

EMAT
EASTERN MULTI-ACADEMY TRUST

**INCLUSION
IN EMAT ACADEMIES**



EMAT

EASTERN MULTI-ACADEMY TRUST

INCLUSION IN EMAT ACADEMIES

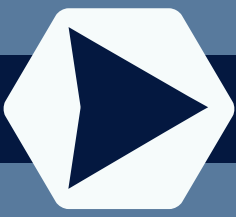


INTRODUCTION



ALIGNMENT IN ACTION

CONCLUSION



INTRODUCTION

At Eastern Multi-Academy Trust (EMAT), inclusion is central to who we are and how we educate.

We believe that every child, regardless of background, ability, or circumstance, deserves an education that enables them to thrive, achieve and belong.

Our Inclusion DNA defines the habits, attitudes and professional practices that make inclusion visible in every classroom, every day.

It aligns with statutory duties under the Equality Act (2010), Children and Families Act (2014) and SEND Code of Practice (2015) – but it also goes beyond compliance to embody our shared moral purpose.



OUR TRUST CONTEXT

Across EMAT, our academies reflect a diverse range of communities and pupils.

We serve:

- ▶ Pupils with SEND (EHCP and SEN Support)
- ▶ Disadvantaged pupils eligible for Pupil Premium
- ▶ Children looked-after and previously looked-after
- ▶ Children known or previously known to social care (CiN / CP / Early Help)
- ▶ Pupils with English as an Additional Language (EAL)
- ▶ More-able and high-prior attainers
- ▶ Pupils identified as being vulnerable

Each academy analyses its own contextual data annually and uses it to inform priorities, provision and professional development.

OUR INCLUSION COMMITMENTS

- ▶ Every child feels safe, valued, and represented – ‘Belonging’ is essential.
- ▶ Every teacher is a teacher of inclusion.
- ▶ Every academy removes barriers to learning through proactive, evidence-led practice.
- ▶ Every leader is accountable for equity and access.
- ▶ Every family is a partner in their child’s education.

WHY INCLUSION MATTERS...

High-quality, inclusive practice...

- ▶ **Raises standards for all** – Quality First Teaching (QFT) benefits every learner.
- ▶ **Narrows gaps** – Targeted, evidence-led support accelerates disadvantaged pupils.
- ▶ **Strengthens adaptive practice** – Teaching is responsive to need, enabling pupils to access learning through appropriate scaffolding, flexibility and high expectations.
- ▶ **Builds belonging** – Children who feel included attend more, are better regulated, and achieve their full potential.
- ▶ **Fulfils our moral and statutory duty** – ensuring equality under the law and in lived experience.



“Inclusion and excellence are inseparable.”
Ofsted Toolkit (2025)



QUALITY FIRST TEACHING

PURPOSE

To ensure every lesson meets the needs of all learners through adaptive teaching, high expectations and equitable participation.

WHY IT MATTERS

Everyday classroom teaching as the foundation of inclusion. Most pupils' needs are best met through excellent, inclusive pedagogy.

PRACTICAL STRATEGIES

- ▶ **Plan for all** – anticipate barriers during planning, not after.
- ▶ **Adapt not dilute** – maintain challenge; scaffold to access, not to lower expectation.
- ▶ **Model and Explain** using clear language, visuals and worked examples.
- ▶ **Use Formative Assessment** – whiteboards, hinge questions, cold calling, partner talk.
- ▶ **Deploy Adults Intentionally** – TAs facilitate independence, not dependency.
- ▶ **Embed Retrieval & Review** – help pupils remember key knowledge through spaced practice.
- ▶ **Encourage Oracy & Language Development** – sentence stems, tier-2 vocabulary walls, rehearsal talk.
- ▶ **Design Accessible Materials** – consistent fonts, visual cues, colour-friendly palettes, captions.



THE GRADUATED APPROACH (APDR)

PURPOSE

To ensure support follows a continuous cycle of *Assess > Plan > Do > Review*.

WHY IT MATTERS

Personalised support is most effective when it is cyclical, collaborative and evidence-based.

PRACTICAL STRATEGIES

- ▶ **Assess:** gather teacher observations, assessments, and pupil/parent voice.
- ▶ **Plan:** set SMART targets; define who, what and when.
- ▶ **Do:** deliver targeted interventions or adaptations; record provision.
- ▶ **Review:** evaluate impact every term; adapt support accordingly.
- ▶ **Collaborate:** involve pupils, families and specialists in every stage.
- ▶ **Record Effectively:** use provision-mapping tools across all academies.

PURPOSE

To ensure pupils with SEND receive timely identification, tailored support and equitable access to the full curriculum.

WHY IT MATTERS

The *Children and Families Act (2014)* and *SEND Code of Practice (2015)* require early, accurate identification and high-quality provision.

PRACTICAL STRATEGIES

- ▶ Every academy has a qualified SENDCo with protected leadership time.
- ▶ Trust SEND Lead oversees strategy, audit and professional development.
- ▶ SENDCo Network Meetings held half-termly to share expertise.
- ▶ Follow the Graduated Approach; use provision maps and SEN Support Plans.
- ▶ Ensure reasonable adjustments under the Equality Act (2010) – curriculum, environment, assessment.
- ▶ Evaluate impact through SEND Leadership Consistencies Tracker and data dashboards (Pupil Asset / Sonar) as well as through progress from baseline assessments.
- ▶ Plan successful transitions between settings with early multi-agency involvement.





DISADVANTAGED, LOOKED-AFTER & SOCIAL CARE

PURPOSE

To reduce barriers for pupils facing disadvantage or social vulnerability so they can achieve and thrive.

WHY IT MATTERS

Disadvantage and disrupted family circumstances can significantly affect progress, attendance and well-being. Our role is to level the playing field through relationships, rigour and rapid action.

PRACTICAL STRATEGIES

- ▶ Pupil Premium strategy aligned with high-quality teaching and attendance priorities.
- ▶ Designated Teachers lead and review personal education plans (PEPs) for looked-after and previously looked-after children.
- ▶ Children known or previously known to social care have a named lead who monitors engagement, attendance and progress.
- ▶ Key adults and mentoring: provide continuity, nurture and advocacy.
- ▶ Enrichment equity: remove barriers to trips, clubs and leadership opportunities.
- ▶ Targeted support: short, focused academic or pastoral boosters reviewed each half term.



SUPPORTING EAL LEARNERS

PURPOSE

To enable multilingual learners to develop English proficiency while valuing and using their first language as an asset..

WHY IT MATTERS

Language acquisition is foundational to access, participation and identity..

PRACTICAL STRATEGIES

- ▶ Assess English proficiency using DfE EAL scales; track progress each term.
- ▶ Provide visual supports, bilingual glossaries, and pre-teaching of vocabulary.
- ▶ Encourage peer talk and cooperative learning; model academic language.
- ▶ Maintain high expectations – EAL is not SEN.
- ▶ Celebrate linguistic diversity in displays and curriculum content.
- ▶ Offer staff training on EAL strategies through CPD.
- ▶ Work with LA EAL teams to support pupils and their families



CHALLENGE AND THE MORE ABLE

PURPOSE

To ensure inclusion also embraces *excellence* – stretching high prior attainers and under-represented gifted learners.

WHY IT MATTERS

Equity means every learner experiences appropriate challenge; ceiling-free learning fosters aspiration and curiosity.

PRACTICAL STRATEGIES

- ▶ Identify high prior attainers through progress data and teacher judgment.
- ▶ Plan stretch and challenge activities in every subject (depth not speed).
- ▶ Provide enrichment – masterclasses, competitions, leadership projects.
- ▶ Track participation and progress of disadvantaged more-able pupils.
- ▶ Celebrate excellence publicly across all groups.



COLLABORATION AND EXPERTISE

PURPOSE

To harness collective expertise across the Trust to build inclusive capacity.

WHY IT MATTERS

Strong networks reduce isolation, ensure consistency and spread innovation.

PRACTICAL STRATEGIES

- ▶ SENDCo Network – half-termly collaboration and case study sharing.
- ▶ Trust CPD Programme – inclusion and adaptive teaching feature regularly.
- ▶ Cross-Academy Learning Walks focused on inclusion and equity.
- ▶ Partnerships with LA services, Educational Psychologists, Speech & Language, CAMHS.



MONITORING & EVALUATION

PURPOSE

To ensure inclusion is measurable, reviewed, and continually improved.

WHY IT MATTERS

Effective inclusion depends on reflection and evidence, not assumption.

PRACTICAL STRATEGIES

- ▶ Each academy maintains a SEND Leadership Consistencies Tracker reviewed termly.
- ▶ Use Trust Data Dashboards (Sonar, PA) – tracking progress, attendance, exclusions and well-being for key groups.
- ▶ Conduct annual Audits with follow-up support.
- ▶ Integrate inclusion into Academy Development Plans (ADPs).
- ▶ Gather pupil and parent voice annually; act on feedback.
- ▶ Report inclusion outcomes to Local Academy Committees and Trustees regularly.



CULTURE OF BELONGING

PURPOSE

To nurture environments where every pupil and adult feels seen, heard and valued.

WHY IT MATTERS

A sense of belonging is the cornerstone of well-being and motivation. Inclusion begins with relationships.

PRACTICAL STRATEGIES

- ▶ Model **respectful language and mutual trust** in every interaction.
- ▶ Use **restorative approaches** to resolve conflict.
- ▶ Ensure **representation** in curriculum texts, displays and assemblies.
- ▶ Promote **student voice** – inclusion councils, surveys, pupil ambassadors.
- ▶ Facilitate **parent partnership** – co-production meetings, feedback forums.
- ▶ Recognise and celebrate **diversity events** across the year.
- ▶ Provide **safe spaces** and trusted adults for vulnerable learners.

PURPOSE

To ensure that inclusion is embedded in leadership structures, monitored through transparent governance, and informed by up-to-date professional knowledge.

WHY IT MATTERS

Effective inclusion relies on clear lines of accountability. When trustees, governors, and leaders work together to monitor provision and respond to evidence, the impact for pupils is greater and statutory duties are consistently met.

PRACTICAL STRATEGIES

Trust Oversight

- ▶ The Trust Board receives annual reports on SEND and Inclusion, including progress & attendance data and assurance of academy compliance.
- ▶ The Education Team (Including Trust SENDCo, School Improvement Director & Director of Education) meet regularly to monitor provision, share data and shape strategic priorities.
- ▶ Outcomes from the Education Team meetings inform Trust-wide professional development, policy review and improvement planning.

Local Governance

- ▶ Each academy designates a Link Governor for SEND and Inclusion to champion inclusive practice and provide informed challenge and support.
- ▶ SENDCos provide an annual impact report to their Local Academy Committee, summarising outcomes, provision effectiveness and next steps.
- ▶ Governors review and approve the academy SEND Policy and Information Report annually, ensuring accessibility and compliance.

Accountability and Reporting Cycle

- ▶ Inclusion features in Principals Reports to the Academy Committee, ensuring visibility of key groups.
- ▶ The Trust monitors the deployment and impact of SEND and inclusion funding to ensure value for money and effective targeting of resources.

Continuous Learning and Compliance

- ▶ Leaders and SENDCos engage in local authority, national and Trust networks ensuring that Trust practice reflects current legislation, research and emerging initiatives.
- ▶ The Trust disseminates statutory and policy updates through central briefings and inclusion CPD.



ALIGNMENT IN ACTION

Consistency across EMAT ensures equity wherever pupils learn.

Mechanism	Frequency	Purpose
Trust Full Audits	Annual	Evaluate impact, share strengths
Trust SENDCo Visits	Half-termly	Evaluate impact, CPD, Consistency
SENDCo Network Meetings	Half-termly	Moderation, CPD, peer support
Trust CPD Programme	Ongoing	Build staff capability
Trust SID Visits	Ongoing	CPD, Alignment, Meet and Exceed Statutory Requirements



CONCLUSION

This Inclusion DNA is the living expression of our belief that *equity and excellence go hand-in-hand*.

Through aligned practice, shared accountability, and compassion in action, EMAT continues to ensure that:

- ▶ Every child is seen
- ▶ Every voice is heard
- ▶ Every learner thrives



EMAT
EASTERN MULTI-ACADEMY TRUST



Queen Mary Road - King's Lynn - PE30 4QG

01553 779685 - eastern-mat.co.uk



JULIAN
TEACHING SCHOOL HUB