



## Inclusion Policy

### 2025

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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<b>Author</b>	Head of Inclusion	<b>Approved By</b>	Trust Board
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In this document:

‘The Trust’, ‘We’ and ‘Our’ refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e lives with and looks after the child/young person)

## 1. Introduction

This Inclusion policy outlines provision for pupils on roll in Trust schools. It sets out the Trust expectations for the inclusion of all pupils. These expectations ensure all schools and settings remain compliant with statutory requirements, as Trust schools settings strive to improve outcomes for all pupils. Cambrian Learning Trust Schools are committed to being inclusive communities.

This policy is written to support all pupils, and especially those whose needs sit within the following categories:

- Pupils with identified SEND
- Pupils who are eligible for Pupil Premium (Disadvantaged)
- Service Pupils
- Pupils who are a ‘Child We Care For’ / ‘Looked After Child’ (LAC) or ‘Formerly Looked After Child (FLAC)
- Pupils who speak English as an Additional Language (EAL)
- Pupils who are young carers
- Other groups of pupils who may be seen as vulnerable

Inclusion can be a term used to describe the process of ensuring equity of learning opportunities for all pupils. It is a process of identifying, understanding and overcoming barriers to belonging, understanding and learning. Inclusion is about the quality of each pupils’ experience, how each member of the Trust community is valued.

Cambrian Learning Trust strives for all pupils in all Trust schools to, in line with our vision and values,

receive a nurturing and ambitious education which enables them to encounter a wide range of educational experiences and to achieve to be the best they can be.

Inclusion is at the heart of what we do, and what we truly believe. We value each individual and understand a sense of belonging is vital to supporting well-being and improving

outcomes for all. All pupils within the Trust should feel included, valued, safe and be supported through the building of positive, mutually respectful and consistent relationships.

All pupils in Cambrian Learning Trust schools will benefit from a broad, balanced and ambitious curriculum and high-quality teaching underpinned by highly effective pastoral support that enables

them to achieve to be the best they can be.

All leaders and teachers are confident, skilled and inclusive educators of all pupils. Highly trained support staff supplement and support the high-quality teaching within our schools.

School communities promote a culture of inclusion with families, listening to and valuing pupil and family voice in decisions about provision both at an individual and whole-school level.

## 2. Aims and Objectives

The Trust recognises that all pupils have the right to access a broad, balanced, relevant and adapted curriculum. Trust schools aim to create a safe, secure, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident and independent learners.

Our Inclusion policy aims to:

- Set out how our Trust schools will:
  - Support and make provision for all pupils
  - Provide all pupils access to all aspects of school life
  - Support pupils within vulnerable categories to fulfil their aspirations and achieve their best
  - Support pupils to become confident individuals living fulfilling lives
  - Help all pupils make a successful transition into the next stage of their lives

## 3. Legislation and Guidance

This is based on the following legislation:

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between

people who share a protected characteristic (which includes having a disability) and those who don't share it.

- The [School Admissions Code](#) ( 2021) , which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.
- The [Teachers' Standards \(2012 – updated in 2021 \)](#), which make clear the expectation for all teachers to “adapt teaching to respond to the strengths and needs of all pupils”. Teachers must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.” (Standard 5).

## 4. Inclusion and Equal Opportunities

Cambrian Learning Trust schools strive to create an inclusive teaching environment which offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. Schools are committed to offering all pupils the chance to thrive and fulfil their potential and aspirations.

Trust schools will achieve this by high-quality adaptive teaching, making reasonable adjustments to teaching, the curriculum and the school environment to ensure pupils with additional needs are included in all aspects of school life.

All pupils should be equally valued in school. Schools have a duty to prevent discrimination, to promote equality and to foster good relations. Equal opportunities will be given to all by schools recognising the diverse and differing needs and putting supportive strategies in place to overcome barriers.

## 5. Expectations of all Trust schools

Schools will demonstrate inclusivity by offering educational and pastoral provision which aims to meet the needs of all pupils.

All schools are committed to providing:

- High-quality teaching which is inclusive in intent and implementation and meets the needs of all pupils.
- An environment, curriculum and pedagogical approach that is underpinned by research and inclusive by design, rather than provision viewed as an 'add on'.

- Effective systems for tracking and monitoring progress, to enable early identification of need.
- Effective assessment and monitoring which can identify and address gaps in learning; this could include but is not limited to, reviews, learning walks, work scrutiny.
- Opportunities to extend and challenge all pupils so that they can achieve to their greatest potential.
- Effective lines of communication between home and school to enable a full understanding of what success looks like for a particular pupil and family.

## 6. Pupil Groups – Definitions and Trust Practices

### 6.1. Pupils with Identified Special Educational Needs & Disabilities (SEND)

#### 6.1.1. Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 6.1.2. Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Please refer to our Special Educational Needs & Disabilities (SEND) Policy for further information.

## 6.2. Disadvantaged pupils in receipt of the Pupil Premium Grant (PPG)

DfE guidance [Pupil premium: overview - GOV.UK](#) defines Disadvantaged Pupils as those who are "**eligible for free school meals** at any point within the past six years and pupils looked after by the local authority".

For those pupils who have been in receipt of free school meals (FSM) at any point in the last six years (FSM6) , children of Service personnel who have served at any point in the last six years, or pupils who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools with the sole aim of improving educational and wider outcomes.

For further information, please refer to our Pupil Premium Policy and Impact Statements published on school websites.

## 6.3. Services Pupils

### 6.3.1. What is Service Pupil Premium?

The Department for Education (DfE) introduced SPP in April 2011 in recognition of the specific challenges children from service families face, and as part of the commitment to delivering the [Armed Forces Covenant](#).

State schools, academies and free schools in England with children of service families (reception-age to Year 11) are eligible for SPP funding. SPP helps the school give additional support that the service child may need. It is currently worth £350 per service child.

Pupils are eligible for SPP if they meet one of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service)
- they have been registered as a 'service child' on a school census in the past 6 years (see below the 'DfE's ever 6 service child measure')
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- one of their parents is in the armed forces of another nation and is stationed in England.

SPP helps schools provide mainly pastoral support for service children. The Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with PP funding: the spending of each premium should be accounted for separately and reported upon in the annual report , but schools can claim for both SPP and PP for the same child if they are eligible for both.

The Cambrian Learning Trust is a unique in that all 18 Trust schools have service pupils on roll. 16% of the total number of Service pupils in Oxfordshire attend a Cambrian Learning Trust school.

Trust Schools receiving Service Pupil funding are expected to provide the following information in their annual Pupil Premium report:

- How Service Pupil Premium allocation was spent last academic year
- The impact of that spending on Service Pupil Premium eligible pupils

Useful Links: [Service Pupil Premium: what you need to know – GOV.UK](#)

## 6.4. English as an Additional Language (EAL)

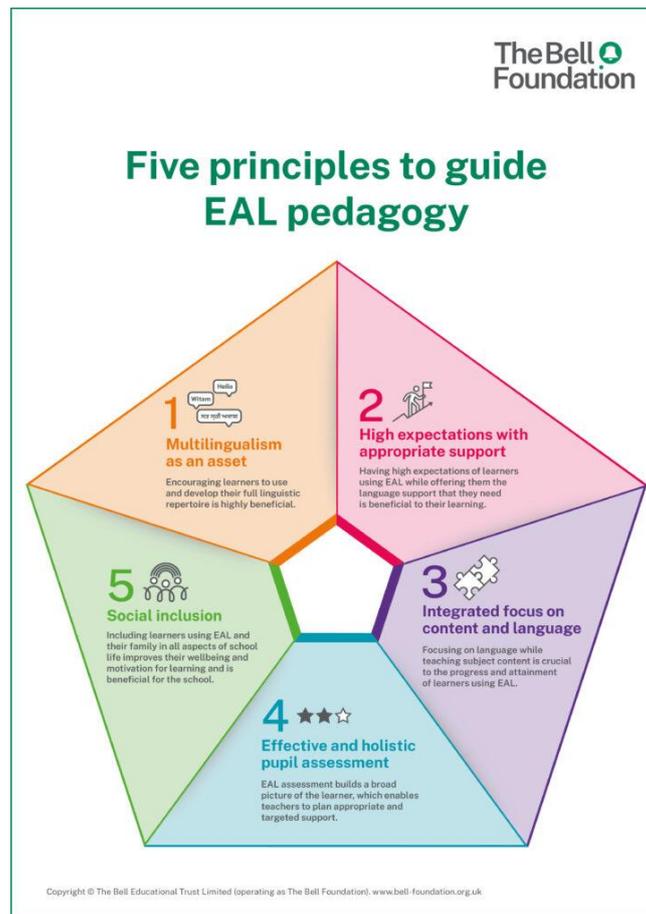
Pupils who are learning in and through an additional language (English) to their first/home language, whilst also learning that language, face particular challenges.

To ensure equity of learning for our pupils with EAL or pupils who are ethnically diverse, it is important that recognition and respect is given to the value and significance of their first language and the associated cultural experiences. 'EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs.' (National Subject Association for EAL, 2017).

Speaking English as an Additional Language (EAL) is not considered a Special Education Need, nor is being a pupil who is ethnically diverse. Carefully scaffolded access to the curriculum and individual learning opportunities must be provided for children who are learning EAL as part of the school's provision for pupils with additional educational needs.

The school curriculum, culture and ethos should include and celebrate positive examples of people who are ethnically diverse.

The Trust approach for pupils with English as an additional language and those from ethnic minorities is underpinned by The Bell Foundation 'Five Principles to guide EAL Pedagogy'.



As a recognition of our growing number of pupils with EAL, a Trust working group has been established with the aim to create a supportive EAL Training package for Trust schools. This will detail how pupils with English as an additional language, including new international arrivals, are supported to belong, learn and achieve to their full potential within their school.

## 6.5. Children ‘on the edge of care’ and ‘Children We Care For’

Children who are on the edge of care and are the subject of a Child Protection Plan, Looked After Children (referred to as ‘Children We Care For’ in Oxfordshire) formerly Looked After Children, unaccompanied asylum seekers, and children and young people who are care leavers can be vulnerable to underachievement.

Many individual children and young people in care enjoy school and achieve well. However, as a group, children in care or those that have left care do not perform as well in their education as their peers. Since April 2014, every local authority in England has had to appoint at least one person to fulfil the local authority’s statutory duty to promote the educational achievement of its looked after children, wherever they live or are educated. Within the local authority the Virtual School Head is the statutory lead (Children and Families Act 2014) with responsibility for ensuring that arrangements are in place to improve educational experiences and outcomes.

All schools are expected to have a Designated Teacher for children and young people who are CWCF. The Designated Teacher is responsible for liaising with the Virtual School within their Local Authority regarding any child or young person who is a CWCF. This includes sharing information about how their funding has been used to support their educational and wider needs.

A child is legally 'looked after' if they are in the care of the local authority for more than 24 hours. In Oxfordshire the term 'Child We Care For' is used instead of 'Looked after child'. A CWCF may be living with friends or family members, with a foster parent, in a residential home or school or on their own (age dependent) in supported housing.

Useful Links:

<https://www.oxfordshire.gov.uk/residents/our-work-schools/virtual-school-looked-after-children-and-care-leavers-0-25/children-we-care/policies-and-procedures>

## 6.6. Young Carer

A child under 18 who helps to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem is recognised as a young carer.

This may include looking after one of their parents or caring for a brother or sister. A young carer may do extra jobs in and around the home beyond the responsibilities typically expected of someone of their age, for example helping someone get dressed or to move around, cooking all the family meals or being responsible for all the cleaning. They may give a lot of physical help to a parent, brother or sister who is disabled or ill. In addition to providing practical help, they may also be providing emotional support to their parents or siblings.

Some children start giving care at a very young age and don't realise that they are carers. Other children may become carers overnight, following a change in family circumstances. Young carers may really want to help their family members, however they should not be doing the same things as adult carers or spending so much time caring for someone that it gets in the way of them doing well in school or engaging in activities with other pupils and young people their age.

Trust schools will be alert to changes in family circumstances that may result in a pupil becoming a young carer and offer pupils support to make appropriate referrals.

Trust schools will be aware of which pupils are young carers, and ensure that appropriate support, including support with attendance, is provided.

Trust schools must appoint a young carers lead in each of their settings. The Trust Safeguarding Lead will co-ordinate support/signposting for schools with regard to young carers.

Useful Links:

[Being a young carer: your rights - Social care and support guide - NHS](#)

[Be Free YC - Supporting Young Carers in Oxfordshire](#) – Be free young carers

[Legislation and guidance | Young Carers | The Children's Society](#)

## 6.7. Other Vulnerable Groups

The varying circumstances and environments experienced when growing can make pupils vulnerable. In schools, we strive to be aware of pupils who may have suffered bereavement, have a parent in prison, are at risk or being exploited, those living in a private fostering arrangement or those who may be suffering from poor mental health. This awareness enables schools to put the most appropriate support in place, in communication with parents and pupils, as appropriate.

Locality Community Support Service (LCSS) are available to guide support for vulnerable pupils. Trust schools have an LCSS link worker who can support with signposting to external agencies and case mapping for vulnerable families.

More information can be found using this link:

[Early Help and the Locality Community Support Service \(LCSS\) - Oxfordshire Safeguarding Children Partnership](#)

[SeeSaw | Grief support for children and young people in Oxfordshire](#)

[Home - Children Heard and Seen](#)

[Private fostering arrangements | Oxfordshire County Council](#)

## 7. Monitoring arrangements

This policy will be reviewed annually by the Trust Head of Inclusion and Trust Safeguarding Lead.

This Policy will be updated when any new legislation, requirements or changes in procedure/practice occur during the academic year.

This Policy will be approved by the Trustees annually.

## 8. Links with other policies and documents

This policy links to the following documents:

- SEND Policy

- Accessibility plan
- Behaviour Principles
- Relational Behaviour Policy
- EDI Policy and Objectives
- Attendance Policy
- Safeguarding & Child Protection Policy
- Pupil Premium Policy