NWSSSS
NORTH WEST SURREY
SHORT STAY SCHOOL

Inclusion Strategy

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Inclusion Strategy

1. Our vision for inclusion

Our vision is to provide a safe, nurturing, ambitious and inclusive educational environment in which every young person is recognised as an individual, understood within the context of their lived experiences, and supported to achieve meaningful educational, social and personal success.

As a trauma-informed secondary PRU, we recognise that many of our pupils have experienced significant adversity, disrupted education, relational difficulties and barriers to accessing learning.

We understand that behaviour can communicate unmet needs, distress, difficulties with emotional regulation or a lack of skills, while recognising that behaviour also requires appropriate boundaries, accountability and safeguarding responses.

We are committed to ensuring that:

- ★ Every pupil experiences safety, belonging, dignity and positive relationships.
- ★ SEND is identified early and supported through high-quality adaptive teaching and appropriate specialist provision.
- ★ Trauma-informed practice is embedded across the curriculum, behaviour systems, leadership and school culture.
- ★ Pupils experiencing poverty, family imprisonment, domestic abuse, caring responsibilities or other adversity are supported without stigma.
- ★ Significant literacy, numeracy and foundational learning gaps are addressed through structured, evidence-informed intervention.
- ★ Safeguarding considers risks within families, peer groups, communities, online environments and other contexts beyond the school.
- ★ Every pupil has an ambitious, personalised pathway towards qualifications, further education, training, employment or successful reintegration where appropriate.

Our overarching ambition is to ensure that pupils' circumstances, experiences and additional needs do not determine or limit their future opportunities.

2. Understanding our school context

Our inclusion strategy is informed by a pupil population with disproportionately high levels of vulnerability and overlapping needs.

Contextual factor	Implications for inclusive provision
High prevalence of SEND	Graduated support, specialist assessment, adaptive teaching, communication support and personalised planning
High proportion eligible for FSM and Pupil Premium	Removal of financial barriers, equitable access to resources, enrichment and targeted academic support
Young carers	Flexible and compassionate support, identification, trusted adults and partnership with young carers' services
Parental imprisonment or previous imprisonment	Non-stigmatising pastoral support, sensitive family engagement and attention to separation, loss and instability
High prevalence of adverse childhood experiences	Predictable routines, emotionally safe environments, trusted relationships and appropriate therapeutic referral
Domestic abuse experiences	Safeguarding-led responses, emotional support, careful family communication and safety planning

Significant educational disruption	Baseline assessment, personalised pathways, flexible sequencing and planned re-engagement
Average reading age below nine	Systematic assessment, phonics where needed, decoding, fluency, vocabulary and comprehension intervention
Gaps in foundational skills	Explicit instruction, overlearning, scaffolded teaching and opportunities to experience success

Importantly, these vulnerabilities must not be viewed as deficits within the young person. They highlight the responsibility of the provision to understand barriers, build protective factors and create equitable opportunities within firm, societal boundaries thus providing opportunities to be successful in their next steps and remove the links between permanent exclusion and entry into the criminal justice system.

A reading age below nine, for example, should not result in an academically unambitious curriculum. Instead, pupils should access age-respectful content alongside precisely targeted literacy teaching.

3. Strategic priorities

The strategy will be delivered through six interconnected priorities.

Priority 1 — Trauma-informed culture and relational inclusion

Establish consistent, predictable and emotionally safe environments where relationships, co-regulation, restorative approaches and appropriate boundaries support engagement.

Priority 2 — SEND identification and inclusive teaching

Identify needs accurately, implement graduated support and ensure that all pupils receive ambitious, appropriately adapted teaching.

Priority 3 — Literacy, foundational learning and achievement

Prioritise systematic literacy teaching, foundational numeracy and closing learning gaps while maintaining access to a broad, age-appropriate secondary curriculum.

Priority 4 — Contextual safeguarding and protection

Ensure an integrated safeguarding approach that recognises domestic abuse, exploitation, family imprisonment, peer risks and vulnerabilities beyond the school gates.

Priority 5 — Equity, belonging and family partnerships

Remove financial, social, cultural and practical barriers to participation, with targeted support for disadvantaged pupils, young carers and families.

Priority 6 — Attendance, reintegration and successful destinations

Strengthen attendance, sustained engagement, pupil voice, transition planning and preparation for adulthood.

4. Our graduated model of inclusion

We adopt a three-tiered model that combines universal inclusive practice with additional and specialist support.

Tier 3 — Specialist and individualised

Highest complexity

Multi-agency involvement, specific SEND provision, safeguarding safety plans, therapeutic input where indicated, EHCP provision and personalised curriculum pathways.

Tier 2 — Targeted and additional

Small-group/ 1:1 literacy, phonics, mentoring, structured emotional regulation teaching, attendance intervention and targeted family support.

Tier 1 — Universal entitlement for every pupil

Trauma-informed relationships, safeguarding, adaptive teaching, explicit literacy instruction, predictable routines, accessible curriculum, positive behaviour support and meaningful pupil voice.

Support is flexible and needs-led. Pupils can access all three tiers simultaneously; specialist provision does not replace universal inclusion.

5. Trauma-informed culture and relational inclusion

Strategic objective: To ensure every pupil experiences the school as a psychologically informed, emotionally safe and relationally supportive environment.

Key themes

- ★ Ensure a consistent whole-school relational approach to behaviour, grounded in high expectations, empathy, fairness and predictable responses. Using the 4 Rs as a framework.
- ★ All staff, including support, administrative and site teams, are proficient in trauma awareness, attachment, co-regulation, de-escalation and responses to distress.
- ★ Each pupil can identify a trusted key adult for support, through regular check-ins and planned relationship-building.
- ★ Each pupil, that requires one, has a clear, individualised regulation plan identifying additional support, including agreed strategies for escalation, recovery and return to learning.
- ★ Use restorative conversations where appropriate and safe, without requiring pupils to recount traumatic experiences.
- ★ Review behaviour, suspension and restrictive-intervention data for patterns and disproportionate impact on pupils with SEND or other vulnerabilities.
- ★ Embedded staff supervision, reflective practice and support for secondary traumatic stress.

Measures of success: Continued improved pupil-reported safety and belonging, increased engagement in learning, reductions in repeated serious incidents and improved consistency of staff responses.

Trauma-informed practice must not be used to diagnose pupils or assume that every difficulty is trauma-related. It must sit alongside safeguarding, SEND assessment, effective teaching and clear behavioural expectations.

6. SEND identification and inclusive teaching

Strategic objective: To ensure pupils' additional needs are accurately identified and met, rather than their difficulties being attributed solely to behaviour or previous adversity.

Key themes

- ★ Comprehensive baseline assessment process on entry, drawing on previous school records, EHCPs, family information, pupil voice and professional assessments.
- ★ Assess cognition and learning, communication and interaction, social, emotional and mental health, and sensory or physical needs where indicated.
- ★ Implement a consistent assess–plan–do–review cycle, with clearly defined outcomes, responsibilities and review dates.
- ★ Ensure teachers have accessible pupil profiles outlining strengths, barriers, reasonable adjustments and effective teaching approaches.
- ★ Use explicit instruction, scaffolding, modelling, chunked tasks, retrieval practice and accessible language across subjects.
- ★ Utilise referral pathways for educational psychology, speech and language therapy, occupational therapy and other specialist services where required.
- ★ Monitor delivery of specified EHCP provision and liaise with the local authority where placement or provision needs review.

Measures of success: Timely identification of needs, evidence that agreed provision is delivered, progress against individual outcomes and improved access to classroom learning.

7. Priority 3: Literacy and foundational learning

Strategic objective: To ensure every pupil develops the reading, writing, communication and mathematical skills needed for learning, independence and future opportunities.

Given the average reading age of below nine, literacy is a whole-school strategic priority, not simply an intervention delivered by the English department.

Our literacy entitlement

All pupils will receive a reading assessment on entry, followed by more diagnostic assessment where needed. Assessment distinguishes between difficulties with decoding, fluency, vocabulary and comprehension, rather than relying on a single reading-age score.

Area of need	Inclusive response
Limited phonemic awareness or letter–sound knowledge	Age-respectful, systematic synthetic phonics intervention based on assessed gaps - **That Reading Thing**
Weak decoding	Explicit teaching of grapheme–phoneme correspondences and cumulative reading practice - classroom based
Poor reading fluency	Supported oral reading, repeated reading and monitored accuracy and automaticity
Limited vocabulary	Direct vocabulary teaching, oral language development and contextualised word learning - **Bedrock**
Weak comprehension	Explicit teaching of inference, monitoring understanding, background knowledge and text structure - **In-House Reading Comprehension**

Significant writing gaps	Sentence construction, spelling, transcription and scaffolded extended writing
Foundational numeracy gaps	Diagnostic assessment, number sense, mathematical fluency and cumulative practice

Implementation commitments

- ★ Literacy lead role with oversight of assessment, interventions and whole-school reading.
- ★ Appropriately selected staff deliver a consistent, evidence-informed phonics programme suitable for older pupils.
- ★ Provide frequent, protected intervention sessions for pupils with significant decoding gaps.
- ★ Use accessible, age-appropriate texts that protect pupils' dignity and interest.
- ★ Ensure pupils can access subject knowledge through supported reading, teacher explanation, audio and appropriate assistive technology while their reading skills develop.
- ★ Monitor individual progress in component skills at regular intervals, rather than expecting rapid changes in standardised reading-age scores.
- ★ Build literacy and oracy into every curriculum area.

A pupil in Year 10 with a reading age of seven should not be expected to access GCSE-level written material independently without support. Equally, they should not be restricted to a primary curriculum. The school delivers both literacy catch-up and ambitious secondary learning.

Measures of success: Improvements in decoding, fluency and comprehension, increased independent access to texts, stronger engagement with the wider curriculum and progression towards appropriate qualifications.

8. Contextual safeguarding

Strategic objective: To ensure safeguarding responds to the full range of risks and protective factors affecting pupils within and beyond school.

Key areas of focus

Domestic abuse: Staff understand the impact of witnessing or experiencing domestic abuse, follow established safeguarding pathways, recognise the potential implications for attendance, concentration and emotional regulation, and ensure that communication with families does not compromise safety.

Parental imprisonment: Pupils affected by parental imprisonment or a history of imprisonment will have access to confidential, non-judgemental support. Staff are sensitive to separation, grief, stigma, family disruption and changing caregiving arrangements. Family contact decisions will follow safeguarding and legal requirements.

Young carers: The school identifies and supports young carers through trusted relationships, appropriate assessment, family engagement and referral to relevant local services. Educational adjustments will support the pupil without normalising inappropriate caring burdens.

Peer and community risks: The school works with partners to recognise and respond to exploitation, harmful peer relationships, online harm, criminal exploitation and risks associated with community locations.

Safeguarding systems

- ★ Maintain current, proportionate risk assessments and safety plans.
- ★ Use multi-agency meetings for complex cases.
- ★ Map recurring contextual risks and identify protective actions.
- ★ Ensure pupils can report concerns safely and confidentially.
- ★ Audit safeguarding responses and follow-up actions.
- ★ Use information-sharing arrangements that are lawful, necessary and proportionate.

Measures of success: Timely and appropriate referrals, improved pupil understanding of safety, effective multi-agency action and evidence that identified risks are being reduced.

9. Equity, belonging and family partnership

Strategic objective: To remove barriers associated with disadvantage, family circumstances and exclusion, ensuring every pupil can participate fully in school life.

Key themes

- ★ Ensure FSM and Pupil Premium funding is used strategically to address evidenced barriers, with spending and impact reviewed.
- ★ Provide discreet access to essential learning equipment, uniform, meals and enrichment opportunities where needed.
- ★ Establish a family engagement approach that is flexible, non-judgemental and sensitive to previous experiences of education or statutory services.
- ★ Offer support with accessing relevant family services, benefits advice, young carers' provision and community resources through appropriate partners.
- ★ Ensure personal development and PSHE address healthy relationships, rights, safety, identity, consent, aspiration and belonging.
- ★ Involve pupils meaningfully in decisions about their education, support plans and school experience.

Measures of success: Improved participation, positive family engagement, reduced barriers to enrichment and improved pupil-reported belonging.

10. Attendance, transitions and future destinations

Strategic objective: To secure sustained educational engagement and prepare every pupil for a positive next step.

Key themes

- ★ Use individual attendance analysis to identify practical, emotional, educational and safeguarding barriers.
- ★ Develop supportive attendance plans that combine clear expectations with proportionate adjustments.
- ★ Use structured induction and transition arrangements, including phased approaches where individually justified and appropriately authorised.
- ★ Work closely with referring schools, local authority teams, families and receiving providers.
- ★ Provide careers education, guidance, work-related learning and preparation for adulthood.
- ★ Develop personalised progression pathways towards GCSEs, Functional Skills, vocational qualifications, college, apprenticeships or other suitable provision.

- ★ Monitor sustained destinations and transitions, rather than relying only on initial placement success.

Measures of success: Improved attendance from individual baselines, sustained engagement, fewer unsuccessful transitions and increased participation in education, employment or training.

11. Inclusion impact dashboard

To demonstrate the impact of this strategy, the school will monitor the following indicators, comparing outcomes with individual starting points and examining differences between pupil groups.

Indicator	Suggested monitoring
Reading progress	Termly component-skill assessment and periodic standardised assessment
SEND provision	Termly review of agreed support and outcomes
Attendance	Weekly analysis and monitoring supported by regular meetings with the LA representative
Behaviour and regulation	Daily and weekly celebrations of positive behaviour. Half-termly incident patterns, recovery and reintegration
Pupil safety and belonging	Ongoing pupil voice

Safeguarding	Ongoing case oversight with weekly focus and half-termly thematic audit
Family engagement	Ongoing support from HSLW team
Academic achievement	Weekly progress snapshots and Termly curriculum reports
Successful transitions	Tracking at transition and follow-up points

PRU cohorts can be small and highly mobile, Management Committee receive both quantitative trends and anonymised case-study evidence. Data must be interpreted carefully to avoid misleading conclusions.

13. Leadership, governance and quality assurance

The Headteacher will retain strategic accountability for the inclusion strategy, supported by designated leaders for SEND, safeguarding, curriculum, literacy and pastoral provision.

Management Committee will provide challenge and oversight through termly inclusion reports, scrutiny of resource allocation, review of safeguarding and SEND compliance, and evaluation of educational outcomes.

Quality assurance will include classroom visits, pupil work scrutiny, assessment reviews, pupil and family voice, staff feedback, case-file audits and evaluation of intervention impact.

The school will also ensure that inclusion does not depend solely on individual staff members. Consistent systems, appropriate staffing, protected planning time, professional development and multi-agency working are essential to sustainable implementation.

14. Recommended evidence and policy framework

The strategy has been cross-referenced to the following national frameworks and guidance, using their current published versions at the point of approval.

- ★ SEND Code of Practice: 0 to 25 years — **graduated support, statutory duties and partnership working.**
- ★ Keeping Children Safe in Education — **safeguarding responsibilities and safer educational environments.**
- ★ Working Together to Safeguard Children — **multi-agency safeguarding and child-centred practice.**
- ★ Alternative Provision: Statutory Guidance — **educational entitlement and expectations for alternative provision.**
- ★ EEF Special Education Needs in Mainstream Schools — **evidence-informed teaching approaches relevant to SEND.**
- ★ EEF Improving Literacy in Secondary Schools — **disciplinary literacy, reading and targeted support.**
- ★ **Equality Act 2010 — non-discrimination, reasonable adjustments and the public sector equality duty where applicable.**

15. Our inclusion commitment

We recognise that many of our pupils have experienced significant adversity and educational disadvantage. We will not allow those experiences to define their potential.

Our responsibility is to understand the barriers our young people face, provide the safety and relationships necessary for learning, identify and meet additional needs, and deliver an ambitious education that creates genuine opportunities for success.

We will measure inclusion not simply by whether pupils attend or comply, but by whether they feel safe, experience belonging, make meaningful progress, develop independence and leave us better equipped for their future.

Appendix - 4 Rs

