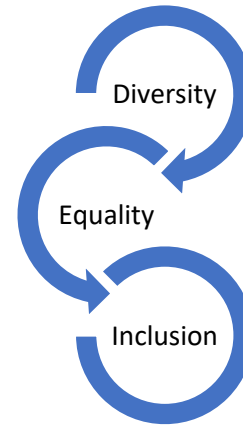


Inclusion



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ACADEMIES  
TRUST



Inclusion in DSAT starts with understanding **diversity**, the core principle which results in the intentionality of inclusion in all our settings. We believe that difference is to be celebrated and is intrinsic to being human. By being different we are all the same: unique. Each person is unique and of inherent worth, and so we educate in DSAT for dignity and respect.

Because we understand that diversity isn't always celebrated and because inclusion isn't always enabled, we constantly strive for **equality** for all. Striving for equality needs to be the perpetual body language of our organisation and equality therefore needs to underpin every decision we make.

Because we celebrate uniqueness, we seek to include everyone and make sure no one is left behind or excluded. We believe that we must make inclusive choices in all aspects of our provision so that no child is lost in the averages: we intentionally choose to be inclusive. **Inclusion** involves us all creating space across our schools where diverse communities and our diverse uniqueness as individuals all have something to offer and are valued. In DSAT, we strive to remove barriers to inclusion by coaching, teaching and building communities which learn to make proactive decisions and inclusive choices, making sure we always try to do the right thing.

### DSAT: DRIVING EXCELLENCE IN SEND PROVISION

New or inexperienced SENCOs across the trust are provided with support from a specialist, experienced SENCO from within the trust when needed.

Schools are encouraged to work with local authorities to buy back specialist support and to strengthen work with outside agencies. This results in a 'joined-up' approach for schools, pupils and parents within their localities.

DSAT schools are encouraged to buy back specialist services from one of our local authorities, who provide specialists to work with teachers and leaders to identify specific learning needs of pupils and to help plan strategies which will enable the pupil with SEND need to achieve and access learning.

All teachers and teaching assistants receive the training they need to expertly support pupils with SEND. This includes training to:

- plan effectively to meet the needs of specific learning needs, such as dyslexia.
- adapt provision to meet the needs of all pupils, including those with disabilities, including, but not limited to, those with visual or hearing impairment.
- plan provision so pupils with communication needs can thrive, such as pupils with autism.
- develop excellence in teaching, so that staff understand how to plan sequences of lessons which help our SEND pupils know and remember more, including the importance of theories relating to working memory.
- Each school has access to support from a Lead Practitioner, a number of who have been identified as having expertise within SEND.

### DSAT: DRIVING EXCELLENCE IN PROVISION FOR PUPIL PREMIUM PUPILS

We have high expectations for pupil premium pupils in DSAT.

The trust works with each school to ensure that pupil premium action plans are high quality.

All schools have access to the Head of Teaching and Learning, who is a NLE designated as a Pupil Premium Reviewer. Any monitoring and visits to school always include a focus on pupil premium provision.

All pupil premium pupils have targeted action plans which take account of their individual barriers to learning. This includes, most importantly, any barriers to reading.

DSAT creates a safe culture and promotes courageous, shame-free classrooms, where vulnerable pupils feel confident to ask questions and say they need help. This supports our most vulnerable pupils to achieve.

Each school has access to support from a Lead Practitioner, a number who have been identified as having expertise in the support for disadvantaged pupils.

### DSAT: DRIVING EXCELLENCE IN PROVISION FOR SEMH

Pupils with SEMH need are valued and welcomed in DSAT.

We train our staff to recognise triggers and plan provision to support pupils with social, emotional and mental health need, including using de-escalation strategies within the classroom.

We promote an inclusive approach and exclusion is a last resort in our schools.

Leadership support is provided to schools in the form of DSAT wide 'solution circles', which enable staff to explore new strategies for supporting pupils who are in crisis.

Each school has access to support from a Lead Practitioner, a number of who have been identified as having expertise in supporting children with challenges linked to SEMH.

