Inclusion Strategy
Mid-Trent Multi-Academy Trust
2026-2027

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mid-Trent MAT CEO

Statement of intent

At Mid-Trent Multi Academy Trust, our vision is simple: Putting Children First. We are committed to ensuring that every child, regardless of need, background or circumstance, is welcomed, valued and supported to thrive within our school communities. Inclusion is at the heart of everything we do and underpins our strategic decision-making, curriculum design, pastoral support and wider school provision.

As a family of Church schools comprising Colwich CE Primary School, St Andrew's CE Primary School, Weston and St Peter's CE Primary School, Hixon, we recognise and celebrate the uniqueness and dignity of every individual. Guided by our shared Christian values, we are committed to creating environments where all children experience a strong sense of belonging, are able to participate fully in school life and are supported to achieve their full potential.

We believe that high-quality inclusive practice begins with high expectations for all learners. Through evidence-informed approaches, early identification of need, adaptive teaching, meaningful partnerships with families and access to specialist expertise, we strive to remove barriers to learning and participation at the earliest opportunity. Our aim is to enable every pupil to access an ambitious curriculum, develop confidence and resilience, and experience success both within and beyond the classroom.

Across our Trust, we recognise that the profile of need within schools continues to evolve and increase in complexity. We are therefore committed to ongoing professional development, collaboration and continuous improvement so that staff have the knowledge, confidence and resources required to meet the needs of all learners effectively. We believe that inclusion is everyone's responsibility and that every member of our school communities has a role to play in creating environments where children feel safe, respected, understood and able to succeed.

Through this Inclusion Strategy, we demonstrate our commitment to the Department for Education's Seven Principles of Inclusion and to ensuring that inclusion remains a core strategic priority across Mid-Trent Multi Academy Trust. We recognise that inclusion is an ongoing journey. We will continue to listen, evaluate, reflect and adapt our practice so that every child is supported to flourish, realise their limitless potential and live life in all its fullness.

The Seven Principles of Inclusion

A. Ambitious Leadership and Governance

Inclusion is a strategic priority across Mid-Trent Multi Academy Trust. Leaders and Governors actively promote a culture of belonging, high expectations and equity for all learners. Decisions relating to curriculum, staffing, professional development and resource allocation are carefully considered through an inclusion lens, ensuring that all pupils have access to the support they need to succeed.

B. Evidence-Based Early Intervention

We are committed to identifying and responding to emerging needs as early as possible. Through robust assessment, graduated support and evidence-informed interventions, we work proactively to remove barriers to learning before they become entrenched. We prioritise approaches and programmes that are known to have a positive impact on pupil outcomes and wellbeing.

C. High-Quality Adaptive Teaching

We believe that high-quality teaching is the foundation of inclusion. Staff are supported through ongoing professional development to develop their understanding of adaptive teaching and inclusive classroom practice. Learning is carefully designed, scaffolded and adapted to ensure that all pupils can access an ambitious curriculum and achieve success alongside their peers.

D. Accessible and Enriching Provision

All pupils should have the opportunity to participate fully in every aspect of school life. We are committed to ensuring that enrichment opportunities, educational visits, clubs, leadership roles, sporting activities and wider experiences are accessible to all learners through reasonable adjustments and appropriate support where required.

E. Safe, Respectful and Inclusive Communities

Our schools are welcoming communities where every child is known, valued and respected. Through strong relationships, restorative approaches and a commitment to emotional wellbeing, we foster a sense of belonging that enables pupils to engage confidently in learning, attend regularly and contribute positively to school life.

F. Strong Partnerships with Families and Professionals

We recognise that effective inclusion is achieved through collaboration. We work closely with parents, carers, external professionals and partner agencies to understand and respond to individual needs. By drawing upon specialist expertise and maintaining open communication, we seek to achieve the best possible outcomes for every child.

G. Inclusive Environments and Continuous Improvement

We are committed to creating learning environments that are accessible, supportive and responsive to the needs of all pupils. Through regular review of our physical, sensory and learning environments, alongside ongoing evaluation of our practice, we continually seek to remove barriers, improve accessibility and strengthen inclusion across our schools. We recognise that inclusion is an ongoing journey and remain committed to learning, adapting and improving over time.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**1. Increasing Complexity and Range of Additional Need** The profile of pupil need across our schools continues to evolve. Whilst the number of pupils requiring additional support has increased over time, so too has the complexity of those needs. Increasingly, pupils present with multiple interconnected needs requiring support across several areas of development, learning and wellbeing. We are seeing a broader range of needs than previously experienced, alongside greater demand for specialist assessment, provision and intervention. This includes increasing numbers of pupils requiring support for communication and interaction needs, neurodiversity, sensory differences, learning needs and complex co-occurring profiles. As a Trust, we recognise the need to continually adapt our expertise, provision and resources to ensure that all pupils can access an ambitious education and experience success within their local school community.
2	**Social, Emotional and Behavioural Barriers** Pupils' social, emotional and mental wellbeing plays a fundamental role in their ability to engage positively with learning, relationships and school life. Across the Trust, we have observed a significant increase in the number of pupils requiring support with emotional regulation, resilience, anxiety, self-esteem and behaviour linked to underlying needs. Many pupils are experiencing increasingly complex social and emotional challenges that can affect attendance, engagement, learning and relationships. In some cases, these barriers may arise from unmet needs, adverse experiences, mental health difficulties or wider family circumstances. We recognise that behaviour is often a form of communication and are committed to understanding and addressing the underlying causes of need through nurturing, relational and inclusive approaches.
3	**The Relationship Between Disadvantage, SEND and Pupil Outcomes** Pupils who are both disadvantaged and identified as having Special Educational Needs and Disabilities (SEND) can face multiple barriers to learning and participation. Research and school-

	level evidence consistently demonstrate that this group of pupils is at greater risk of lower educational outcomes, reduced attendance and wider vulnerability. Across our Trust, we are committed to recognising the cumulative impact that disadvantage and SEND can have on a child's educational experience. We know that disadvantage does not determine outcomes and that, with the right support, pupils can thrive. However, we recognise the importance of targeted intervention, high-quality teaching, strong pastoral support and effective partnership working to ensure that pupils facing these overlapping challenges receive the support required to achieve their full potential.
4	**Early Identification, Assessment and Access to Specialist Support** Timely identification of need is essential in ensuring that barriers to learning are addressed effectively and that pupils receive the right support at the right time. As pupil needs become increasingly complex, schools are experiencing growing demand for specialist assessment, external agency involvement and targeted intervention. Across the Trust, we recognise the challenges associated with accessing specialist services within an increasingly pressured system. Waiting times for assessment and specialist support can create additional challenges for schools, pupils and families. We are therefore committed to strengthening early identification processes, developing staff expertise, implementing effective graduated support and working proactively with external agencies to ensure that needs are identified and supported at the earliest opportunity. Through this approach, we aim to reduce escalation of need and improve long-term outcomes for children and young people.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Inclusive Mainstream Funding Allocation	
St. Andrew's CE Primary School, Weston	£7,140.00
Colwich CE Primary School	£6,329.00
St. Peter's CE Primary School, Hixon	£9,802.00
Total Mid-Trent MAT	£23,271

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Whole-School Professional Development in Inclusive Practice A coordinated programme of Trust-wide professional development focused on evidence-informed inclusive practice, adaptive teaching and meeting the needs of an increasingly diverse range of learners. Training will develop staff confidence in identifying barriers to learning, implementing effective adaptations within the classroom and responding appropriately to emerging needs. The programme will draw on current research, specialist expertise and collaboration across schools to build a consistent understanding of high-quality inclusive practice throughout the Trust. **Barriers Addressed:** 1, 2, 3, 4 **Principles Addressed:** A, B, C	Universal	£4,500
Access to Experts at Hand to Support Early Identification, Assessment and Specialist Provision Develop and strengthen access to specialist advice and professional expertise across the Trust to support staff, pupils and families. This includes collaboration with Educational Psychologists,	Universal and Targeted	£5,900

Specialist Teachers, Speech and Language Therapists, Inclusion Hubs, Behaviour Support Services and other relevant professionals. The aim is to improve the speed and quality of identification, assessment and intervention, ensuring that external advice is translated into practical support within classrooms and school environments. **Barriers Addressed:** 1, 2, 3, 4 **Principles Addressed:** A, B, C, D, E, F, G		
Foundational Learning Support Provide targeted and responsive support to secure the foundational skills required for successful learning, including early language development, reading, writing, mathematics, memory, attention and learning behaviours. Schools will utilise evidence-informed interventions and adaptive classroom approaches to address gaps in learning, reduce barriers to curriculum access and improve outcomes for pupils who require additional support, particularly those who are disadvantaged and/or identified as having SEND. **Barriers Addressed:** 1, 3, 4 **Principles Addressed:** A, B, C, E, G	Universal and Targeted	£4,500
Communication, Regulation and Social, Emotional and Mental Health Provision Develop a graduated continuum of support to promote communication skills, emotional wellbeing, self-regulation and resilience. This will include universal approaches within classrooms, targeted interventions and personalised support for pupils experiencing social, emotional, behavioural or communication difficulties. Provision will be underpinned by nurturing and relational approaches, enabling pupils to engage positively with learning, attendance and wider school life. **Barriers Addressed:** 1, 2, 3, 4 **Principles Addressed:** A, B, D, E, F, G	Universal and Targeted	£,5,400
Inclusive Learning Environments and Reasonable Adjustments Undertake a Trust-wide inclusion audit of classrooms and shared spaces to ensure learning environments are accessible and supportive for all learners. Schools will develop a consistent range of	Universal and Targeted	£3,000

inclusive resources and reasonable adjustments, including visual supports, communication aids, regulation resources, adapted equipment, accessible learning materials and low-distraction workspaces. Staff will be supported to proactively identify and implement adjustments that enable pupils to participate fully and successfully in learning. **Barriers Addressed:** 1, 2, 4 **Principles Addressed:** C, D, E, G		
Embedding Restorative Practice and Relational Approaches to Behaviour to Foster Belonging and Participation Strengthen a consistent Trust-wide approach to behaviour and inclusion through restorative and relational practice. Staff will be supported to understand behaviour as communication, build positive relationships and respond effectively to social, emotional and behavioural needs. This work will promote a strong sense of belonging, increase participation in school life and reduce barriers arising from disengagement, anxiety, dysregulation and unmet need. Particular attention will be given to vulnerable pupils, including those who are disadvantaged and/or identified as having SEND. **Barriers Addressed:** 1, 2, 3, 4 **Principles Addressed:** A, C, E, F	Universal and Targeted	£,4,500

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increased Staff Confidence and Expertise in Inclusive Practice All staff will develop the knowledge, skills and confidence required to meet the needs of an increasingly diverse range of learners through evidence-informed inclusive practice, adaptive teaching and early identification of need. **Barriers Addressed:** 1, 2, 4	• Staff report increased confidence in meeting a wide range of additional needs through annual staff surveys. • Inclusive practice and adaptive teaching are consistently evident through lesson visits, learning walks and professional dialogue. • Schools maintain a structured programme of inclusion-focused professional development.

Principles Addressed: A, B, C	• Teaching staff effectively identify and respond to emerging barriers to learning at the earliest opportunity.
Earlier Identification and More Effective Access to Support Pupils' needs are identified and understood at the earliest possible stage, enabling timely intervention, appropriate provision and effective access to specialist expertise where required. **Barriers Addressed:** 1, 4 **Principles Addressed:** B, C, F	• Schools demonstrate a clear and consistent graduated response to additional needs. • Increasing numbers of pupils receive support at an earlier stage before needs escalate. • Referrals to external agencies are supported by robust evidence and result in timely implementation of recommendations. • Parents and carers report feeling informed and involved throughout identification and support processes. • Specialist advice is translated into meaningful classroom practice and targeted support plans.
Improved Access, Participation and Progress for Learners with Additional Needs Pupils with SEND and other identified barriers to learning are able to access an ambitious curriculum, participate fully in school life and make strong progress from their individual starting points. **Barriers Addressed:** 1, 3, 4 **Principles Addressed:** C, D, G	• Gaps in attainment and progress demonstrate a reducing trend over time. • Increasing numbers of pupils with SEND successfully access age-appropriate learning and wider curriculum opportunities. • Intervention programmes demonstrate measurable impact on identified outcomes. • Learning environments consistently provide appropriate adaptations and reasonable adjustments. • Pupils report feeling included, supported and able to participate in learning.
Improved Social, Emotional and Mental Wellbeing Pupils develop the emotional literacy, resilience and self-regulation skills required to engage successfully with learning, relationships and wider school life. **Barriers Addressed:** 2 **Principles Addressed:** D, E, F	• Pupils demonstrate improved self-regulation and engagement in learning. • Schools report reductions in behaviour incidents associated with unmet need. • Pupils access appropriate pastoral and SEMH support when required. • Pupil voice demonstrates that children feel safe, valued and supported within school. • Staff confidently implement relational and restorative approaches when responding to behaviour and emotional need. • Where needed, school access external support to ensure SEMH needs are met.
Improved Outcomes for Disadvantaged Pupils with SEND Disadvantaged pupils with SEND receive effective support that enables them to	• Schools routinely analyse outcomes for disadvantaged pupils with SEND as a key inclusion measure.

achieve positive educational, social and emotional outcomes and fully participate in school life. **Barriers Addressed:** 3 **Principles Addressed:** A, B, D, F	• Gaps in attendance, attainment and participation between disadvantaged pupils with SEND and their peers reduce over time. • Targeted support and resources are effectively deployed to address identified barriers. • Disadvantaged pupils with SEND are represented in enrichment opportunities, leadership roles and wider school experiences. • Leaders can demonstrate the impact of provision through robust monitoring and evaluation processes.
Stronger Partnership Working with Families and External Agencies Families, schools and specialist professionals work collaboratively to identify needs, plan support and improve outcomes for children and young people. **Barriers Addressed:** 1, 2, 3, 4 **Principles Addressed:** F	• Parent and carer feedback demonstrates positive relationships with schools and confidence in support arrangements. • Multi-agency working is evidenced through coordinated support planning and review meetings. • Families are actively involved in decision-making regarding their child's provision. • External professionals report effective collaboration with Trust schools. • Pupils and families experience clear communication and joined-up support.
A Consistent Culture of Inclusion Across Mid-Trent MAT A shared understanding of inclusion is evident across all Trust schools, ensuring that pupils experience high-quality inclusive provision regardless of setting. **Barriers Addressed:** 1, 2, 3, 4 **Principles Addressed:** A, B, C, D, E, F, G	• Inclusion remains a standing strategic priority within Trust and school improvement plans. • Inclusion self-evaluation demonstrates improvement over time across all schools. • Schools can evidence implementation of the Trust Inclusion Strategy. • Shared approaches, systems and expectations are consistently applied across the Trust. • Pupils, families and staff report a strong sense of belonging and inclusion within their school community. • Governors and Trustees receive regular assurance regarding inclusion priorities, outcomes and impact.

Review of the previous academic year

From year two, this section will outline the progress you made towards the above intended outcomes.

The impact of this Inclusion Strategy will be reviewed annually by Trust Leaders, Headteachers, SENCO and Local Academy Committees. Evaluation will focus on both the implementation of

agreed actions and the extent to which the intended outcomes have been achieved across all Mid-Trent Multi Academy Trust schools.

The Trust will utilise a range of quantitative and qualitative evidence sources to evaluate progress against the four identified barriers to learning and the seven principles of inclusion. Findings will inform future strategic planning and priorities for inclusion across the Trust.

Evaluation of Strategic Actions

Strategic Action	Evaluation Measures
Whole-School Professional Development in Inclusive Practice	Staff survey outcomes; training evaluations; quality assurance activities; lesson visits and learning walks demonstrating adaptive teaching; SENCO and leadership reviews of classroom practice.
Access to Experts at Hand	Number and range of specialist consultations; staff feedback regarding access to specialist advice; evidence of recommendations implemented in practice; parent feedback regarding support received.
Foundational Learning Support	Intervention impact data; progress measures in reading, writing and mathematics; assessment information; pupil case studies demonstrating improved curriculum access.
Communication, Regulation and SEMH Provision	Provision maps; pupil wellbeing measures; behaviour data; intervention evaluations; pupil voice; attendance data where relevant.
Inclusive Learning Environments and Reasonable Adjustments	Inclusion environment audits; accessibility reviews; learning walks; staff and pupil feedback regarding classroom accessibility and participation.
Restorative and Relational Practice	Behaviour trends; suspension and exclusion data; attendance data; pupil voice; parental feedback; evidence from safeguarding and pastoral reviews.

Further information

Rooted in our shared Christian vision and values, the three schools within Mid-Trent Multi Academy Trust have collaboratively developed this Inclusion Strategy to promote dignity, belonging, participation and opportunity for every child. Through working together as a Trust, we are able to maximise the impact of available resources, expertise and funding, ensuring that inclusive provision is developed strategically and sustainably across all schools.

Whilst this strategy establishes a shared commitment and common direction for inclusion across the Trust, we recognise that each school serves a unique community and has its own profile of strengths, needs and priorities. As a result, the implementation of specific actions may vary between schools to reflect their individual contexts and the needs of their pupils. This flexible approach ensures that resources and provision can be targeted where they will have the greatest impact, whilst maintaining a consistent Trust-wide vision that all children are welcomed, valued, supported and enabled to thrive.