

PART A

Our Commitment to Inclusion

At Sirius Academy West, we are proud to be part of the Constellation Trust.

Across our Trust, we believe that every child deserves to belong, thrive and succeed within their local community. We are committed to creating inclusive environments where differences are valued, barriers are removed, and all children are supported to achieve ambitious outcomes.

Inclusion is not viewed as a place, programme or person. It is the way we lead, teach, support, and work together to ensure every child experience success.

Our Inclusion Core Values are:

- Every child is known, valued, and understood.
- High expectations apply to all learners.
- Inclusion is everyone's responsibility.
- Quality First Teaching is the foundation of inclusion.
- Children and families are partners in decision-making.
- Provision is evidence-informed and outcome-focused.

To support this commitment, Constellation Trust has invested significantly in developing a shared approach to inclusion through trust-wide frameworks, specialist support, professional development, outreach services, and collaborative networks. This includes the Inclusion Matrix, SEND Continuum Model, Curriculum Progression Toolkit, Neurodiversity Champions, Constellation Connections, Turning Point Outreach and a range of specialist pathways and provisions designed to strengthen inclusive practice and improve outcomes for children and young people.

Whilst united by a shared Trust commitment to inclusion, we recognise that every school community is unique. The strengths, aspirations, opportunities and needs of our pupils and families shape the way inclusion is lived and experienced within our school.

This strategy sets out how we identify and meet the commonly occurring and predictable needs within our community, how we continue to develop inclusive practice and how we will work towards the aspirations shared by our pupils, families, staff and governors.

Understanding Our Cohort

Inclusion is genuinely at the heart of everything we do, ensuring every student thrives and belongs within our academy, whatever their needs. Our systems of support and provision have led to us being locally recognised as a highly inclusive Academy. We know the complexity of the community we serve and therefore adapt our Academy to support the widest range of needs without lowering expectations. We are proud of our inclusive culture.

We understand that, within our complex intake, our students have a range of barriers which may affect their learning and or wellbeing. We have adapted our academy to balance overall standards and support for all whilst having built a strong culture of attending school. The attendance of those students with a SEND is within the top 10% of all schools nationally. Leaders collaborate with families, external professionals and agencies to share provisions and raise aspirations for pupils with SEND; our internal provisions, pathways, and strategies focus on breaking down systemic barriers to allow students to achieve, thrive and belong. As an Academy, we are outward-looking in all aspects. This includes many multi-agency partnerships to support our growing SEND needs. With the IPASS resource base providing provision for 15 students, the academy works with 2 separate local authorities and has a strong reputation with them all. We recognise the level of need in our community for students open to social care, previously open to social care and looked after children. As we have the highest number of CLA/ pre CLA students in the city, we understand that these students often need additional support to succeed, we aim to ensure that their future life chances are not diminished as often can be the case.

The cohort of students with an EHCP accessing their education within the academy is typically around 5%, this is significantly above the national average. Students receiving SEN support is typically between 18 and 20% meaning 1 in 5 students require some kind of adaptation to remove barriers to their learning. Again, this is significantly above the national average.

Inclusion Through the Eyes of Our Community

Pupil Voice: When inclusion is working well in our school, pupils experience a culture where they belong, are known and valued as individuals, and have a meaningful voice. Barriers to learning and participation are identified and addressed so that every pupil can access learning, participate fully and achieve their potential.

Family Voice: When inclusion is working well in our school, families experience a strong sense of trust and partnership with the school. They feel welcomed, respected and listened to, understand the support available to their child, and are meaningfully involved in decisions. Communication is proactive and transparent, giving families confidence that their child is known, included, supported and able to succeed.

Staff Voice: When inclusion is working well in our school, staff experience a strong culture of collective responsibility, high expectations and collaboration. They have the knowledge, confidence, resources and support to understand individual needs, identify and remove barriers, and adapt their practice effectively. Staff feel valued and empowered to ensure every pupil belongs, participates fully and achieves their potential.

Leadership and Governance Voice: When inclusion is working well in our school, leaders and governors experience a shared commitment and collective accountability for inclusion. They have a clear understanding of pupils' needs and experiences and use evidence, stakeholder voice and data to identify inequalities and barriers. Strategic decisions, resources and provision are carefully aligned to need, enabling leaders and governors to evaluate impact and ensure that every pupil belongs, participates fully and achieves their potential.

Our Shared Inclusion Ambitions

What our pupils told us:

- **Our pupils feel known and cared for.** 88% agreed or strongly agreed that adults in school know them well and care about them, with no pupils disagreeing.
- **Pupils feel very well supported by their teachers.** 100% agreed or strongly agreed that their teachers help them to do their best. This is a significant strength.
- **Pupils are positive about their learning.** Around 90% agreed or strongly agreed that lessons help them learn and understand new things.
- **Most pupils feel that adults listen to them.** 75% agreed or strongly agreed that adults listen to their ideas and what is important to them.
- **Pupils value the support they receive.** 90% agreed or strongly agreed that the help they receive in school makes learning easier, with no pupils disagreeing.

Overall pupil voice

Our pupils told us that they feel cared for, supported and encouraged to achieve. They are overwhelmingly positive about the help they receive from teachers and the impact this has on their learning. Pupils also told us that we need to continue strengthening inclusion, participation and pupil voice so that every child feels that they belong, can take part fully in school life and knows that their views are heard and valued.

What our families told us:

- **Most parents feel their child enjoys school and belongs.** 76% agreed or strongly agreed that their child enjoys coming to school and feels that they belong.
- **Parents believe that staff recognise their child's strengths.** 76% agreed or strongly agreed that the school sees their child's strengths and helps them to shine. This suggests that parents generally feel their children are known as individuals.
- **Parents recognise the positive impact of support.** 79% agreed or strongly agreed that the support their child receives is making a positive difference. No parents selected "disagree" to this question.
- **Parents feel listened to and valued.** 85% agreed or strongly agreed that staff listen to them and value their views about their child. This is one of the strongest findings and demonstrates positive relationships and partnership with families.
- **Communication about targets and next steps is generally positive but could be strengthened.** 70% agreed or strongly agreed that they are well informed about their child's targets and next steps. However, 30% were unsure or disagreed, indicating that greater consistency and clarity in communication would benefit families.

Overall parent voice

Our parents told us that they largely feel listened to, valued and positive about the support their children receive. They recognise that staff know their children's strengths and that the support provided is making a positive difference. Parents also told us that we need to continue strengthening consistency so that every child experiences genuine belonging and inclusion, and every family has a clear understanding of their child's targets, support and next steps

What our staff, Leaders & Governors, told us:

- **Pupils are known as individuals.** Almost all respondents agreed or strongly agreed that they know and understand pupils as individuals. This reflects a strong relational culture where understanding the individual child underpins practice.
- **There is high ambition for every child.** Virtually all respondents believe that the school helps every child to achieve their full potential, with **80 respondents strongly agreeing**. This demonstrates a shared commitment to high expectations and positive outcomes for all learners.
- **There is a strong culture of belonging.** The overwhelming majority agreed that staff work together to ensure every child feels that they belong, with **85 strongly agreeing**. This is a particularly positive finding and suggests inclusion is viewed as a collective responsibility.
- **There is strong confidence in Quality First Teaching.** Most respondents are confident that the school's teaching strategies and approaches meet the needs of all learners.
- **Working with children and families is a strength.** Almost all respondents believe that the school listens to and works alongside children and their families, demonstrating a strong commitment to co-production and stakeholder voice.
- **Staff and governors can see that support is making a difference.** This is one of the strongest findings, with **84 respondents strongly agreeing** and 29 agreeing that the support provided makes a positive difference for children. There were **no negative responses**.

Overall staff and governor voice

Our staff and governors told us that inclusion is rooted in knowing our children, having high expectations and taking collective responsibility for ensuring that every child belongs and succeeds. There is strong confidence that the support provided makes a positive difference and that working alongside children and families is central to achieving this. Our next step is to build on these strong foundations by ensuring that inclusive and Quality First Teaching approaches are consistently understood, applied and evaluated across the school.

Our Inclusion statement:

Sirius Academy West is an inclusive school that recognises, values and celebrates the strengths, abilities and individuality of all students. We are committed to creating a culture of inclusion, belonging and respect, where every child feels welcomed, supported and empowered to achieve their full potential. All students, including those with Special Educational Needs and Disabilities (SEND), have an equal right to access a broad, balanced and ambitious curriculum that meets their individual needs, provides appropriate challenge, and enables them to achieve, belong and thrive both academically and personally

Legislative Framework

Statutory Duty	School Response
Equality of Opportunity	Leaders monitor outcomes for vulnerable groups and proactively act when gaps emerge.
Reasonable Adjustments	Adaptations are routinely made to learning environments and systems.
Early Identification	Assessments and teacher observation support early identification.
Graduated Response	Assess, Plan, Do, Review is embedded across the school.
Family Participation	Parents and pupils contribute to support planning and reviews.
Safeguarding and Inclusion	Attendance, wellbeing, and safeguarding systems identify and support vulnerable learners.

Seven Areas of Inclusive Practice

Ambitious Leadership and Governance

Current strengths: Inclusion is a standing item at leadership and governor meetings.

Vulnerable learner outcomes: are reviewed half termly.

Development priorities: Strengthen governor challenges and evaluation of impact.

Evidence-Based Early Intervention

Current strengths: Testing, assessments and screening pathways identify need early.

Development priorities: Improve evaluation of intervention impact from starting points.

High-Quality Teaching and Curriculum

Current strengths: direct and efficient classroom practice and adaptive teaching.

Development priorities: Increase consistency across all subjects.

Accessible and Enriching Provision

Current strengths: Broad enrichment offers for all learners, including those who are disadvantaged.

Development priorities: Source and encourage participation for a larger number of disadvantaged students.

Belonging, Attendance and Culture

Current strengths: Strong relational practice and clear behaviour support systems.

Development priorities: Reduce persistent absence for key groups and close the attendance gap between SEND and Non-SEND.

Partnerships with Families and Services

Current strengths: Families engaged through regular reviews and support meetings.

Development priorities: Increase opportunities for parental engagement.

Inclusive Learning Environments

Current strengths: Learning environments are calm, consistent, predictable, and supportive.

Development priorities: To develop classroom spaces following the CITE environmental review.

Ordinarily Available Provision

Area	Current Practice	Next Development Step
Quality First Teaching	Consistent routines, retrieval, modelling and scaffolding. Consistent use of seating plan strategy	Further develop metacognitive approaches.
Adaptive Teaching	Teachers adapt support, presentation and outcome expectations.	To implement faded scaffolding for key groups.
Communication and Interaction	Visual support, structured talk and oracy approaches embedded in line with Voice 21 strategy.	Develop consistency with oracy approaches in line with The West Way.
Cognition and Learning	The West Way used consistently to ensure equity of access	Adaptive practices demonstrated within all classrooms.
SEMH	Graduated pastoral support ELSA, peer mentoring and MHST provision available.	Increase preventative support.
Sensory and Physical Needs	Reasonable adjustments routinely implemented.	Develop staff awareness and understanding of the different needs.

Graduated Response and SEND

Needs are identified through assessment, observation, pupil voice and parent partnership. Support follows an Assess, Plan, Do, Review cycle. Quality First Teaching remains the first response. The West Way 5 a day strategy ensures equity of access to learning.

Vulnerable Learners

Group	Strengths	Development Priorities
SEND	Attendance against SEND national. (Top 10%) Provisions and adaptations.	Narrow attendance gaps against non-SEND Continuation of quality CPD.
Disadvantaged	Targeted support and monitoring. Quality first teaching	Narrow attendance gaps against non-PP.
CLA/PLAC	Strong partnership working.	Increase enrichment opportunities and narrow attendance gaps
Young Carers	Early identification systems.	Strengthen pastoral support.
EAL	Assessment pathways and language support.	Increase family engagement and curriculum adaptations.
Risk of Exclusion	Early intervention and pastoral pathways. Curriculum adaptations	Further reduce suspensions.
Students are open or previously open to social care.	Strong partnership working	Ensure progress from starting points is tracked and celebrated.

Monitoring and Accountability

Monitoring includes learning walks, case sampling, pupil voice, parent voice, provision reviews, attendance reviews, behaviour analysis and inclusion audits. Findings inform action plans and half-term reports.

Success Measures

Success will be demonstrated through improved attendance, reduced suspensions and exclusions, improved outcomes for vulnerable groups from starting points, positive stakeholder feedback, and increased participation in school life.