

BDAT Inclusion Strategy

Date: 29th June 2026

Introduction

The DfE has proposed a new legal duty that all schools should produce an inclusion plan by December 31, 2026. Schools' strategies should set out how leaders will *"ensure high quality ordinarily available provision which meet children's needs"* and fulfil the conditions for utilising the new inclusive mainstream grant

In the [new guidance](#) published in June 2026, DfE describe how *"....schools should develop an initial inclusion strategy which is a first step towards a reformed system. Schools should plan how they intend to use additional funding provided through their IMF allocation, alongside their core budget allocation (including their notional SEN budget), to start building a more inclusive core offer for all children and young people, including those with SEND."*

This should include taking meaningful steps to:

- *build a strong universal offer that embeds inclusion within the core school offer – in line with the 7 principles of inclusion – and has a positive impact on attainment, progress in learning, wellbeing, belonging and engagement*
- *support the delivery of early, effective, targeted support for those who need it, without the need for formal assessment or diagnosis*

In this first year, we recommend that most schools focus their investment on a small number of impactful activities to establish a strong foundation of inclusive practice within their universal offer. Schools with an established inclusive universal offer may wish to allocate investment towards targeted support."

In line with BDAT way of working, BDAT has produced a Trust level inclusion strategy that provides schools with a framework to develop a context based local school inclusion strategy, based on a core set of Trust wide principles for inclusion for all BDAT students.

Purpose

The purpose of a BDAT Inclusion Strategy is to ensure there is clear, consistent and purposeful strategic direction of inclusive practices across the Trust.

Whilst we make reference to, and work within, the new reforms outlined in the Government's School's White Paper, our vision is to ensure the Trust has transferrable embedded inclusive practices in line with our BDAT values and school contexts, which can continue to be robust to any further economic or policy changes.

To ensure strong accountability across the Trust, we will ensure ownership of inclusion is led by the most senior leaders in the Trust to ensure there is ambitious leadership and governance that embed inclusion at all levels, so that it is at the forefront of all decision making and strategic direction. This will ensure long-term positive outcomes for all our children, so that they can thrive and flourish into adulthood.

Vision and Strategic Alignment

Our BDAT vision for inclusion is taken from our Excellence for All Strategy:

‘As a family of schools at BDAT, we collectively push ourselves to “go above and beyond” to ensure that each and every one of our students has the opportunity to grow, achieve, develop and thrive during their time in our schools.

Rooted in faith, hope and love, at BDAT we want every child, regardless of background, personal characteristics, academic ability or additional need, to have the chance to succeed and excel in their areas of strength, so they can move on to the next stage of their life after leaving us, well equipped and personally prepared for their future.

Our strategy for 2030 focuses on creating an inclusive, caring and aspirational environment where all children belong and all children are empowered to succeed.

Belonging is the cornerstone of our Trust – ensuring every child and adult feels connected, welcomed, valued and integral to the school community.’

Our strategy will also be fully in line with our ICARE values of Inclusion, Compassion, Aspiration, Resilience and Excellence.

At BDAT, we have defined inclusion as ***‘Inclusion is our collective commitment to removing barriers so that every child, staff member, and community partner is supported to achieve and thrive whilst feeling a strong sense of belonging within the Trust.’***

BDAT Principles of Inclusion

As part of our strategy, we tailored the DFE's 7 Principles of Inclusion to create an embedded sense of belonging in our Trust. Each of the principles make up our **Universal offer** to ensure our school environments are right, our staff are well trained and consistent and teaching is adaptive and high quality so that our offer is right for **all** of our children and young people within the Trust.

1. Ambitious Leadership

Inclusion as a strategic and shared responsibility where 'every leader is a leader of SEND and every teacher is a teacher of SEND' (inclusion by design)

2. Early, evidence informed support

We use high quality and evidence-informed practice, within and beyond the classroom, to ensure the best inclusive approaches are acted upon. Every child who needs it will receive early, coherent and expert targeted support

3. Teaching designed for all learners

Decisions will be taken while looking through the 'lens of the child' and adapted teaching approaches are embedded to ensure every classroom is an inclusive learning environment

4. Provision beyond the classroom

Every child will benefit from wide and varied enrichment opportunities to build cultural capital and expand aspirational vision

5. Belonging, safety & attendance

We create a sense of belonging for all, and every child, family and staff member will feel welcome and included from the minute they walk through the door. All staff invest in relationships with children, so they know and understand every child as an individual

6. Partnerships with families and services

We will not work in isolation and will strengthen our inclusive approaches through building strong relationships and partnerships with a variety of stakeholders

7. Accessible, inclusive environments

We invest in safe, secure and nurturing environments which consider the needs of our children within the trust, adapting and updated where required to best support the range of needs we have

In order to embed these 7 Inclusion Principles, all BDAT schools will:

- Deliver high-quality adaptive teaching as the first response to need
- Implement a graduated approach (assess-plan-do-review)
- Maintain accurate and up-to-date provision mapping
- Prioritise early identification of need
- Ensure meaningful pupil and parent voice
- Use restorative, relational approaches to behaviour
- Monitor key inclusion data termly

How will we achieve this?

We will deliver our actions through a 3-Tiered approach:

Universal - What every child will receive...

- High quality, inclusive classroom teaching
- Well planned, inclusive curriculums which develop a passion for learning and building of cultural capital
- Evidence informed practice based on inclusive principles which result in positive impact and outcomes
- Use of well trained, good quality staff within the classroom
- High quality pastoral support and signposting where needed
- High quality enrichment opportunities and wider experiences
- Positive parental and family engagement and support
- Strong links with other Trusts and the Local Authority to share good practice
- Investment in high quality SLCN approaches and oracy support for all
- Investment in high quality screeners to pick up potential barriers quickly, so intervention can be established early and effectively within the targeted offer
- Accurate and robust assessments in place which highlight potential barriers quickly, so intervention can be established early and effectively within the targeted offer
- Fully inclusive policies written in all schools, considering key vulnerable groups and any adaptations needed for these
- Opportunities for student voice
- Transition processes are inclusive at all stages

Targeted - What any child identified as needing additional support will be able to access through their mainstream provision or through partnerships with outside agencies...

- High quality, well planned, timely and targeted interventions which support closing the learning, social or emotional gap and which are additional to enhance high quality teaching within the classroom and carried out by trained staff
- Referral to external agencies where school feel they cannot meet need within their own teams

- The co-development of personal support plans which take into consideration the child's interests and strengths as well as their challenges
- High quality 'step out' support or provision with a view to fully engaging the child back into school life successfully
- Financial support to reduce barriers, where needed, which enable the child to be fully included in school life
- Support through specialist internal support bases established within the child's school
- Strong links with other Trusts and the Local Authority to share good practice
- Accurate and robust assessments in place to support children with additional needs
- High quality reintegration plans in place to support reduction of suspensions and exclusions
- Restorative behaviour management processes used across the Trust, informed from evidence-based, professional training
- Opportunities for student voice, with support or adaptations where needed
- Well written SMART Provision Map/Individual Learning Plans will be in place
- High quality preparation for Adulthood processes and support in place
- Transition processes are inclusive at all stages and adapted where needed to support success

Specialist - What a child may need who has long-term complex needs and need more than what their mainstream school can offer them, in order for them to thrive and experience success within education...

- The Trust will link with high quality, external support through a range of specialist services who have experience of supporting children and young people with a range of complex and long-term need
- External provisions sought who can offer higher inclusive support. This will be done through collaborative and supportive working with parents/carers to ensure both theirs and their child's voice are heard throughout the process
- A sensitive and supportive transition process whereby the Trust school and specialist provision work closely together to ensure the child/young person feels safe and secure throughout the transition

- Opportunities for student voice, with specific support or adaptations in line with the child's complex needs and what they are able to access/articulate through other means e.g. drawing, signing etc
- Well written SMART Provision Map/Individual Learning Plans will be in place with specific targets taken from the child's EHCP
- Assistive technology will be used in schools, where needed, to support vulnerable learners
- High quality preparation for Adulthood processes and support in place which is adapted to meet their complex needs
- Transition processes are fully inclusive and adapted to consider the child's individual and complex needs

How will we measure it?

- Progress and attainment gaps are seen to be closing in every school within the Trust
- Complex needs are managed more effectively allowing the most vulnerable children within the trust to make progress
- Emotion Based School Avoidance numbers will reduce, with high quality inclusion bases being used to support transition into school
- There will be a reduction in suspensions and permanent exclusions across the tTrust
- The number of children accessing external Alternative Provision settings is reduced
- Behaviour incidents in schools are reduced
- There will be improvements with positive parental engagement and a reduction in parental complaints
- Engagement surveys and stakeholder voice will show an increasingly positive trend
- Staff will feel more confident at meeting the needs of more complex learners within their classes
- There will be increased student voice engagement from all groups of children across the Trust e.g. SEND, CLA, more able, EAL
- There will be improved attendance data across all phases
- There will be reduced NEET, coupled with improved destinations data
- Funding of EHCPs is more accurate and children will receive high quality, well written ISPs
- There will be an improvement with Post-16 outcomes for vulnerable learners

This strategy will be further under-pinned by a Trust wide operational plan and school level inclusion plans. Each school will also ensure that policies and procedures follow the inclusion strategy focus, but include nuances from their own individual settings, taking into consideration the contexts of their schools within their own plans.

The Trust will continue to review inclusion data on a regular basis through:

- School-level reporting to Executive Leaders and local governing bodies
- Trust inclusion dashboards and MIS systems
- Review meetings with school leaders

- Established professional learning communities (PLCs), sharing good practice and discussing challenges
- Executive team review meetings.

Where impact is limited, targeted support and challenge will be implemented from a Trust level.