Inclusion Strategy 2026–2027

Aligned with DfE 7 Principles of Inclusion & Ofsted Inspection Toolkit

OUR VISION FOR INCLUSION

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

At The Grove, inclusion is not an addition to our work; it is the core of our specialist autism provision. This strategy defines how we secure our 'Strong Standard' baseline and execute targeted operational actions to achieve 'Exceptional' outcomes across all areas of school life.

1. Executive Summary & Strategic Context

The Grove School's Self-Evaluation Framework evaluates Inclusion at the Strong Standard. Multi-disciplinary team (MDT) expertise is fully integrated into daily pedagogy, Pupil Premium pupils frequently outperform non-disadvantaged peers (44% making exceptional Reading progress), and provision is tightly aligned with the Preparation for Adulthood (PfA) framework.

To secure an Exceptional grade under the new Ofsted Inspection Toolkit, leaders must prove three criteria:

1. Exceptional standards of inclusion are sustained over time;
2. Leadership actions have a demonstrable, transformational impact on how well pupils achieve, progress, and belong; and
3. There are no significant areas for improvement that leaders have not already prioritised.

Ofsted 'Exceptional' Descriptor	Identified Gap in Baseline / Audit	Strategic Action for 2026–2027
Transformational Impact for Complex Learners	Engagement profile tracking lacks a unified framework; PLP targets require higher measurable precision.	Deploy Engagement Profile Assessment Framework & AI-Precision SCERTS/PLP targets.

Perceptible Results in Attendance & Belonging	EBSNA cases (11% of cohort) & persistent absence (35.8%) need formalised early-intervention pathways.	Implement Tiered EBSNA Procedural Handbook, live central tracking, and 48-hr Action Tables.
Systemic Consistency Across Classroom Teams	Pastoral and classroom communication siloed; LSAs not yet fully empowered as autonomous team co-leaders.	Train teachers on class team leadership; launch PBS Champions; publish statutory strategy by Dec 31.

2. Three-Tiered Prioritisation Matrix (2026–2027)

To manage workload effectively and ensure high-leverage impact, operational actions are phased across three distinct implementation tiers across the 2026–2027 academic year:

- **Tier 1: Autumn 2026 :** Publish Statutory Inclusion Strategy on website (by Dec 31); launch Tiered EBSNA Procedural Handbook & central tracker; deploy 'What Next?' safeguarding flowchart; initiate AI-precision SCERTS/PLP target generation.
- **Tier 2: Spring 2027 :** Pilot Engagement Profile Assessment Framework; roll out LSA & Teacher team leadership coaching; enforce 48-hr Action Table meeting protocols; deliver Gap-Analysis parent workshops & Healing Together.
- **Tier 3: Summer 2027 :** Execute annual Curriculum Diversity Audits; launch student-led Green Committee environmental projects; integrate PfA Sustainable Home-Management; conduct annual Case Sampling review (ACHIEVE, BELONG, THRIVE).

3. The Seven Pillars of Exceptional Inclusion

Pillar 1: Ambitious Leadership & Governance

Current Standing (Strong)	Governance provides relentless scrutiny via a multi-tiered infrastructure, ensuring strategic priorities and staff wellbeing are met. Leadership is outward-facing, playing an active role in local SEND panels and supporting the wider local education community through its work. (Haringey Education Partnership, Challenge Partners).
Identified Operational Gap	Middle leadership and class team structures require formalisation so teachers act as autonomous leaders of their classroom MDTs (LSAs and therapists).
Action for Exceptionality	Formalise the School-Wide Leadership Framework by implementing ‘Development Pathways' for leaders and delivering leadership coaching ('Developing People' & 'Building Trust') for teachers and LSAs.

Success KPI	100% of class teachers trained to lead autonomous class teams by Summer 2027.
Lead, Deadline & Evidence	Lead: LSA | Deadline: Spring 2027 Evidence: Leadership Skill Matrix, Coaching Logs, 360 Reviews

Pillar 2: Evidence-Based Support & Early Intervention

Current Standing (Strong)	Specialist MDT expertise (SALT, OT, Art & Music therapy) is fully integrated into daily pedagogy as a universal offer rather than isolated interventions. Pupil Premium funding narrowed attainment gaps in core areas.
Identified Operational Gap	Pilot case sampling revealed inconsistency in PLP target writing, and central oversight of intervention impact.
Action for Exceptionality	Embed termly Case Sampling across all key stages; deploy AI-Precision Target Setting to incorporate SCERTS domains and EHCP outcomes into PLPs with 100% measurable specificity.
Success KPI	PLPs feature measurable SCERTS/EHCP targets; termly Case Sampling audits completed.
Lead, Deadline & Evidence	Lead: LMi | Deadline: Autumn 2026 Evidence: Central PLP Register, Case Sampling Audit Reports

Pillar 3: High-Quality Adaptive Teaching & Curriculum Design

Current Standing (Strong)	Five clearly defined curriculum pathways remove learning ceilings. Little Wandle phonics adaptation secures 90% measurable literacy progress among pre-verbal learners.
Identified Operational Gap	Secondary Pathway 1 learners require further engagement adaptations to move from passive participants to active engagers; Schemes of Work need diversity and neurodiverse auditing.
Action for Exceptionality	Develop and trial an Engagement Profile Assessment Framework incorporating SCERTS domains; audit and refine Secondary Pathway 1 curriculum; produce a 'Curriculum Diversity Map' across 100% of SOWs.
Success KPI	100% of SOWs pass the annual diversity audit; Engagement Framework fully implemented across Pathways 1 & 2.
Lead, Deadline & Evidence	Lead: HGE | Deadline: Summer 2027 Evidence: Curriculum Diversity Maps, Learning Walk QA, Engagement Framework Trial Logs

Pillar 4: Enriching Provision Beyond the Classroom

Current Standing (Strong)	100% pupil participation in extra-curricular activities (horse riding, African drumming, residential trips), with full financial subsidisation to remove socio-economic barriers.
Identified Operational Gap	Environmental agency and practical sustainability are not yet systematically embedded into the Life Skills curriculum or vocational work rotations.
Action for Exceptionality	Integrate 'Sustainable Home-Management' into the Post-16 PfA framework; weave 'Green Careers' into work experience rotations; launch a student-led 'Green Committee' with adapted democratic processes.
Success KPI	Green Committee established with representatives across all pathways; 3 student-led environmental projects delivered annually.
Lead, Deadline & Evidence	Lead: BEL / MPO | Deadline: Spring 2027 Evidence: Green Committee Minutes, PfA Life Skills Trackers, Careers Rotation Logs

Pillar 5: A Safe, Respectful Culture Fostering Belonging & Attendance

Current Standing (Strong)	Zones of Regulation and Sleuth analysis achieved a 91% reduction in physical interventions. Attendance remains strong at 86.7% for a specialist setting.
Identified Operational Gap	Rising EBSNA cases (11% of cohort) and persistent absence (35.8%) require a systematised early-intervention pathway, standardised recording, and joined-up pastoral communication.
Action for Exceptionality	Implement a centralised EBSNA live tracker with a Tiered Procedural Handbook (Green, Amber, Red); enforce 48-hr Action Table protocols following meetings; deploy AI disengagement prediction; launch PBS 'Champions' across all Key Stages.
Success KPI	100% of at-risk EBSNA pupils have an active support plan within 5 days; 0% overdue actions >5 days; PBS Champions active in every pathway.
Lead, Deadline & Evidence	Lead: LMi | Deadline: Autumn 2026 Lead: NHU | Deadline: Spring 2027 Evidence: Central EBSNA Tracker, Pastoral Meeting Minutes, Sleuth Incident Logs

Pillar 6: Strong Partnerships with Families & Services

Current Standing (Strong)	Parent confidence stands at 90%+. Multi-agency working with CAMHS, MASH, and social care is systematic and timely.
Identified Operational Gap	Family support packages need greater precision based on forensic 'Gap Analysis' of home-based autism challenges.
Action for Exceptionality	Deliver a schedule of 8 collaborative parenting workshops informed by Gap Analysis data; embed the 'Healing Together' trauma-informed programme for families affected by domestic abuse or complex anxiety.
Success KPI	Parent confidence maintained at 90%+; 100% of identified priority families completing Healing Together cycles.
Lead, Deadline & Evidence	Lead: LMa / NHU | Deadline: Spring 2027 Lead: NHU | Deadline: Summer 2027 Evidence: Parent Workshop Evaluations, Gap Analysis Survey Data, Healing Together Logs

Pillar 7: Inclusive Environments & Accessibility

Current Standing (Strong)	Total communication environment (visuals, symbols, core boards) provides maximum psychological safety across all classrooms.
Identified Operational Gap	Pedagogical expectations need standardisation across the school; safeguarding logging requires clear categorisation to eliminate subjective narrative drift.
Action for Exceptionality	Fully integrate The Grove T&L Handbook across all pathways; implement the 'What Next?' safeguarding flowchart and exemplar log bank to ensure 100% compliance with 'Fact, Not Opinion' recording.
Success KPI	95%+ of staff report high confidence in categorising concerns; 100% compliance in monthly MyConcern quality audits.
Lead, Deadline & Evidence	Lead: NHU | Deadline: Autumn 2026 Lead: LMi | Deadline: Spring 2027 Lead: DWO | Deadline: Summer 2027 Evidence: Grove T&L Handbook, MyConcern QA Audits, Staff Survey Feedback

4. Governance, Monitoring & Statutory Review

Progress against this Inclusion Strategy will be monitored dynamically through the following multi-tiered governance structure:

- **Termly Case Sampling Audits:** Triangulating work scrutiny, pupil voice, and professional dialogue across ACHIEVE, BELONG, and THRIVE domains for vulnerable cohorts.
- **Half-Termly LGC Reporting:** Detailed progress updates presented to the Local Governing Committee via the Headteacher's Report and half-termly KPI dashboard.
- **Weekly Pastoral & SLT Review:** Live monitoring of the central EBSNA tracker, MyConcern quality audits, and attendance disengagement alerts.
- **Statutory Website Publication:** Full publication of this strategy on the school website by 31 December 2026, satisfying DfE grant conditions and Ofsted inspection evidence standards.