LDBS Academies Trust
LAT and LAT 2

ADOPTION GUIDANCE AND POLICY CHANGE LOG
Inclusion and SEND Strategy 2026-2027

PLEASE REMOVE THIS PAGE UPON ADOPTION BY THE LOCAL GOVERNING BODY AND BEFORE PUBLICATION ON THE WEBSITE / SHARED DRIVE AND COMMUNICATION TO STAFF / OTHER RELEVANT PARTIES. AFTER DOING SO, PLEASE UPDATE THE TABLE OF CONTENTS!

General guidance for Headteachers and Local Governing Bodies (LGBs):

- This Policy sets minimum compliance requirements for all LATMAT (LAT and LAT 2) schools.
- A space has been foreseen in the header of this policy document, so that the school can add its own name and logo.
- A box has been foreseen below the Trust vision, for the school to add its school-specific vision.
- Annex 1 must be completed by the school with the school-specific information before it is submitted to the LGB for adoption.
- It is the responsibility of the LGB to:
    (i) Approve this Policy (with Annex 1 - School-specific details completed);
    (ii) Ensure local implementation complies with this template.
- Any concerns regarding the Policy should be raised with the Trust via the local Governance Professional.
- Please do not change the formatting of titles etc as the document contains cross-references.

Generic changes to all policy documents in 2026 -27:

- Change of the registered address of both LDBS Academies Trust and LDBS Academies Trust 2. The registered address is now: Park Lane, London, England N17 0HH
- New Articles of Association, approved by the DfE in Aug 2026 (to be ratified by Members) changes the name of the Local Academy Committees (and LAC members) to Local Governing Bodies (and local governors). The terminology in this policy has been updated to reflect the new Articles.
- Name of new Chair of the Board of Directors, Peter King

Changes to this policy document since its last revision:

- [change 1]
- [change 2]

Part of the

LDBS Academies Trust
LAT and LAT 2

Inclusion and SEND Strategy 2026-2027

Document type	Trust Strategy	Statutory DfE / Trust	Trust
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On behalf of the Board of Directors			
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On behalf of Choose an item.			
Name		Name	
Position	Chair of the Local Governing Board	Position	Headteacher
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Trust Vision Statement

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches." (Matthew 13: 31-32)

In the parable of The Mustard Seed, Jesus reminds us that even the smallest of seeds has the potential to grow into the fullness of itself. We aim to provide the right environment for our children, and all whom we serve, to flourish into the fullness of themselves. He tells us these seeds grow into trees, capable of providing a home for a rich diversity of life, our work is to ensure all in our communities grow into people of compassion and wisdom with a deep spiritual understanding of how to support the needs of others.

School Vision

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1 Our Vision for Inclusion and SEND

At LDBS Academy Trust (LAT and LAT 2 - hereafter referred to as “LATMAT” or “The Trust”), we believe that **high standards and inclusion are inseparable**.

Across our ten schools, our ambition is that every child, including pupils with special educational needs and disabilities (SEND) and those experiencing other barriers to learning and participation, receives an ambitious, high-quality education that enables them to:

ACHIEVE – BELONG – THRIVE

We want every LATMAT school to become increasingly **inclusive by design**.

This means anticipating commonly occurring and predictable needs, identifying barriers early and strengthening the ordinary provision available within our schools so that more pupils can participate and succeed.

We will:

- maintain high expectations for pupils with SEND;
- identify and respond to barriers early;
- strengthen inclusive universal provision;
- make precise adaptations where required;
- provide timely, evidence-informed additional support;
- evaluate whether provision is making a difference;
- promote pupils’ independence;
- strengthen partnership with families;
- ensure pupils with SEND participate fully in school life; and
- use the collective expertise of our ten schools to improve provision across the Trust.

We will NOT :

- wait for pupils to fail before acting;
- require a diagnosis before responding appropriately to an evident barrier;
- equate inclusion simply with being physically present in a mainstream classroom.

For the Trust, successful inclusion means that pupils **learn, participate, belong, become increasingly independent and flourish.**

2 Our Trust

The combined Trust (LAT and LAT2), also known as LATMAT, comprises ten schools:

- Meridian Angel
- Millbrook Park
- St Andrew and St Francis

- St Paul and All Hallows Infant School
- St Paul and All Hallows Junior School
- Holy Trinity
- St Michael's
- St Ann's
- St Richard's
- Stanwell Fields

Each school serves a distinctive community and therefore experiences different patterns of need.

Our LATMAT strategy establishes **common expectations and entitlement**, while individual schools identify and respond to the particular needs and barriers within their own cohorts.

3 Purpose of this Strategy

This strategy sets out how the Trust will strengthen inclusive provision during **2026–2027**.

It provides the overarching framework within which each Trust school will develop its own annual Inclusion Strategy Statement.

The strategy is designed to ensure that we:

- understand the commonly occurring and predictable needs across our schools;
- identify barriers to learning and participation;
- strengthen high-quality ordinarily available provision;
- use evidence to determine our response;
- make effective use of available resources;
- implement our chosen approaches effectively;
- evaluate the impact on pupils; and
- use this evaluation to determine subsequent priorities.

Our annual cycle will therefore be:

IDENTIFY → UNDERSTAND → PLAN → IMPLEMENT → MONITOR → EVALUATE → REFINE

4 Strategic and Statutory Context

Our approach is informed by:

- the SEND Code of Practice: 0–25 years;
- the Children and Families Act 2014;
- the Equality Act 2010;
- DfE Developing an Inclusion Strategy Using the Inclusive Mainstream Fund;
- DfE Inclusive Mainstream Fund: Best Practice for Schools;
- DfE Every Child Achieving and Thriving;
- current national SEND reform proposals;
- the EEF Guide to Inclusive Teaching;
- EEF implementation guidance; and

- Ofsted's renewed inspection framework.

The Trust recognises the distinction between **current statutory requirements and emerging SEND reform**.

The SEND Code of Practice remains the statutory foundation for SEND practice.

The Trust will fulfil these responsibilities while responding proactively to the emerging national expectation that mainstream education should become increasingly **inclusive by design**.

5 The LATMAT Inclusion Entitlement

While individual schools' annual priorities will differ according to their cohorts, the following entitlement applies across all ten LATMAT schools.

Every pupil is entitled to:

1. **An ambitious curriculum**

   Pupils with SEND will access an ambitious, broad and appropriately challenging curriculum. Adaptation should improve access rather than routinely reduce curriculum ambition.

2. **Excellent inclusive teaching**

   High-quality teaching is fundamental to inclusion.

   Teachers remain responsible for the progress and development of pupils they teach, including pupils with SEND.

3. **Early identification and response**

   Emerging barriers will be identified and addressed promptly.

4. **Precise understanding of need**

   We will seek to understand **why** a pupil is experiencing difficulty before deciding upon provision.

5. **Evidence-informed support**

   Additional support will have a clear rationale linked to an identified need.

6. **An effective graduated response**

   Assess–Plan–Do–Review (APDR) will be used as an improvement cycle rather than simply a documentation process.

7. **Increasing independence**

   Adaptations and adult support should enable pupils progressively to become more independent.

8. **Belonging and participation**

   Pupils with SEND should participate fully in the academic, social and wider life of their school.

9. **Partnership**

   Pupils and families will be listened to and meaningfully involved.

10. **Successful transition**

    Pupils will be supported to transition successfully between phases and prepare for their next stage.

6 Understanding Our Needs and Barriers

The Trust will establish a clear baseline across all ten schools during the Autumn term.

We will analyse:

- proportion of pupils receiving SEN Support;
- proportion with EHCPs;
- primary areas of need;
- SEND identification over time;
- disadvantage and SEND;
- EYFS outcomes;
- phonics;
- reading;
- attainment and progress;
- attendance;
- persistent absence;
- suspensions and exclusions;
- internal removal;
- part-time timetables;
- alternative provision;
- mobility and EAL where relevant;
- participation in enrichment;
- intervention outcomes;
- pupil voice;
- parent voice.

We will ask:

- **What are the commonly occurring and predictable needs across our schools?**
- **What barriers are preventing pupils from learning and participating successfully?**
- **Which barriers are common across the Trust and which are school-specific?**
- **Where is there significant variation between schools and why?**

7 Identifying Barriers Rather Than Assuming SEND

The starting point for our response will be the **barrier**, not simply the label.

Before concluding that a pupil's difficulty requires SEN Support, schools will consider relevant factors including:

- the quality and consistency of previous teaching;
- gaps in prior learning;
- insecure foundational knowledge;

- attendance;
- EAL;
- mobility;
- disadvantage;
- developmental stage;
- environmental barriers;
- social and emotional factors.

We recognise that these factors can coexist with SEND.

The purpose is not to delay SEND identification, but to make identification **earlier, more accurate and more useful in determining what should happen next.**

8 The Trust Inclusive Teaching Model

The Trust will adopt the EEF's two-part model.

These two parts are **complementary and overlapping**, rather than sequential tiers.

PART ONE: UNIVERSAL APPROACHES

We will strengthen everyday practices that benefit all pupils but are especially important for pupils experiencing additional barriers.

These include:

- positive teacher-pupil relationships;
- calm and predictable learning environments;
- explicit instruction;
- clear explanations;
- effective modelling;
- appropriate management of cognitive load;
- checking for understanding;
- responsive teaching;
- purposeful practice;
- effective feedback;
- vocabulary and language development;
- scaffolding towards independence; and
- appropriate use of technology.

The key LATMAT question:

What do we do every day that is especially important for pupils with additional needs?

PART TWO: ADAPTATIONS AND ADDITIONAL SUPPORT

Some pupils will also require carefully selected adaptations or additional support.

These may include:

- additional modelling;
- visual supports;
- pre-teaching;
- adapted communication;
- additional processing time;
- assistive technology;
- specialist resources;
- targeted small-group teaching;
- one-to-one intervention; and
- specialist professional input.

Our LATMAT question will be:

- **What adaptations or additional support does this pupil require?**

and critically:

- **How do we know that they help rather than hinder learning?**

9 The Trust Graduated Response

Where pupils require SEN Support, all Trust schools will use:

ASSESS → PLAN → DO → REVIEW (APDR):

ASSESS

Establish:

- strengths;
- current attainment/knowledge;
- specific barriers;
- what needs to be learned next;
- pupil perspective;
- parent/carer perspective;
- relevant professional evidence.

PLAN

Identify:

- a small number of precise outcomes;
- teaching adaptations;
- additional provision;
- responsibilities;

- intended impact;
- measures of success;
- review date.

DO

The class/subject teacher retains responsibility for the pupil's learning.

Additional adults and interventions should **supplement** rather than replace teacher instruction.

REVIEW

Ask:

What has changed for this pupil because of what we have done?

Provision should then be:

SUSTAINED → ADAPTED → INTENSIFIED → REDUCED → DISCONTINUED

according to evidence.

10 Our LATMAT 2026–2027 Priorities

Following initial evaluation of current practice and the national evidence base, the Trust has identified five overarching priorities for 2026–2027.

Individual schools will identify their own priorities following analysis of their cohorts.

PRIORITY 1: Strengthen Inclusive Universal Provision

- **Barrier**

  The quality and consistency of inclusive teaching and adaptive practice varies within and between schools.

- **Intended outcome**

  Pupils experiencing additional barriers consistently access ambitious curriculum content through excellent teaching and purposeful adaptation.

- **Trust actions**

  We will:

  - develop and implement a Trust Inclusive Teaching Framework;
  - provide professional development informed by EEF evidence;
  - strengthen explicit instruction and modelling;
  - develop teachers' use of scaffolding;
  - strengthen checking for understanding;
  - develop responsive teaching;
  - strengthen classroom environments and routines;

- develop appropriate use of assistive technology;
- establish inclusion-focused learning reviews;
- use coaching to strengthen implementation.
- Implementation measures

We will know implementation is strengthening when:

- staff understand the Trust Inclusive Teaching Framework;
- CPD translates into classroom practice;
- adaptations are increasingly precise;
- teachers can articulate the barriers experienced by pupils;
- SENDCos increasingly influence classroom practice.
- Pupil impact

We expect:

- improved curriculum access;
- stronger learning;
- increased independence;
- reduced unnecessary adult dependency;
- positive pupil voice.

PRIORITY 2: Strengthen Early and Accurate Identification

- **Barrier**

  There is variation in how emerging need is identified and how decisions about SEN Support are made.

- **Intended outcome**

  Pupils' barriers are identified accurately and appropriate support begins early.

- **Trust actions**

  We will:

  - establish common principles for identification;
  - review SEND register patterns;
  - moderate identification across schools;
  - strengthen transition information;
  - develop SENDCo expertise;
  - establish regular pupil reviews;
  - strengthen communication with families;
  - analyse variation between schools.
  - Implementation measures
  - identification processes are understood;
  - SEND registers are regularly reviewed;
  - decisions are supported by appropriate evidence;
  - transition information is used effectively.
  - Pupil impact
  - earlier support;

- more accurate identification;
- fewer pupils experiencing prolonged difficulty before effective support;
- improved parent confidence.

PRIORITY 3: Secure Foundational Knowledge, Literacy and Communication

- **Barrier**

  Some pupils experiencing additional needs have gaps in foundational knowledge that restrict subsequent curriculum access.

- **Intended outcome**

  Pupils secure the foundational knowledge required to access increasingly ambitious learning.

- **Trust actions**

  We will strengthen assessment and provision in:

  - communication and language;
  - vocabulary;
  - phonological awareness;
  - phonics;
  - decoding;
  - reading fluency;
  - handwriting;
  - transcription;
  - number sense; and
  - mathematical fluency.

  Assessment will identify the precise point at which knowledge becomes insecure.

  Teaching will return to that point without unnecessarily lowering the pupil's longer-term curriculum destination.

  - Pupil impact
  - improved reading;
  - improved fluency;
  - stronger foundational knowledge;
  - improved access to the wider curriculum;
  - measurable progress from intervention starting points.

PRIORITY 4: Strengthen APDR and the Impact of Targeted Provision

- **Barrier**

  The impact of additional provision is not always evaluated consistently enough.

- **Intended outcome**

  Targeted support produces demonstrable improvements in pupils' learning, participation and independence.

- **Trust actions**

We will establish common expectations so that significant interventions identify:

barrier → baseline → intended outcome → evidence → provision → implementation → review → impact → exit

We will:

- moderate APDR;
- review pupil plans;
- audit interventions;
- develop an evidence-informed provision framework;
- identify effective practice;
- challenge low-impact provision.
- Pupil impact

Provision will increasingly result in measurable improvements rather than simply increased adult input.

PRIORITY 5: Strengthen Belonging, Attendance, Participation and Independence

- **Barrier**

  Some pupils with SEND and additional needs do not participate as fully as their peers in school life.

- **Intended outcome**

  Pupils attend regularly, feel that they belong and participate successfully in the academic and wider life of their school.

- **Trust actions**

  We will analyse:

  - attendance;
  - persistent absence;
  - suspensions;
  - exclusions;
  - internal removal;
  - part-time timetables;
  - alternative provision;
  - clubs;
  - trips;
  - enrichment;
  - pupil leadership;
  - pupil voice;
  - transition.

  Where disparities exist, leaders will seek to understand and address the underlying barrier.

- **Pupil impact**

  - improved attendance;
  - reduced persistent absence;
  - reduced disproportionate suspensions;

- increased participation;
- stronger pupil belonging;
- increased independence.

11 Effective Deployment of Teaching Assistants

Across the Trust, additional adult support will be designed to promote learning and independence.

The Trust model will emphasise:

cue → prompt → scaffold → check → withdraw

rather than:

sit beside → simplify → tell → complete

Teachers remain responsible for pupils with SEND.

Our central evaluative question will be:

Is adult support helping this pupil become more independent or more dependent?

12 Pupil and Family Partnership

Pupils

We want pupils increasingly to understand:

- their strengths;
- barriers they experience;
- strategies that help them;
- their targets;
- when to seek help;
- how to advocate for themselves.

Where developmentally appropriate, pupil profiles and plans should be developed **with pupils rather than simply about them**.

Families

We will:

- communicate concerns early;
- listen to parental knowledge;
- involve families in APDR;
- explain provision and intended outcomes;
- share progress;
- seek feedback.

A key measure will be whether families feel that schools **understand their child and act appropriately and promptly**.

13 LATMAT SEND Leadership

Trust Board

The Trust Board will:

- scrutinise the annual inclusion strategy;
- evaluate the use of resources;
- monitor outcomes;
- challenge unexplained variation;
- assure itself that statutory responsibilities are met.

Executive Leadership

Trust leaders will:

- establish strategic expectations;
- make inclusion integral to school improvement;
- monitor implementation;
- analyse outcomes;
- deploy support according to need.

Trust SEND/Inclusion Lead

The Trust lead will:

- coordinate implementation;
- lead the Trust SENDCo Network;
- develop SENDCo expertise;
- moderate practice;
- analyse Trust data;
- coordinate Inclusion Reviews;
- identify and disseminate effective practice.

Headteachers

Headteachers remain accountable for the quality and impact of inclusion in their schools.

SENDCos

SENDCos will increasingly operate as **strategic leaders of inclusion and teaching**.

Teachers

Teachers remain responsible for the progress and development of pupils they teach.

14 The LATMAT Inclusion Dashboard

The Trust will establish a termly dashboard across all ten schools.

ACHIEVE

- attainment and progress;
- EYFS;
- phonics;
- reading;
- foundational knowledge;
- intervention outcomes.

BELONG

- attendance;
- persistent absence;
- suspensions/exclusions;
- participation;
- pupil voice.

THRIVE

- independence;
- APDR outcomes;
- successful transition;
- wellbeing indicators;
- parent confidence.

Data will be considered:

within school → between Trust schools → over time → against relevant national benchmarks

with particular attention to unexplained variation.

15 Trust Inclusion Quality Assurance

Every school will participate in proportionate inclusion quality assurance.

Evidence will be triangulated through:

data → leadership → SEND register → APDR → classroom practice → pupils' work → interventions → pupil voice → parent voice

The central question will be:

How effectively does this school identify and remove barriers so that pupils achieve, belong and thrive?

16 Implementation Timeline 2026–2027

AUTUMN 2026 – IDENTIFY AND PREPARE

- **Trust**
  - establish baseline;

- analyse variation across ten schools;
- establish Trust Inclusion Entitlement;
- launch Inclusive Teaching Framework;
- establish Trust Inclusion Dashboard;
- agree APDR expectations;
- strengthen SENDCo Network;
- audit interventions;
- audit TA deployment.

- **Schools**

  Each school will:

  - analyse its cohort;
  - identify commonly occurring needs;
  - identify barriers;
  - evaluate universal provision;
  - identify 2–4 high-priority areas;
  - identify evidence-informed responses;
  - determine expenditure;
  - establish intended outcomes;
  - publish its Inclusion Strategy Statement by the required deadline.

SPRING 2027 – IMPLEMENT AND MONITOR

- inclusive-teaching CPD;
- SENDCo development;
- APDR moderation;
- inclusion learning reviews;
- TA development;
- intervention evaluation;
- pupil and parent voice;
- implementation monitoring.

The emphasis will be:

- **Are we doing what we said we would do, and are we doing it well?**

SUMMER 2027 – EVALUATE AND REFINE

- undertake Trust Inclusion Reviews;
- evaluate school strategies;
- analyse outcomes;
- compare schools;
- evaluate intervention impact;
- evaluate expenditure;
- gather pupil/parent feedback;

- identify effective practice;
- report to Trust Board.

The emphasis becomes:

What difference has it made?

The evaluation will directly inform the **2027–2028 Inclusion and SEND Strategy**.

17 Success Criteria for July 2027

By July 2027, we expect:

- **Inclusive teaching**

  Greater consistency in high-quality inclusive classroom practice.

- **Identification**

  Earlier and more precise identification of barriers.

- **Curriculum**

  More pupils successfully accessing ambitious curriculum content.

- **Foundational knowledge**

  Improved literacy, reading and identified foundational outcomes.

- **APDR**

  More precise outcomes and stronger evaluation of impact.

- **Interventions**

  Clearer evidence of what works, for whom and under what circumstances.

- **Independence**

  Reduced unnecessary adult dependency.

- **Attendance**

  Improved SEND attendance and reduced persistent absence where this is a barrier.

- **Participation**

  Greater participation in wider school life.

- **Leadership**

  SENDCos increasingly influencing teaching and school improvement.

- **Families**

  Improved confidence in schools' identification and response to need.

18 Individual School Inclusion Strategy Statements

Each of the ten LATMAT schools will produce its own annual statement.

The statement will identify:

Element	Requirement
Cohort	What are the characteristics and needs of our pupils?
Commonly occurring needs	Which needs occur predictably within our cohort?
Barriers	What prevents pupils from learning and participating?
Evidence	How do we know?
Priorities	Which barriers will we address this year?
Approach	What evidence-informed action will we take?
Current investment	What are we already spending on inclusion?
Additional investment	How will additional resources/IMF be used?
Implementation	What will happen, when and by whom?
Measures	How will we know implementation is successful?
Impact	What difference should pupils experience?
Evaluation	What actually changed and what have we learned?

19 Funding and Resource Deployment

The Trust recognises that inclusion is not funded by the Inclusive Mainstream Fund alone.

Schools will consider together:

- core school funding;
- notional SEN budget;
- Inclusive Mainstream Fund;
- other appropriate funding streams.

Resources will be aligned to **identified barriers and evidence-informed responses**, rather than automatically perpetuating historic provision.

Schools will identify the budgeted costs of activities within their individual Inclusion Strategy Statements.

20 Achieve – Belong – Thrive

Our evaluation will ultimately focus on pupils' experiences and outcomes.

ACHIEVE

Are pupils:

- **learning an ambitious curriculum?**
- **securing foundational knowledge?**
- **making progress?**
- **reading successfully?**
- **developing independence?**

BELONG

Are pupils:

- **attending?**
- **participating?**
- **valued?**
- **developing positive relationships?**
- **accessing wider opportunities?**
- **feeling that they belong?**

THRIVE

Are pupils:

- **receiving appropriate support early?**
- **developing confidence?**
- **becoming independent?**
- **learning to self-advocate?**
- **transitioning successfully?**
- **flourishing academically and personally?**

21 The LATMAT Inclusion Test

At every level of the Trust we will ask:

- **What are the needs and barriers?**
- **How do we know?**
- **What does the evidence suggest will make the greatest difference?**
- **How well are we implementing our chosen approaches?**
- **What difference are they making?**
- **What should we sustain, adapt or stop?**

And ultimately:

- **Are our pupils achieving, belonging and thriving?**