



Inclusion Strategy

A One-Year Plan · 2026–2027

*“To change lives and make a difference through
Inspiring Excellence, Challenging Potential, and Empowering Learning.”*

Our Vision for Inclusion

At The Grove, inclusion is not an addition to our work; it is the core of our school, ensuring every pupil regardless of complexity, accesses an ambitious and equitable pathway to success.

This strategy sets out how that vision will be delivered over the 2026–2027 academic year. Each of the seven pillars below carries forward our current strong practice and sets a clear, single-year pathway to exceptionality, linking to our school improvement plan.

This plan will be monitored through the termly Case Sampling Audit and reported half-termly to the Local Governing Committee via HT reporting.

Strategic Overview: The Journey at a Glance

The table below summarises the focus for each pillar across the 2026–2027 academic year.

#	Pillar	Focus for 2026–27
1	Ambitious Leadership & Governance	Formalise the School-Wide Leadership Framework; launch Bespoke Development Pathways for 100% of SLT; train autonomous class-team leaders
2	Evidence-Based Support & Early Intervention	Embed termly Case Sampling (ACHIEVE, BELONG, THRIVE); deploy AI-Precision Target Setting for 100% measurable PLP specificity
3	High-Quality Adaptive Teaching & Curriculum	Refine the Secondary Pathway One curriculum; embed the first Annual Curriculum Equality and Diversity Audit across 100% of Schemes of Work
4	Enriching Provision Beyond the Classroom	Integrate Sustainable Home-Management for PfA; weave Green Careers into work experience; launch the Green Committee

#	Pillar	Focus for 2026–27
5	Safe, Respectful Culture & Attendance	Systematise EBSNA tracking, 48-hour Action Tables, AI disengagement prediction, and PBS Champions across every Key Stage
6	Strong Partnerships with Families & Services	Deliver Gap-Analysis-informed parenting workshops; embed the Healing Together trauma-informed programme
7	Inclusive Environments & Accessibility	Integrate the Grove T&L Handbook; implement the ‘What Next?’ safeguarding flowchart and exemplar log bank

PILLAR 1 · Ambitious Leadership and Governance

CURRENT STANDING

Governance provides a relentless level of scrutiny through a multi-tiered infrastructure, ensuring strategic priorities like staff well-being and high aspirations for pupils are rigorously met. Leadership is outward-facing, playing an active role in local SEND panels and external benchmarking to remain at the cutting edge of specialist practice.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Formalise a School-Wide Leadership Framework
- Implement “Bespoke Development Pathways” for 100% of the Senior Leadership Team
- Develop a mechanism to train teachers as autonomous leaders of their multi-disciplinary class teams
- Secure succession planning and ensure pedagogical standards remain consistent across the Trust at the newly expanded PAN of 160

KPI 100% of SLT engaged in Bespoke Development Pathways; a trained autonomous leader in place for every class team by the end of year.

PILLAR 2 · Evidence-Based Support and Early Intervention

CURRENT STANDING

Inclusion is embedded through the full integration of Multi-Disciplinary Team (MDT) expertise (SALT, OT, Art, and Music therapy) into daily pedagogy, ensuring specialist support is a consistent universal offer.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Embed Case Sampling, move from a pilot to a termly cycle (ACHIEVE, BELONG, THRIVE)
- Triangulate professional dialogue, work scrutiny, and pupil voice for the most disadvantaged cohorts
- Deploy AI-Precision Target Setting, incorporating SCERTS targets and EHCP outcomes into Personal Learning Plans with 100% measurable specificity

KPI 100% of PLPs carrying AI-Precision, measurable SCERTS/EHCP targets by end of year.

PILLAR 3 · High-Quality Adaptive Teaching and Curriculum Design

CURRENT STANDING

Five clearly defined curriculum pathways remove learning “ceilings” and are aligned with the Preparation for Adulthood (PfA) framework. Systematic adaptation of phonics (Little Wandle) ensures that 90% of pre-verbal pupils in Pathways 1 & 2 demonstrate measurable literacy progress.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Audit and refine the Secondary Pathway One curriculum, deploying further personalised resources to move learners from passive participants to active engagers in every lesson
- Embed Annual Curriculum Diversity Audits to ensure 100% of Schemes of Work (SoW) reflect a broader multi-ethnic and neurodiverse perspective

KPI 100% of Schemes of Work meeting the diversity-audit standard by end of year.

PILLAR 4 · Enriching Provision Beyond the Classroom

CURRENT STANDING

The school achieves 100% pupil participation in a rich extra-curricular offer, including horse riding, African drumming, and residential trips, which are funded to remove socio-economic barriers.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Integrate “Sustainable Home-Management” into the Post-16 PfA framework
- Weave “Green Careers” into work experience rotations
- Empower pupils with complex needs to develop agency through student-led environmental projects via a new school-wide Green Committee

KPI Green Committee established and student-led environmental projects are delivered in every Key Stage by end of year.

PILLAR 5 · A Safe, Respectful Culture Fostering Belonging and Attendance

CURRENT STANDING

The embedding of the Zones of Regulation and Sleuth analysis has supported a 91% reduction in physical interventions in the Spring Term. Attendance remains strong at 86.7% for a specialist setting, with Pupil Premium pupils often outperforming their peers.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Implement a centralised EBSNA tracker to map 100% of cases involving Emotionally Based School Non-Attendance
- Secure a “whole-team” response through a structured communication protocol, ensuring formal meeting “Action Tables” are distributed to all relevant staff within 48 hours
- Deploy AI capability to predict patterns of disengagement, triggering “Priority 1” home-school support packages before persistent absence thresholds are reached
- Launch PBS ‘Champions’ across every Key Stage to provide immediate, peer-led coaching and ensure Sleuth data analysis is owned by class teams

KPI 100% of EBSNA cases tracked; PBS Champions active in every Key Stage by end of year.

PILLAR 6 · Strong Partnerships with Families and Services

CURRENT STANDING

Parents report 90% confidence in the school, and multi-agency working with CAMHS and MASH is systematic, timely, and impact-driven.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Deliver a series of collaborative parenting workshops informed by forensic “Gap Analysis” of family needs
- Embed the Healing Together programme as a strategic, trauma-informed intervention to provide targeted emotional support for families affected by domestic abuse or complex anxiety

KPI Parent confidence maintained at 90%+; Healing Together fully embedded by end of year.

PILLAR 7 · Inclusive Environments with Continuous Accessibility Improvements

CURRENT STANDING

The school provides a predictable and psychologically safe environment through “total communication” approaches, including visuals, symbols, and core boards in every lesson.

ACTION FOR EXCEPTIONALITY · 2026–2027

- Fully integrate the Grove T&L Handbook to ensure pedagogical expectations are standardised across the expanded PAN of 160
- Sustain the school-wide approach to total communication and adaptation of curriculum delivery
- Implement a “What Next?” safeguarding flowchart and a bank of exemplar logs to ensure all staff, regardless of experience, record concerns with professional clarity and precise categorisation

KPI 100% staff compliance with safeguarding recording standards; pedagogical expectations standardised at full PAN of 160 by end of year.

Monitoring and Review

This strategy will be monitored through the termly Case Sampling Audit and reported half-termly to the Local Governing Committee via the KPI framework and HT reporting.

- Termly Case Sampling Audit reviews progress against ACHIEVE, BELONG and THRIVE.
- Termly reporting to the Local Governing Committee via the KPI framework to monitor progress and outcomes.
- Termly reporting via Governance reporting.
- End-of-year review of all seven pillars to evaluate impact and inform the next Inclusion Strategy cycle.