regular written milestones with feedback in WWW/HTI/MAC format.▪ Curriculum time is planned for specific reteach following assessment.▪ Pupil completion of MAC tasks in green pen.▪ Use of PLCs to track and review learning.▪ Formative assessment used throughout the lesson to check for understanding, so lesson can be adapted where necessary.	<ul style="list-style-type: none">▪ Use of mini whiteboards to get live feedback from all learners.▪ Frequent checks for understanding to identify where support/challenge is required.▪ Pupils receive regular feedback and curriculum time is planned to address gaps in knowledge and understanding before moving on.
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WHOLE SCHOOL INCLUSION APPROACH

Know Your Pupils

- Know who your vulnerable pupils are and what they need by reading pupil passports and guidance.
- Prepare support *before* they enter your classroom.

Smart Seating

- Seat vulnerable pupils where interaction and visibility are easiest—they are your first check-in every time.
- Keep them clearly in your line of sight.

Purposeful Grouping

- Create mixed groups (V + Non-V) to enable peer support.
- Target these groups first for checks on understanding.

Inclusive Questioning

- Mark first, question first.
- Use the Question Sandwich (V → Non-V → V).
- Support pupils to think hard with no opt-outs—everyone engaged, no passive presence.

Check for Understanding

- Always check vulnerable pupils first.
- Use your seating layout for deliberate scanning and clarity checks.

Build Pupil Voice

- Ask pupils what they're learning, why, and how.
- Link current learning to prior knowledge to build schema and close gaps.

Teach for Mastery

- Identify barriers in your subject and use assessments/QLA to adapt teaching.
- Secure foundational knowledge before applying it.

Repair Missed Learning

- Provide in-lesson support to bridge missed content quickly and directly.
- Use targeted teacher-pupil interactions to fill gaps.

Plan With Inclusion First

- Plan lessons for clear learning intentions, 100% engagement, and early checks for understanding.
- Prioritise inclusion pupils: Are they thinking? Participating? Making progress?



School Inclusion Statement Proforma

Defining Vulnerability:	Number of Pupils*	Disadvantaged	SEND	Social Care	EAL	Service Child	Young carers	ANO
<p>At The Park Academies Trust, vulnerability refers to any circumstance that prevents a pupil from accessing opportunities equitably, and our work prioritises removing these barriers to ensure every child can engage fully in their education. Guided by a commitment to equity and inclusion, we design opportunities around the needs of our most vulnerable pupils first so that all children can thrive and fulfil their potential.</p> <ul style="list-style-type: none"> Disadvantaged pupils, SEND pupils, Pupils who have had social services support, Service children In year admission 	Year 7	36	39	5	8	6	tbc	
	Year 8	26	19	4	4	7	6	
	Year 9	24	39	5	8	4	4	
	Year 10	26	45	3	3	8	3	
	Year 11	25	39	2	7	5	3	
	Year 12							
	Year 13							
	<p><i>*NOTE some pupils will be counted in more than one group above, make sure you know if this applies to the pupils in your classes.</i></p>							

At Highworth Warneford school we believe that all young people deserve the opportunity to achieve their full potential. Our school's commitment to providing equitable education for all students, focusing on removing barriers, celebrating diversity, and ensuring belonging for those with special educational needs (SEND), disabilities, and diverse backgrounds. High quality inclusive teaching, aspirational curriculum, the promotion of positive relationships and a happy place for all are embedded in Highworth Warneford school's provision. Our school values of integrity, challenge and excellence ensure character, culture and currency for all our students including those on the Warneford inclusion list.

How do we know our approach is working?

[insert the ways you track impact, and include any key headlines that show that these strategies work]

- Outcomes – National 4+ English 59.7 HWS 78.1, Maths 58.2% HWS 87% for example PP – closing A8 gap 2023 16.4, 2024 11.7 2025 9.3
Disadvantaged A8 improving year on year – 2023: 32.3, 2024:35.9, 2025:36.9.
- The Warneford inclusion list (WIL) is reviewed at each whole School assessment point, both at school and subject level
- Attendance of pupils on the WIL list is monitored closely with timely actions.
- Targeted support and intervention – starting with first quality teaching and adaptive teaching
- Engagement with enrichment tracking is monitored closely –for example Pupil premium students attend more than non-PP.
- Reporting to the local Governance committee –pupil progress data 3 times a year, the data dashboard is challenged during the six termly meetings.
- Seating plans are carefully constructed to enable support for the WIL students and first check ins- quality assurance ensures this is completed and impacts on leaning
- Quality assurance is over represented from the WIL.
- High quality CPD and sharing of good practise around adaptive teaching.