



Inclusion Strategy 2027-2028

At OCMAT, inclusion is not an additional strategy, nor a discrete area of school improvement. It is the standard by which we judge the quality of education across our schools.

We do not see inclusion as something that sits alongside teaching and learning. Instead, it is reflected in the everyday decisions teachers and leaders make: how the curriculum is designed, how lessons are delivered, how pupils are supported to participate, and how barriers to learning are identified and addressed.

Our Teaching and Learning Principles already set out our expectations for great teaching across the Trust. These principles are deliberately inclusive by design. They place pupils facing the greatest barriers at the forefront, not as an afterthought, but as the starting point. When these principles are applied consistently and effectively, they reduce the need for additional, reactive support and create classrooms in which all pupils can succeed.

In this sense, inclusion is not about doing more for some pupils. It is about doing the right things for every pupil, with precision, consistency, and care.

We recognise that pupils with SEND, and those facing other forms of vulnerability, often experience school differently. They are more likely to encounter barriers related to language, cognition, emotional regulation, attendance, and access to the curriculum. Our responsibility is not to work around these barriers through layers of provision, but to design teaching, environments, and systems that minimise them from the outset.

This requires a shift from seeing inclusion as the responsibility of the SENCo or a specialist team, to understanding it as a collective responsibility across all roles. Class teachers remain central to this work. Subject leaders play a critical role in ensuring that curriculum design supports access for all learners. School leaders are responsible for creating the conditions in which inclusive practice can thrive, and for addressing inconsistency where it exists.

At Trust level, our role is to bring coherence, alignment, and clarity.

We do this by:

- establishing shared expectations for high-quality teaching and inclusive environments
- supporting schools to identify need accurately and early
- developing staff expertise through a structured and evidence-informed professional development offer
- enabling collaboration across schools so that strong practice is shared and refined
- providing appropriate pathways and specialist support where needed, without losing focus on the core offer

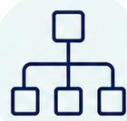
We are deliberate in avoiding an over-reliance on intervention or the ‘labelling’ of need. Identification of SEND is important, but it is not the starting point for support. Strong teaching, effective assessment, and a clear understanding of pupils’ needs must come first. Where additional support is required, it should be purposeful, time-limited, and designed to build independence rather than dependency.

Inclusion at OCMAT also extends beyond the classroom. Attendance, behaviour, safeguarding, and wellbeing are integral to a pupil’s ability to access education. Our approach brings these elements together, recognising that barriers rarely sit neatly within one category. This allows us to respond to pupils as individuals, rather than as labels or groups.

Ultimately, our ambition is to create equitable classrooms across all our schools. Classrooms where expectations are high, teaching is responsive, and every pupil experiences a sense of belonging and success. This is not achieved through isolated strategies, but through consistent, aligned practice over time.

How this strategy is organised

OCMAT’s approach to inclusion is structured through three connected elements.



1. OCMAT Inclusion Strategy

Sets out shared beliefs, expectations and Trust-wide support across the seven lenses of inclusive practice.



2. Exemplification materials

Show how these principles are translated into practice across OCMAT schools and support reflection and professional discussion.

Not a prescribed model.



3. School annual inclusion strategy

Sits beneath the Trust framework and identifies barriers, priority activities, funding and intended outcomes for pupils.



Together, these elements provide a consistent Trust-wide framework while enabling each school to respond to its own pupils, families and community.



Lens 1: Ambitious leadership and governance that embeds inclusion

What OCMAT believes

Inclusion is a collective leadership responsibility and should be visible in school improvement, curriculum, staffing, governance and resource decisions.

What is already in place across OCMAT

- OCMAT Leadership Principles <https://www.ocmat.org.uk/Our-Trust-Vision-and-Values/>
- SENCoS involved in pupil progress meetings
- termly SENCo one-to-ones with Executive Inclusion Officer
- Inclusion peer reviews three times per academic year with School Leaders and SENCo partnership model.
- central oversight through school review visits
- governor attendance at school review visits
- trust-wide analysis through Arbor and Insight assessment
- SENCo forums and trust-wide professional development for all staff
- Inclusion is prioritised and visible on each school development plan
- A SEND governor is on each LMC and offers both robust challenge and support

Schools should demonstrate

- inclusion is reflected in school improvement priorities
- leaders understand the needs and barriers within their cohort
- governors receive meaningful information about inclusion and outcomes
- responsibilities are shared across leaders, teachers, SENCoS and subject leaders
- staffing and funding decisions are linked to identified need
- leaders monitor whether provision is having impact

Ambitious leadership and governance that embeds inclusion

External validation

"Inclusion is a key strength of the school. There is a universal ambition from staff for all pupils to flourish and thrive."

Ofsted, Selling Church of England Primary School, 2026

"Governors effectively evaluate the impact of the way these flow from the vision and guide the everyday life of the school."

SIAMS, Borden Church of England Primary School, 2025

From evaluation to school improvement

Inclusion priorities are co-produced by senior leaders, including the SENCo, and incorporated into the School Development Plan. Each priority identifies responsibility, resources, review points and clear measures of impact.

School Development Priorities

1. Inclusion	2. Curriculum & Teaching	3. Achievement	4. Attendance & Behaviour	5. Personal Development & Wellbeing	6. Early Years	7. Leadership & Governance
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Across OCMAT, inclusion is positioned within whole-school development rather than held in a separate SEND plan.



School Development Plan



Inclusion

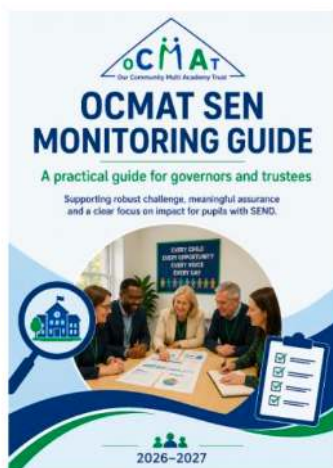
Areas for Improvement - What needs to improve to meet the outcome?	What will this look like by the end of Autumn term?	What will this look like by the end of Spring term?	What will this look like by the end of Summer term?
To further strengthen teacher's knowledge and understanding of insight tracking of provision for pupils with SEND, so that teachers have a greater understanding of how progress is measured and tracked for those with SEND.	<p>Twice termly staff meetings to input provision for pupils with entry data and review with exit data. Termly SEND clinics for support staff conducting interventions.</p> <p>Progress reviews at Term 2 pupil progress meetings will show pupils with SEND are making at least expected progress where additional intervention is required.</p>	<p>Teachers taking ownership for uploading and updating current provision for their class, complete with entry and exit data. Termly SEND clinics for support staff conducting interventions. Monitored by HOS/SENDCO.</p> <p>Progress reviews at Term 4 pupil progress meetings will continue to show at least expected progress for those where additional intervention is required.</p>	<p>Teachers taking ownership for uploading and updating current provision for their class, complete with entry and exit data. Termly SEND clinics for support staff conducting interventions. Monitored by HOS/SENDCO.</p> <p>Progress reviews at Term 4 pupil progress meetings will continue to show at least expected progress for those where additional intervention is required.</p>

Summer Actions

Priority	Actions	Lead	Term	Cost/ Resources	Monitoring and Evaluation		
					Who?	When?	What?
To further strengthen teacher's knowledge and understanding of Insight tracking of provision for pupils with SEND, so that teachers	Teacher will continue to upload and review class provision using Insight for summer cycles of provision.	BM	5&6	-	JH/BM	T6	<p>Provision mapped accurately with corresponding entry and exit data.</p> <p>SEND clinics will demonstrate effective delivery of additional</p>

Petham Primary School: an inclusion priority translated into termly actions, named leadership and monitoring arrangements.

Leadership and governance in practice



Supporting informed governance

The OCMAT SEN Monitoring Guide gives governors practical prompts to explore provision, participation and outcomes. It supports constructive challenge and keeps discussion focused on impact for pupils with SEND.

The guide complements school review visits, Trust monitoring and local governor oversight, creating a clear line between evidence, challenge and follow-through.

Peer review: professional challenge leading to action

School leaders and SENCos undertake peer reviews around a shared inclusion question. Evidence is gathered through learning walks, book scrutiny and professional discussion so that strengths and inconsistencies can be identified together.



Peer-to-peer Inclusion Review

A solutions-focused question keeps the review centred on participation, progress and increasing independence.

What the review surfaced

- High expectations for all pupils, regardless of need.
- A clear focus on independence from Nursery to Year 2.
- Additional adults deployed purposefully.
- Inconsistency in how scaffolding and independence were recorded.
- Agreed action: review marking and recording expectations across year groups.



Peer-review evidence included visual communication support and accessible classroom resources

Governance in practice: challenge, support and follow-through

Governors engage with inclusion through the school’s established improvement and monitoring processes. They use evidence from the School Development Plan, self-evaluation, Trust reviews and pupil outcomes to test the rationale for priorities and to ensure that ambition is retained for all pupils.

Recent governor challenge has included

- Why has this area been identified as a whole-school priority?
- How will the approach support pupils facing barriers without limiting greater depth?
- What evidence shows that the approach has worked elsewhere?
- How are pupils’ understanding, participation and independence being monitored?
- What action is being taken where attendance or access remains a concern?



Evidence of challenge

When leaders presented Language Through Colour as part of the school’s writing priority, governors questioned the rationale, implementation and likely impact. They asked whether the approach would retain ambition for higher-attaining pupils, how successful practice from another Trust school would inform implementation, and how the new DfE Writing Framework supported the approach.

A clearer approach to oversight

Governors have agreed to use OCMAT monitoring questions when reviewing school development, self-evaluation and seasonal visit evidence. This helps discussion move beyond whether provision exists to what difference it is making for pupils.

What this exemplifies

Inclusion embedded within school improvement	Shared leadership and professional challenge	Governors equipped to ask informed questions	Monitoring focused on participation, independence and impact
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Sources: OCMAT peer-to-peer inclusion review; Petham Primary School Development Plan; OCMAT SEN Monitoring Guide; Minterne Junior School LMC minutes, October 2025 and March 2026.



Lens 2: Evidence-based support prioritising early intervention

What OCMAT believes

Support should begin when need emerges, without waiting for diagnosis or statutory assessment. Targeted provision should be purposeful, time-limited and evaluated.

What is already in place across OCMAT

- trust identification guidance, the 'Fundamentals' ([link](#))
- Speech and Language Link on entry for all Reception pupils and in-year admissions
- shared assessment calendar
- pupil progress meetings
- SENCo clinics and discussions
- graduated approach
- trust assessment tools and screening
- specialist SALT, OT and educational psychology routes through the Professional Resource Group
- Insight provision tracking for interventions and provision for all pupils
- intervention monitoring work with clear entry and exit points

Schools should demonstrate (through the fundamental document)

- concerns are identified through assessment, observation and discussion
- evidence is gathered from different times and contexts
- attendance, curriculum access and prior teaching are considered
- parents and pupils are involved at every step and decision-making point
- interventions have clear entry and exit measures
- support is reviewed for impact and classroom transfer
- ineffective support is changed or stopped
- interventions are evidence-informed

Evidence-based support prioritising early intervention

Need is identified early, support is purposeful, and impact is reviewed.



Responsive teaching begins with careful observation, assessment and timely action.

What this looks like across OCMAT

Identify early

Concerns are explored through assessment, observation and discussion, without waiting for a diagnosis.

Respond precisely

Support and adaptations are selected in response to the barrier identified.

Review impact

Entry and exit information is used to judge whether provision is working.

Change course

Support is adapted or stopped when it is not making enough difference.

Build independence

Targeted support connects back to everyday classroom learning.

External validation

"The school quickly identifies the individual needs of pupils with SEND. Effective support and resources are put in place so that pupils access the same curriculum as their peers."

Ofsted, Lynsted and Norton Primary School, 2025

"Staff understand pupils' barriers to learning. There is early identification and tailored support for all pupils, including those with SEND."

Ofsted, Milstead and Frinsted CE Primary School, 2026

Early intervention is not simply doing something sooner. It is understanding the barrier, selecting the right response and checking whether it has made a difference.



Lydd Primary School, small group phonics session



A consistent approach to early reading

All OCMAT schools use Little Wandle consistently and assess learning regularly to identify gaps quickly. Where pupils need additional support, the SEND programme provides carefully sequenced teaching matched to their stage, helping them build confidence, fluency and independence.

Evidence in practice

Shared pathways, early screening and disciplined evaluation support timely action.



A clear route for families

The OCMAT signposting pathway explains who families can speak to, how concerns are reviewed and when wider advice may be sought.

Monitoring whether support is working

Provision Type	Group	Pupils	Supervisor	Start	End	Time	Cost	Sessions Missed	Entry Assessment	Exit Assessment	Effectiveness
Little Wandle	Term 1&2 Phase 2 Fluency	7	Mary Sutton	27/09/2025	13/12/2025	30 mins	£120.00	0	77%	49%	Not effective
Little Wandle	Term 3 Phase 2 ECHO	5	Mary Sutton	27/01/2025	13/03/2025	30 mins	£120.00	0	40%	47%	Effective
Little Wandle	Term 4 & 5 SEND Phase 2	4	Jane Ayton	22/04/2025	08/07/2025	30 mins	£120.00	0	47%	58%	Effective

Term 6 - SEND phase 2 program

Details	<div> <input type="button" value="Edit"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> </div>
Start date	02/09/2025
End date	21/07/2026
Number of pupils	2
Type of sessions	Pupils attend session as a group
Number of sessions	18
Duration of session	15 minutes

Pupils	Year / Class	Entry Assessment	Exit Assessment	Sessions Missed	Effectiveness
Pupil					
	Y1 / Willow	80% ☒	-	0 ☒	<input type="button" value="Not assessed"/>
	Y1 / Willow	80% ☒	-	0 ☒	<input type="button" value="Not assessed"/>

The intended outcome: pupils receive the right support at the right time, remain connected to ambitious classroom learning and become increasingly independent.

Early language identification



Speech & Language Link assessment is used for all pupils on entry so that communication barriers can be identified and acted upon quickly.



Schools use the evidence-informed NELI programme to provide targeted early language support in EYFS.

Insight provision tracking

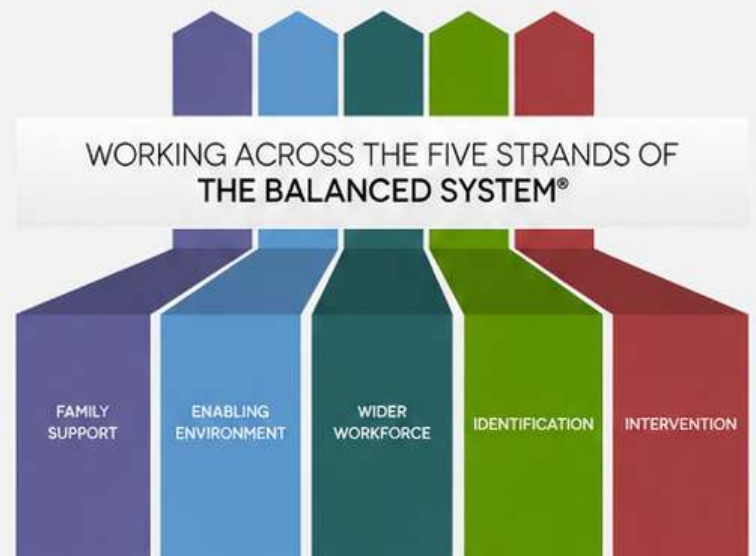
- Clear start and end dates
- Entry and exit assessment
- Sessions missed
- Judgement of effectiveness
- Decision to continue, adapt or stop

Specialist advice rooted in the classroom

Speech and language expertise is used to understand what pupils need to access learning and participate alongside their peers. Assessment focuses on functional outcomes rather than diagnosis alone.



Speech and language intervention



Working across the five strands

The Balanced System links family support, enabling environments, workforce development, identification and intervention. This keeps specialist advice connected to the pupil's learning context and to the priorities of the pupil and family.

Each school has access to a link therapist who develops knowledge of the setting and provides a consistent point of contact for speech, language and communication needs.

What this exemplifies

Concerns explored
without waiting
for diagnosis

Evidence-informed
and proportionate
responses

Impact reviewed and
provision changed
where needed

Specialist advice
connected to
classroom
participation

Sources: OCMAT signposting pathway; Insight provision tracking; Speech & Language Link; NELI; Little Wandle Letters and Sounds Revised; The Balanced System; OCMAT school and SRP evidence.



Lens 3: High-quality teaching with curriculum designed for all learners

What OCMAT believes

Inclusive teaching is the responsibility of every teacher. The curriculum should anticipate common barriers and retain ambition for all pupils.

What is already in place across OCMAT

- OCMAT Teaching and Learning Principles
- subject-specific adaptive teaching guides for all NC subjects
- subject leader networks
- trust-wide curriculum and assessment work
- explicit instruction, modelling and scaffolding
- adaptive teaching professional development
- Professional learning for all teaching and support staff on mainstream core standards, adaptive teaching and scaffolding. [KELSI - MSCS](#)
- Little Wandle phonics across all schools to share best practice and support <https://www.littlewandle.org.uk/>
- Strategic deployment of support staff using EEF evidence bases and pupil need [EEF Research Link](#)

Schools should demonstrate

- teachers understand the needs and barriers within their classes
- subject leaders identify barriers within their subjects
- teaching includes effective modelling, scaffolding and vocabulary instruction
- adaptations retain curriculum ambition
- support staff promote independence
- assessment informs teaching
- pupils can apply learning beyond an intervention or supported task

High-quality teaching with curriculum designed for all learners

Ambitious curriculum access begins with strong everyday teaching, thoughtful adaptation and high expectations.

External validation

"Staff understand the individual needs of pupils. They carefully check pupils' understanding and make effective adaptations to learning, particularly for pupils with SEND."

Ofsted, Dymchurch Primary School, 2024

"Leaders make sure that all pupils access the full curriculum. Staff adapt their teaching so that pupils with SEND and those who have barriers to learning or wellbeing learn successfully alongside their peers."

Ofsted, Minterne Junior School, 2026

An OCMAT innovation: Subject Specific Support

Adaptive Support

Subject: Art and DT

FEATURES OF ALL LESSONS:

- Demo of resources
- Glossary of terms
- Key vocabulary
- Retrieval

ALWAYS ASK:
"WHAT CHALLENGES AND BARRIERS MIGHT CHILDREN FACE?"

ENVIRONMENT

- Practical/visual aids easy to reach and to put into consideration. Do they have space to work?
- Information and prompts present in and around the classroom. A safe space or area.
- Be aware of distractions from sensory difficulties to distinguish a possible distraction from 'on task' and is space to harvest to provide equipment.
- Provide a variety of model examples.

RESOURCES

- Access to all materials to use (if 'waiting' for one extra tool).
- Including visual and allowing if possible alternatives after viewing a video.
- Provide different to explore medium before being expected to complete a final piece connected to a theme.
- Access to larger stimulus and portable if those with difficulties in access to paper/print.

ADAPTIONS

- Strive information visually as well as through discussion.
- Key vocabulary to use.
- Allow for talking time deployed.
- Notice board examples for key pieces.
- Include competition.

TECHNIQUE & GUIDANCE

- Recap previous lessons and provide a visible outcome to help scaffold understanding over normalisation.
- Learning aid (better as the purpose of each activity connected throughout the lesson).

Adaptive Support

Subject: Writing

FEATURES OF ALL LESSONS:

- Demo of resources
- Glossary of terms
- Key vocabulary
- Retrieval

ALWAYS ASK:
"WHAT CHALLENGES AND BARRIERS MIGHT CHILDREN FACE?"

ENVIRONMENT

- Language-rich classrooms.
- Display key vocabulary.
- Vocabulary on working walls.

RESOURCES

- Adults to use inclusive writing – using the Power of Reading vocabulary to aid the application of writing e.g. sentence stems.
- Word banks with key vocabulary, and exemplars, sentence frames and key phrases, word mats to match.
- Sentence starters to support thought e.g. a toolkit, scaffolded tools or symbols, as encourage and complete the sentence structures.
- Include a word mat/grammar strip in plain and an bank.
- Provide lined or colouring for those with physical difficulties. Thoughts to capture ideas.
- Feedback in completed pieces and challenge (extended) actions.

ADAPTIONS

- Use visuals to pre-teach new topic.
- Use the power of reading/modelled text within writing.
- Break down tasks into smaller steps and provide checklist for success criteria.
- Provide sentence stems and word banks.
- Peer and self-modelled writing task, one task, one task.
- Peer talking partner (points).
- Use a variety of handwriting styles and a mix.
- Use a range of cues and methods.
- Can a word be changed/adjusted?
- Build in chunked writing and breaks.
- Scaffolding – gradual release of responsibility.

TECHNIQUE & GUIDANCE

- Provide learning to be visible.
- Sharing and feedback (celebrating their marking).
- Using the behaviour success track.

Examples from the OCMAT subject-specific adaptive teaching guides

An OCMAT innovation: Subject Specific Support

Every National Curriculum subject has its own adaptive teaching guide. Co-produced by SENCOs and subject leaders, the guides combine knowledge of pupils' barriers with the disciplinary expertise needed to teach each subject well. Accessibility in PE, art, mathematics or history cannot be reduced to one generic list of strategies.

Each guide begins by asking what challenges pupils may face in that subject, then offers practical prompts around the environment, vocabulary, modelling, resources, task design, checking understanding and the gradual removal of scaffolds.

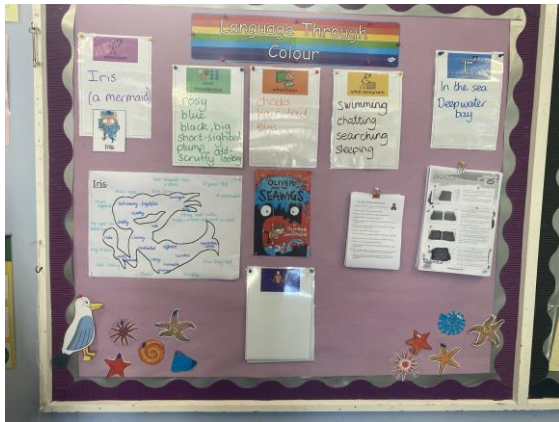
Used across all OCMAT schools, the guides support planning, professional development, subject-network discussion, learning walks and deep dives. They are reflective tools rather than compliance checklists: making strong practice visible and helping teachers, support staff and subject leaders retain ambition while anticipating barriers from the outset.

The guidance was based on the *Whole School SEND Teacher Handbook* scaffold ideas and Kent Mainstream Core Standards.

The guides make inclusion the starting point for curriculum design, not an adjustment added after pupils begin to struggle.

A shared visual language supporting writing

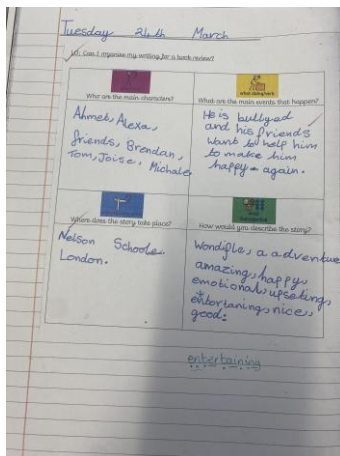
Language Through Colour is used as a universal classroom approach to make sentence structure explicit, support oral rehearsal and help pupils organise ideas. The same visual language appears in working walls, planning resources and pupil books, enabling pupils to draw on familiar structures across different writing contexts.



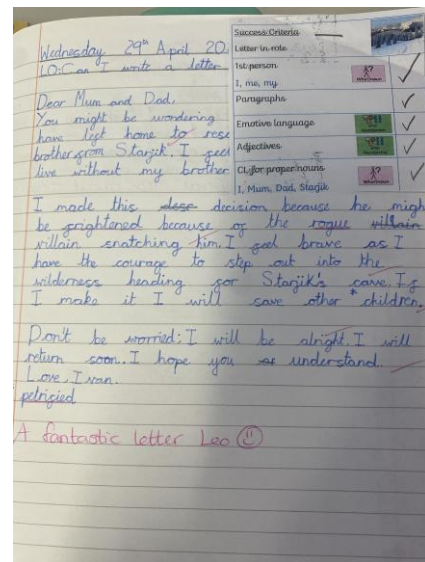
A classroom working wall makes grammatical structure and vocabulary visible.



Visual prompts are integrated into mainstream English teaching.



A structured planning frame supports pupils to organise ideas before writing.



Pupil work shows the scaffold being used to support increasingly independent writing.

The purpose is not permanent reliance on a visual system, but clearer modelling, reduced cognitive load and a route towards independent sentence construction.

Different routes into the same learning

Adaptations are used within ordinary classroom teaching to reduce specific barriers while keeping pupils connected to the same learning as their peers. Resources are matched to identified need and used to increase participation, regulation and independence.



Visual structure supporting communication and independence: a profoundly deaf pupil at Bredgar uses Language Through Colour to organise ideas, communicate understanding and access the learning through an appropriate visual route.



Sensory adjustments help pupils regulate while remaining engaged in classroom learning.



Physical adaptations, including posture and writing support, reduce barriers to sustained participation.

Monitoring whether adaptation is helping

What leaders look for

- Pupil books and baseline evidence
- Use of visual prompts and oral rehearsal
- Whether task demand remains ambitious
- Progress in independence and written outcomes

What changes when needed

- Adjust task pitch or scaffold
- Revisit pre-teaching and modelling
- Clarify the role of adult support
- Review whether the adaptation is transferring across lessons

From specialist expertise to stronger mainstream teaching



“Specialist settings... will play a dual role: delivering high-quality education for those with the most complex needs, and acting as catalysts for improvement across the system through outreach, short-term placements, and joint professional development.” *White paper, 2026*



The Acorns provides specialist expertise in speech, language and communication, but its influence is not confined to the specialist provision. Approaches developed and refined within The Acorns are adapted for use across the wider school, including visual language systems, structured vocabulary teaching, explicit modelling and carefully sequenced scaffolds.

“Leaders have adapted a range of effective strategies for pupils attending The Acorns’ to use across the school to support pupils with SEND. This ensures that barriers to learning are swiftly removed.”

Ofsted, Minterne Junior School, 2026

How knowledge moves

Specialist expertise identified	Knowledge shared	Practice translated
<ul style="list-style-type: none"> Visual language systems Structured talk and vocabulary Explicit modelling Scaffold removal and independence 	<ul style="list-style-type: none"> Reciprocal visits Joint planning and discussion Shared professional development Specialist input into curriculum conversations 	<ul style="list-style-type: none"> Working walls and planning frames Pre-teaching and oral rehearsal Visual prompts across subjects Adaptations used at universal level

What this exemplifies

<p>Full curriculum access retained</p>	<p>Specialist expertise strengthens universal teaching</p>	<p>Adaptations matched to identified barriers</p>	<p>Scaffolds support increasing independence</p>
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Sources: OCMAT adaptive teaching guidance; Language Through Colour classroom and pupil-work evidence; OCMAT book-look and monitoring evidence; Whole Education specialist-to-mainstream talk; Ofsted inspection reports for Dymchurch, Borden and Minterne Junior School.



Lens 4: Accessible and enriching provision beyond the classroom

What OCMAT believes

Inclusion extends beyond lessons. All pupils should be able to participate meaningfully in trips, clubs, playtimes, performances, leadership and wider school life.

What is already in place across OCMAT

- inclusive planning for trips and activities
- structured transitions at all points of our pupils' school life (year by year, KS and entry/exit points)
- support during unstructured times
- opportunities for pupil leadership
- enrichment and music opportunities
- risk assessment and individual planning where required
- family liaison support
- transition work between settings

Schools should demonstrate

- participation is monitored across pupil groups
- barriers to clubs, trips and enrichment are identified and provision put in place
- adjustments are planned in advance
- unstructured times are safe and inclusive
- pupils with SEND have access to leadership and wider opportunities
- transitions are planned carefully

Accessible and enriching provision beyond the classroom

Participation, transition and wider school life are planned so that all pupils can belong, contribute and thrive.

External validation

"Pupils appreciate these responsibilities and value the opportunity to give back to the school. They also enjoy the variety of clubs on offer, some of which make effective use of community facilities, such as sailing and tennis."

Ofsted, Lydd Primary School, 2023

"A wide range of extra-curricular activities encourage pupils to develop areas of interest and an understanding of themselves and others."

SIAMS, Bredgar Church of England Primary School, 2025

Learning, connection and regulation beyond the classroom



Forest School supports curriculum engagement, collaboration, communication and therapeutic input within a shared whole-school environment.

Forest School is used as more than an enrichment activity.

Outdoor learning gives pupils different ways to engage with the curriculum.

Shared tasks create natural opportunities for communication, teamwork and problem-solving.

The environment can also be used flexibly for therapeutic work and regulation.

Provision remains available to all pupils, avoiding the creation of a separate or stigmatised space.

Participation alongside peers

Access beyond the classroom is planned, not assumed. Schools consider the physical, communication, sensory and practical barriers that may prevent pupils from taking part, then make adjustments so that shared experiences remain genuinely shared.



A pupil with physical disabilities participates in a whole-school themed day alongside peers.



Raft building develops teamwork, resilience and shared responsibility.



Inclusive sport at Lydd uses Paralympic-inspired activities so every pupil can participate and contribute.



Fencing at Borden broadens pupils' experiences and creates new opportunities for confidence and achievement.

The aim is not simply attendance at an activity, but active participation, peer connection and a genuine sense of achievement.

Voice, enrichment and community

Pupils need opportunities to contribute, perform, lead and communicate beyond formal lessons. Trust-wide activity also enables smaller schools to offer experiences that may be difficult to provide alone.



<https://www.ourlivesruc.co.uk/ocmat/>

Our Lives News gives pupils a real audience for school news and features from across the Trust.

It develops:

- communication and presentation
- confidence and creativity
- collaboration and leadership
- ownership of school stories

2026-27

TRUST-WIDE SCHEDULED EVENTS



<p>DEC 26 ANNUAL CHRISTMAS CARD DESIGN COMPETITION ALL SCHOOLS</p> <p>8 OCT 26 NATIONAL POETRY DAY EVENT ALL SCHOOLS</p> <p>WED 21 MAR 27 ANNUAL SKIPPING COMPETITION ALL SCHOOLS</p> <p>MAY 27 ANNUAL DANCE FESTIVAL HOSTED BY MINTERNE JUNIORS, SITTINGBOURNE FOR ALL SCHOOLS</p> <p>24 JUN 27 CRICKET FESTIVAL HOSTED AT MILSTEAD CRICKET CLUB, SITTINGBOURNE FOR YEARS 4,5,6</p> <p>28 JUN 27 MULTI-SKILLS COMPETITION FOR YEAR 1 AND 2 CHILDREN FOR ALL SCHOOLS</p>	<p>TERM 5 OR 6 BOLLYWOOD BRASS BAND ALL SCHOOLS</p> <p>JULY-AUG 27 ANNUAL NATIONAL READ-ALOUD SUMMER CHALLENGE ALL SCHOOLS WITH PARENT SIGN UP</p> <p>TBC TIMES TABLE COMPETITION FOR YEAR 4 CHILDREN FOR ALL SCHOOLS</p> <p>TBC CHOIR PERFORMANCES TRUST-WIDE PUPIL CHOIR FOR ALL SCHOOLS</p> <p>TBC FOOTBALL TOURNAMENT HOSTED BY SELLING CE PRIMARY, FAVERSHAM FOR ALL SCHOOLS</p> <p>? ? ?</p>
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OUR COMMUNITY MULTI ACADEMY TRUST
ONE TRUST. ONE COMMUNITY. ENDLESS OPPORTUNITIES FOR OUR PUPILS.



The Trust events schedule deliberately creates shared opportunities in sport, arts, performance and community engagement.

Equity through scale

Trust-wide events enable pupils from smaller schools to access specialist venues, larger-group experiences and a wider network of peers.

Music and community connection



Pupils rehearse with a conductor as part of the Trust choir.



Borden and Lynsted Choir participation builds confidence, discipline and collective identity.



Dymchurch pupils sing for residents at a local care home, strengthening intergenerational connection.

Transition, belonging and support during unstructured time

Inclusive provision beyond lessons also includes the moments when pupils join, move between phases, manage change and navigate less structured parts of the day.

Inclusive transitions from the beginning

“Every child should arrive at school feeling known, valued, safe and ready to thrive.”

The OCMAT Early Years Transition expectations emphasise relationships, family partnership and early identification of reasonable adjustments before admission.

The secondary transition workshop extends this approach by helping families explore hopes, worries, resilience and practical next steps.

Invitation to Parent/Carer Workshop on Resilience for Secondary Transition

Across Sittingbourne Community, schools and educational psychologists are working together to support children as they prepare for secondary education.

We would like to invite you to attend a parent workshop being hosted by Kent Educational Psychology Service as part of this work within Sittingbourne.

These workshops use a solution-focused approach to share experiences and think about positive next steps.

The focus of the session will be on:

- Hopes and worries around secondary transition
- Understanding what can make the change feel challenging
- Sharing ideas and strengths that support resilience
- Thinking about steps moving forward

The workshop will be facilitated by Educational Psychologist Hannah Gitton and Assistant Educational Psychologist Tilly Pearson.

You are welcome to attend whichever session works best for you:

Option 1

Location: Skills Centre, Sittingbourne, ME10 3QZ
Date: 17th June 2026
Time: 12:30 pm – 2:00 pm

Option 2

Location: Online
Date: 18th June 2026
Time: 12:30 pm – 2:00 pm

If you would like to attend, please let your child's school know which session you plan to join. Schools will share attendee numbers with us for planning purposes.

Parent/carer resilience workshop supporting the move to secondary school.

Support during unstructured parts of the day

Schools provide flexible spaces and supported social opportunities during break and lunchtime. These help pupils regulate, communicate and return successfully to wider school life.



A shared indoor space supports social interaction and structured play.



A quieter sensory space is available when pupils need reduced stimulation and time to regulate.

Inclusion at every scale



LYNSTED & NORTON

PRIMARY SCHOOL

Nurturing Minds, Growing Futures

What makes us unique

- ♥ Small school mean every child is seen and heard
- ♥ Strong partnerships between home and school
- ♥ High expectations, endless encouragement
- ♥ A calm, happy place where children flourish
- ♥ Proud to be a Nurture Award School



A small school with a *big heart* ♥

In the heart of our village community, we provide a safe, nurturing and inspiring environment where every child can thrive. Our close-knit school family means every child is known, valued and supported to become the they can be.



SOFT
LANDINGS



NURTURE
PRINCIPLES



FOREST
SCHOOL



WELLBEING
FOCUS



INCLUSION
FOR ALL



OUTSTANDING
EYF5

Ofsted (2025) says:

"A strong sense of community runs through the school. Pupils are well looked after in a kind and caring staff."

The friendly feel makes all the difference ♥

Part of a close partnership with Rordens CE Primary S

Lynsted and Norton uses the strengths of its small-school community to ensure every child is seen, heard and encouraged to participate. Its Nurture Award reflects a wider commitment to belonging and wellbeing.

What this exemplifies: participation is planned, transitions are relational, and wider school life is designed so that pupils can contribute rather than merely attend.



Lens 5: A safe and respectful culture fostering belonging and attendance

What OCMAT believes

Pupils are more likely to learn and attend when they feel safe, understood and that they belong. Behaviour and attendance should be considered within the wider context of need.

What is already in place across OCMAT

- trust attendance manager supporting across all schools
- central attendance monitoring <https://www.ocmat.org.uk/Policies/>
- trust safeguarding lead supporting across all schools
- OCMAT Leadership Principles <https://www.ocmat.org.uk/Our-Trust-Vision-and-Values/>
- Thrive development
- relational and pastoral approaches through behaviour policies
- behaviour and attendance analysis through the 'My Concern' systems
- support for harder-to-reach families through pastoral teams

Schools should demonstrate

- routines and expectations are clear and consistently taught
- behaviour is considered within context
- reasonable adjustments are used appropriately
- attendance patterns for pupils facing additional barriers are analysed
- families receive timely support
- pupils feel safe and able to express concerns
- exclusions, suspensions and reduced timetables are closely monitored

A safe and respectful culture fostering belonging and attendance

Attendance is understood through relationships, safety and the removal of barriers - not as a stand-alone compliance issue.

What this looks like across OCMAT

Belonging first – pupils are welcomed, known and supported to settle into learning.

Barriers understood – attendance is considered alongside SEND, safeguarding, family context and attainment.

Early help – concerns are identified before patterns become entrenched.

Practical support – schools address issues such as uniform, breakfast, transport, anxiety and transition.

Reintegration planned – pupils are helped to reconnect with learning after absence or reduced engagement.

External validation

“Their work to improve attendance is robust and has led to sustained improvement for vulnerable groups. Persistent absence continues to fall.”

Ofsted, Selling Church of England Primary School, 2026

Safety, connection and readiness to learn



Focused adult support helps pupils reconnect with learning through pre-teaching, guided practice and carefully planned assessment support.



Bredgar's therapy dog provides a calm, non-judgemental presence that can support regulation, confidence and positive engagement with reading.




Fire Drill Rules

- 
1. Walk


Do not run.
- 
2. Listen


quietly


to


directions.
- 
3. Stay


with your group.

Visual communication makes safety routines understandable and helps pupils respond confidently during unfamiliar or potentially stressful situations.

A calm start, trusted relationships and accessible routines create the conditions in which pupils can attend, participate and learn.

Identifying and responding to barriers

Persistent absence is identified through a graduated process that combines attendance information with professional knowledge of the pupil and family. Support is matched to the barrier rather than relying on a standard response.

10 SIGNS A PUPIL COULD BECOME A Persistent Absentee

1

Frequent Absences

Regularly missing school days without valid reasons

Consistently arriving late or leaving early

2

Late arrivals or early departures

3

Falling being academically

Are they showing a decline in their work?

Are they showing disinterest or avoiding school related activities?

4

Lack of engagement

5

Emotional changes

Signs of anxiety, sadness, or withdrawal related to school

Absence from trips, parents evening's, school events

6

Missing important events

7

Negative attitude toward school

Expressing a dislike or fear of attending school

Frequent headaches, stomach aches, or other reasons to avoid school

8

Physical complaints

9

Holidays

Regular holidays in term time, a pattern with days of absence?

Adverse weather, caring for siblings, parents poor health

10

Historic

If you notice any of these signs, talk to a DSL.

Early intervention can make a big difference!

Together, we can help every child succeed!

A graduated attendance response

- Notice emerging patterns and changes in punctuality or engagement.
- Speak with the pupil and family to understand what is making attendance difficult.
- Review attendance alongside SEND, safeguarding, wellbeing and attainment information.
- Agree practical and relational support with clear responsibilities.
- Review whether the pupil is attending, settling and participating more successfully.

The Trust identification process prompts staff to consider patterns, barriers, family context, early action and review.

Clear expectations and practical help

On time,

NOT LATE!

Stronger relationships

Stronger friendships

Less time in corridors

Reduced anxiety

Positive attitude

Smooth transition

Learning to learn

Learning to learn

They deserve a calm start!

On time, every day, ready to learn!

The Trust-wide punctuality message links being on time with a calm transition, friendships, learning and positive relationships.

PREDICTED

SCHOOL UNIFORM SALES 2026

JUNE & JULY 2026

SAINSBURY'S

20% off

Predicted start on Wednesday 17th June 2026

ASDA

20% off

Predicted start on Monday 22nd June 2026

M&S

20% off

Predicted start on Tuesday 7th July 2026

ALDI

£5 Bundle

Predicted start on Sunday 20th June 2026

LIDL

£5 Uniform Bundle

Predicted start on Thursday 9th July 2026

TESCO

25% off

Predicted start on Monday 20th July 2026

SAVE AS YOU GROW

Schools signpost uniform offers and provide practical support where clothing costs or laundry difficulties affect punctuality.

Free School Meals

Important Update for Families

What's changing?

From September 2026, Free School Meals will be extended to ALL children:

- ✓ In children in households receiving Universal Credit
- ✓ No income threshold applied

This means more families will be eligible.

Why register now?

Even though changes start in September 2026, we encourage families to apply now if eligible:

- ✓ Your child receives Free School Meals as soon as eligible
- ✓ Your school receives extra funding (Pupil Premium)
- ✓ Everything is ready ahead of the rollout changes

How to apply (you'll need):

Apply online through Kent County Council:

www.kent.gov.uk/free-school-meals

It's free and only takes a few minutes.

Not sure if you qualify?

It's always worth checking – many families are eligible without realising.

Compassion . Community . Inclusion

OCMAT

Free school meals information helps families access entitlement and wider support without stigma.

Tailored support with measurable impact

The strongest evidence is not simply that support was offered, but that leaders understood the barrier, adapted the response and reviewed the difference it made.



Case study 1 Pupil A (Year 1)



Barrier

Attendance was affected by wider family circumstances, including pressures linked to a younger sibling's SEND needs. Punctuality was also affected by difficulties washing and drying school uniform in time for the morning.



Support

The FLO worked closely with the family through regular welfare checks and check-in calls. The class teacher supported Pupil A's daily transition into school so that she could settle positively into learning. The school provided spare uniform, which resolved lateness issues. Attendance and attainment were discussed openly with the family, including the impact that low attendance was having on progress.



Impact

Attendance improved by 7.9% from the previous year. Punctuality concerns reduced, attainment improved, and she is now on track academically. Even after the family moved further away, they chose to remain at the school because of the support provided.



Case study 2 Pupil B (Year 1)



Barrier

Pupil B has significant SEND needs and previously required intensive support in Nursery, including 1:1 supervision during lunchtime due to high-risk behaviours. He was pre-verbal and presented with severe safety concerns.



Support

Through adapted provision, structured support, and close collaboration with family and professionals, Pupil B now successfully accesses both mainstream provision and the Enhanced Transition Environment (ETE) across the school day. Intensive work by the SENCO, SLT and class teacher also supported a successful EHCP application.



Impact

Pupil B is now thriving in school, attends lunch club, accesses a personalised curriculum and school day, and his attendance has improved by 10.7% from the previous year to 99.3%.



Case study 3 Pupil C (Year 1)



Barrier

Pupil C initially experienced significant separation anxiety during Reception, which affected his ability to attend and settle confidently in school.



Support

The class teacher worked closely with the family to provide consistent support, while the SENCO liaised with external agencies and family members to secure an EHCP. As Pupil C transitioned into Year 1, he was supported through a reverse integration model via The Acorn Centre, helping him to build confidence and engagement with school.



Impact

Once his EHCP was secured, he transitioned successfully to The Acorn Centre and is now flourishing. Pupil C's attendance improved by 3.7% from the previous year and is currently 99.3%.

Barrier → tailored response → improved attendance, participation and learning

Families as partners in belonging and attendance

Trust is built before families reach crisis. Schools create informal and structured opportunities for parents and carers to ask questions, strengthen relationships and take part in school life alongside their children.



Resilience workshops give parents and carers practical strategies for supporting children's wellbeing and managing challenge.



Brew Monday creates a low-pressure opportunity for families to connect with staff and one another.



Collaborative activities bring families into the setting and strengthen shared experiences between home and school.



Reading events make learning visible, enjoyable and relational, helping families participate in children's school experience.

What this exemplifies

Belonging

Pupils experience trusted adults, accessible routines and a calm return to learning.

Early identification

Attendance patterns are considered alongside SEND, safety, wellbeing and attainment.

Tailored support

Responses address the actual barrier and are reviewed for impact.

Family partnership

Families are listened to, supported practically and invited into school life.

Attendance improves when pupils feel safe, understood and supported - and when schools work with families to remove the barriers that make regular attendance difficult.



Lens 6: Strong partnerships with families and wider services

What OCMAT believes

Families are partners in understanding need, planning support and evaluating impact. Communication should build trust rather than begin only when problems escalate.

What is already in place across OCMAT

- SEND information reports
- parent identification pathway
- family liaison roles
- SENCo meetings and review cycles
- pupil and parent voice
- external specialist pathways
- trust SALT, OT and educational psychology arrangements
- support with transitions and referrals

Schools should demonstrate

- families know who to contact
- concerns are discussed early
- communication is accessible and non-labelling
- pupils are involved appropriately
- external advice is translated into classroom practice
- families receive clear information about local and trust support

Strong partnerships with families and wider services

Families, pupils, schools and professionals contribute different expertise to shared decisions.

A clear route from concern to support

Families need to understand who they can speak to, how concerns will be explored and how they will remain involved as support is planned and reviewed.



The OCMAT pathway sets out a clear, graduated route from initial concern to school and specialist support.

Communication that builds trust

Partnership is sustained through planned review and everyday contact, rather than beginning only when difficulties escalate.

- SENCo meetings and parent consultations
- Personalised plan reviews
- Transition meetings
- Family liaison and welfare support
- Regular informal communication
- Clear routes to external advice

“The school builds positive relationships with parents through regular and constructive communication. Parents feel involved in planning and pupils’ views are considered in decisions.”
Ofsted, Selling Church of England Primary School, 2026

Partnership across the year

Regular contact

Newsletters, phone calls, meetings and open-door communication keep families informed.

Planned review

Provision plans and review cycles create structured opportunities to evaluate support.

Accessible support

Parent groups and family-facing events reduce isolation and make information easier to access.

Families as partners in shaping support

The strongest partnerships move beyond giving information. They create spaces where families can be honest, share what they know about their child and help shape the support offered.

What parents valued

“It can be a bridge between us and the school.”

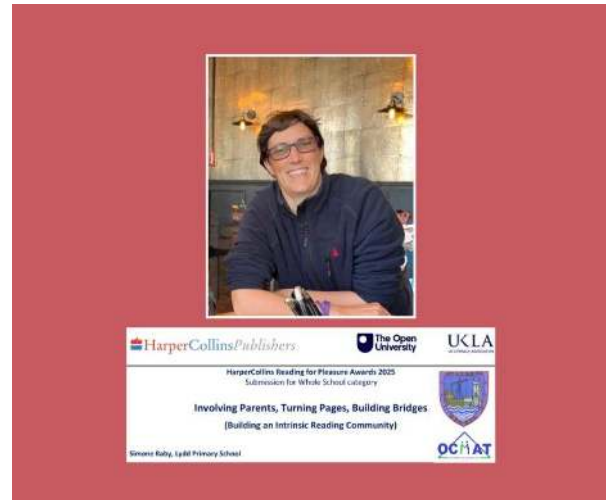
“Somewhere you can be completely honest.”

“There’s no judgement.”

“We work collectively about what support would be useful for us and our children.”

“I can be a voice for parents who don’t feel confident.”

At The Oaks, the KPACT parent group provides a welcoming, non-judgemental space for families supporting children with additional needs.



At Lydd, the Reading for Pleasure award recognises the impact of the school’s parent and carer reading initiative.

The initiative strengthens home–school partnership by drawing parents and carers into the life of the school and celebrating reading as a shared experience.

What partnership feels like to a family

“You have this incredible gift of making him feel safe and valued, which has allowed him to flourish.”

Parent feedback, The Oaks

“You have given him the tools to not just learn but to grow as a person.”

Parent feedback, The Oaks

Pupil voice shaping support

Minterne Junior School uses School Wellbeing Cards, recommended through STLS and educational psychology support, to help pupils identify what they enjoy, what they find difficult and the factors affecting attendance and wellbeing.



- Top 3 Risk Factors (indicate areas of underlying need):-**
- I worry something bad will happen
 - Sometimes I feel that I don't belong
 - The other kids are mean to me
- Resilience Factors (indicate areas of strength that can be harnessed to support underlying need):-**
- I have lots of friends and 1 special friend/ my friends are there for me
 - I can make a difference in my life
 - I know what I want to do when I leave school
 - My parents want me to come to school and talk positively about school
 - I enjoying learning and new topics
 - There is at least one adult I can talk to at school
- Plan:-**
- Class teacher to complete a pen portrait
 - If pupils are unkind, tell an adult or if low-level walk away
 - SENCO to check back in next term

Wellbeing Cards provide a structured way for pupils to identify risk and resilience factors.

What the pupil shared

The pupil explained that some children were unkind during football and that he felt his teacher did not really understand him.

What changed

- The SENCo and pupil agreed strategies to address unkind behaviour at playtimes.
- Dedicated one-to-one time was arranged with the class teacher.
- A pupil portrait was created to deepen staff understanding.
- Parents and carers were involved throughout.
- A planned review was agreed to check whether the situation improved.

Parent and pupil voice shaping consistent support

Pupil passports are co-produced with the pupil and their family, bringing together the child’s own perspective, parental knowledge and professional understanding. The agreed passport is shared with staff so that the pupil experiences a consistent response across the school.

Pupil Name: xxxx (Y5)		Student passport	Last updated: June 2026
Class: Tigers	xxxx has an ADHD diagnosis and is medicated.		
A useful tip from mum: xxxx is a loving, cheeky boy with a big heart – He acts on impulse and can come across angry and defiant especially if he feels challenged. Using the right word and speaking calmly to him is most effective as well as giving him some time to process the situation to make the right choices.	PHOTO	I would like you to know that: <ul style="list-style-type: none">• I don't mean to make wrong choices.• I get carried away and distracted easily.• I find it difficult to process lots of information.• I act on impulses.• I am easily led.• I get cross and angry quickly/easily.• I don't like it when I am shouted at.• I don't like to be told no.• I need movement breaks to help me regulate. This means that: <ul style="list-style-type: none">• That I tend to act before I think• I might not listen if you speak to me in a cross voice.• I need to be reminded to make the right choice because I like to helpful and get praise.• I will react to the word no.• I will walk around school when I am cross and in the process of re regulating – this means that, it is best for me to be given space and not spoken to unless you are one of my key adults.	I find it difficult to: <ul style="list-style-type: none">• To focus.• To stay on task.• To not talk when ask to be quiet.• To not shout out.• To look at people and to be looked at.• To show the correct emotion.• I find it hard to control my anger and feeling if someone annoys me or tells me off.• To say sorry.

The example records what the pupil finds difficult, what adults need to understand, the strategies that help and a specific “top tip” from Mum.

Shared approaches between home and school

The eight-week All About Me programme is adapted around information provided by parents and carers. This ensures that the content responds to the needs families are seeing, rather than following a fixed programme regardless of context.

Parent feedback changed the provision

In one recent group, a parent asked for advice about emotional regulation. Staff therefore adapted a session to explore how stress is experienced in the body and how physical sensations can signal increasing distress.

What was created

The pupil developed a personalised five-point scale linking feelings, body signals and practical regulation strategies. The completed resource was shared with the family for use at home.

ol 1 – 5-Point Scale

5-Point Scale – Template

	Feels like	What I can do
5	shout slamming doors	running around the playground
4	clenched fists start to sweat hitting	sitting somewhere quiet minutes mindful exercises e.g. grounding technique
3	breathing changes stomping around	going for a walk listening to calming music
2	eyes are itchy feel hot lips go puffy	ripping up paper scribbling on paper wearing ear defenders
1	feel OK	playing with my cars popping bubble wrap

Practical Support Pack: Understanding Autism and Anxiety in Schools

Autism Education Trust

A shared five-point scale gives the pupil, family and school a consistent language for recognising and responding to escalating stress.

What the shared scale supports

Recognition

The pupil can identify how regulation feels in their body and notice when stress is increasing.

Choice

The scale links each stage to strategies such as movement, grounding, music, quiet time or adult support.

Consistency

The same language and strategies can be used at school and at home, reducing confusion and strengthening independence.

This is direct evidence of parent voice changing the content of provision and creating a shared home-school approach.

Joined-up support with wider services

Partnership with external professionals should make support more coherent for pupils and families. The aim is not simply to secure advice, but to connect specialist knowledge, family understanding and school practice.

PINS and Chill & Chat

Through the PINS project, Minterne has strengthened collaborative working with families and professionals. Chill & Chat provides an informal space for parents and carers to connect, discuss school-related issues and help shape inclusive practice.



Chill & Chat also gives external organisations a direct route to families.

Wider support brought closer to families

External services, including Imago Young Carers, have attended sessions to provide information, advice and signposting. This increases awareness of community support and helps families access timely help beyond the school.

The partnership cycle

- Families share experience and priorities.
- School staff identify patterns and barriers.
- External professionals contribute specialist knowledge.
- Support is translated into practical action.
- Impact is reviewed with the pupil and family.

Specialist advice translated into practice



The Balanced System links family support, enabling environments, workforce development, identification and intervention.

Across OCMAT, specialist expertise influences mainstream practice through visual language systems, vocabulary support, environmental adaptation and carefully sequenced scaffolds. The test is whether advice changes what pupils experience and whether that change is reviewed.

What this exemplifies: partnership is not simply good communication. It is shared decision-making, coordinated action and review.



Lens 7: Inclusive environments with continuous improvements to accessibility

What OCMAT believes

School environments should be designed to reduce common sensory, physical, communication and organisational barriers.

What is already in place across OCMAT

- visual timetables and communication supports in all classrooms and learning spaces
- accessibility planning
- sensory and regulation adjustments
- subject-specific resources
- assistive technology where needed
- transition planning
- specialist advice
- low-arousal considerations
- risk assessments and individual access plans

Schools should demonstrate

- classrooms are orderly, predictable and accessible
- visual support is used consistently where helpful
- sensory barriers are considered
- physical accessibility is reviewed
- pupils can access toilets, dining, play and enrichment
- technology is used purposefully
- accessibility plans lead to actual improvements

Inclusive environments with continuous improvement to accessibility

Accessibility is actively designed, reviewed and improved across classrooms, shared spaces and the wider school day.

Environmental adaptation in practice

The examples in this paper show how schools reduce barriers through everyday classroom adaptations, communication-rich environments and planned spaces for regulation. The focus is on what pupils can access, how independently they can participate and whether environmental changes make a measurable difference.

- Classroom access: assistive technology, seating and sensory adjustments that keep pupils connected to learning.
- Communication access: consistent visual support, vocabulary scaffolds and predictable routines.
- Regulation and wider access: purposeful spaces used within a clear plan for re-engagement.

External validation

“Staff use practical resources and bespoke adaptations effectively to strengthen pupils’ understanding.”

Ofsted, Minterne Junior School, 2026

“Lessons are well resourced and adapted to ensure all pupils are able to access learning.”

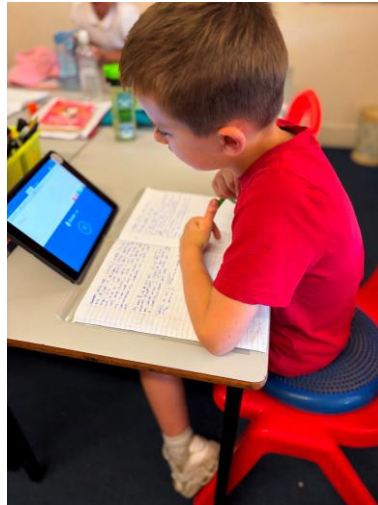
Ofsted, Milstead and Frinsted Church of England Primary School, 2025

Different routes into the same learning

Environmental adaptations are used to reduce specific barriers while keeping pupils connected to the same ambitious curriculum and classroom community as their peers.



Assistive technology supports written recording and access to curriculum tasks.



Clicker 8 supports sentence writing, helping the pupils compose and record ideas more independently.



Therabands provide proprioceptive input through the feet, helping reduce fidgeting and support concentration.

Communication-rich environments

At Minterne, a consistent whole-school approach to communication and language support has been prioritised in response to increasing speech, language and communication needs. Visual support is embedded across displays, resources and classroom routines.

Consistent visual access

- Photographs and Widgit symbols add meaning to vocabulary and routines.
- Visual scaffolds support understanding, sentence structure and independence.
- Sound buttons and visual prompts help pupils decode and access learning.
- Language Through Colour provides a shared structure across working walls, planning and pupil books.
- The “Remember, Learn, Explore, Use” approach supports retention and application of new language.



Visual prompts are integrated into mainstream English teaching and used consistently across the learning environment.

Specialist expertise strengthening wider environments

Minterne's Balanced System Centre of Excellence accreditation recognised the school's whole-school strategy for vocabulary, sentence structure and language comprehension. The Acorn Centre also supports other Trust schools and appears on Kent's Provision Map of Good SLCN Practice, allowing other settings to visit and learn from the school's approach.

The aim is not to fill walls with prompts. It is to make key information predictable, understandable and increasingly usable without adult mediation.

Lydd Primary School: a structured sensory environment supporting regulation

Lydd Primary School's sensory room provides a carefully managed environment where pupils can reduce sensory overload, experience controlled sensory input and prepare to re-engage with learning. Its value lies in purposeful, planned use rather than novelty.



Lydd Primary School's sensory room offers a low-stimulation, enclosed space with flexible seating and sensory features.



Bubble tubes at Lydd provide controlled visual input within the darker environment.



A highly personalised learning environment at Bredgar: carefully selected sensory resources and responsive adult interaction support engagement, communication, choice-making and emerging independence.



The timetable and clear room rules show that access to Lydd's sensory room is structured, planned and reviewed.

Accessibility across the whole school day

Inclusive environments extend beyond lessons. Pupils may need quieter spaces, predictable routines or supported social opportunities during break, lunchtime and transitions. These arrangements should protect belonging rather than separate pupils from the wider community.



A shared indoor space supports structured interaction and social connection during less structured times.



A quieter sensory space is available when pupils need reduced stimulation and time to regulate.

Continuous improvement to accessibility

Accessibility is not a one-off audit. Leaders review how pupils move through spaces, understand information, manage sensory demands and participate throughout the day. Environmental changes should be informed by pupil, family and staff feedback and revisited as needs change.

Notice the barrier	Change the environment	Review the impact
Use observation, pupil voice and family knowledge to understand what is difficult.	Adjust sound, light, layout, communication, seating, movement or access.	Check whether participation, regulation and independence have improved.

What this exemplifies: inclusive environments anticipate barriers, offer purposeful choices and are continually refined so that pupils can participate with greater comfort, confidence and independence.

How schools identify their inclusion priorities

Each OCMAT school identifies a small number of inclusion priorities through a structured process of evaluation, discussion and evidence gathering.

The process is informed by:

- the OCMAT Guiding Principles



- the seven lenses of inclusive practice;



- the school's knowledge of its pupils, families and local community;



- utilising the tool 'Evaluate My School'





A collective evaluation

School leaders, including the headteacher or Head of School , SENCo and relevant members of the wider school team, work together to review the school's current position. Depending on the focus, this may include subject leaders, pastoral and attendance staff, teachers, support staff, governors and others with relevant knowledge of the school and its pupils.

Bringing together different perspectives also enables schools to triangulate evidence and avoid relying on one source of information or one person's view.

Evidence may include:

- attainment, progress and attendance information;
- behaviour, suspension and participation data;
- monitoring of teaching and curriculum access;
- provision and intervention reviews;
- pupil, parent and staff voice;
- observations across different lessons, times and environments;
- school improvement and external review findings;
- information from pupil progress meetings and professional discussions.

Schools should consider not only whether policies, systems or provision exist, but also how consistently they are implemented and what difference they are making for pupils.



Moving from evaluation to priorities

Following the evaluation, leaders identify the areas where improvement is most likely to strengthen the school's universal offer, remove predictable barriers and improve outcomes for pupils.

Schools select a small number of priorities that:

- respond to evidence about the needs of their current cohort;
- address an identified gap, inconsistency or area for development;
- are likely to improve provision for more than one individual pupil;
- strengthen inclusive practice across teaching, leadership, culture or the wider school environment;
- are realistic and achievable within the agreed timescale;
- have clear intended outcomes and measures of impact.

Not every area identified through the evaluation will become an immediate priority. Schools should use professional judgement to determine which areas require the greatest focus and are likely to make the most meaningful difference.

Part of the whole-school development plan

The inclusion priorities do not form a separate or additional improvement plan.

They sit within the school's whole School Development Plan and should connect directly with existing priorities for teaching and learning, curriculum, attendance, behaviour, safeguarding, professional development and outcomes for pupils.

This ensures that inclusion is not treated as a bolt-on, a separate SENCo action plan or a strand of work undertaken alongside the school's main improvement activity. Instead, inclusive practice is embedded within the school's overall planning, monitoring and accountability arrangements.

Progress against the priorities should therefore be reviewed through the school's usual improvement processes, including senior leadership monitoring, governor oversight, pupil progress discussions and OCMAT school improvement activity.

Inclusion Strategy – [School name & badge]

Strategy overview

Detail	School information
Academic year covered	2027–2028
Date published	
Review date	
Headteacher/Head of School	
SENCo	
Strategy authorised by	
Date agreed by governors	

Statement of intent

At [school name], inclusion means ensuring that every pupil is able to participate, learn, belong and succeed.

Our approach is informed by the OCMAT Inclusion Strategy and the seven lenses of inclusive practice. We seek to understand the barriers experienced by our pupils and to strengthen our teaching, curriculum, environment and wider provision in response.

Our strategy prioritises high-quality teaching and an accessible universal offer. Where pupils require additional or targeted support, this will be purposeful, evidence-informed and reviewed for impact. Support will be designed to build pupils' confidence and independence rather than create unnecessary reliance on adult help.

This strategy has been informed by our evaluation of current provision, assessment and attendance information, monitoring of teaching and curriculum access, pupil and family voice, staff discussion and governor oversight.

It should be read alongside the OCMAT Inclusion Strategy, the school's SEND Information Report, Accessibility Plan and relevant school policies.

How this strategy was developed

Contributors included:

- headteacher and senior leaders;
- SENCo;
- teachers and support staff;
- subject, attendance and pastoral leaders;
- pupils;
- parents and carers;
- governors;
- relevant external professionals.

The following evidence was considered:

- attainment and progress information;
- attendance and persistent absence;
- behaviour, suspensions and reduced timetables;
- pupil participation in clubs, trips and wider school life;
- teaching and curriculum monitoring;
- intervention and provision reviews;
- pupil, family and staff voice;
- accessibility information;
- school and external review findings.

Cohort needs and predictable barriers (Example)

 Area of commonly occurring or predictable needs	 Evidence from our cohort	 Predictable barrier to learning, participation or wellbeing	 Existing universal and targeted provision
Speech, language and communication	Entry assessments show increasing numbers of pupils with receptive-language needs	Difficulty understanding instructions, accessing vocabulary and contributing to discussion	Visual support, modelling and Speech & Language Link
Emotional regulation	Behaviour and pastoral information shows increased dysregulation at transition points	Reduced engagement, difficulty returning to learning and increased absence	Trusted adults and regulation plans
Early literacy	Phonics and reading assessments identify a recurring group requiring additional practice	Pupils struggle to access the wider curriculum independently	Little Wandle and targeted catch-up
Attendance	Persistent absence is concentrated among pupils with SEND and disadvantaged pupils	Gaps in learning, weaker relationships and reduced confidence	Attendance monitoring and family support

Priority Activities for this year

Area	School response
Priority Activity	
Barrier(s) Addressed	
Baseline evidence and rationale	
Universal, targeted or combination of both	
Lead person or people	
Timescale	
Core/notional SEN Budget	
IMF allocation	
Total cost	

Intended outcome

Intended outcomes for pupils	School response
Baseline	
Success criteria	
Intended outcome for pupils	
Review points	
Evidence used to evaluate impact	
Who will review	
What has changed at the review point	
Is this on the main SDP?	

Review of the previous academic year (This is not needed until Year 2)

From the second year of implementation, schools will review the impact of the previous year's strategy before agreeing new priorities and activity.

The review should consider the effect of the strategy on pupils':

- access to learning;
- engagement and participation;
- attendance;
- independence;
- sense of safety and belonging;
- attainment and progress;
- participation in wider school life.

 Previous priority or intended outcome	 Activity undertaken	 Evidence of impact	 What worked well?	 What did not have the intended impact?	 How has this informed the current strategy?