Inclusion Strategy: ODBST

This statement details our Trust and subsequent individual school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) managed at school level and the Inclusion Mainstream Fund (IMF) managed at Trust level.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	01.09.26
Date on which it will be reviewed	24.07.27
Statement authorised by SEC	17.11.26

Statement of intent

The ODBST believes that everyone is unique, everyone matters, and everyone deserves every opportunity to reach their full potential. Our commitment to inclusion is rooted in our Trust vision that every pupil and adult should "experience life in all its fullness" and in our belief that our differences are a strength. We are committed to building schools where all children feel valued, respected, safe and able to thrive academically, socially, emotionally and spiritually.

Over the next year, we will strengthen our inclusive practice across all schools by developing leadership confidence and ensuring that every classroom is a place where children can better participate, achieve and belong. We recognise that the needs of learners are becoming increasingly complex and that staff require the knowledge, confidence and resources to meet those needs successfully. We will therefore continue to invest in high-quality professional development, specialist support and evidence-informed approaches that enable teachers to adapt learning effectively and remove barriers to participation.

Our strategy is built on the seven lenses of inclusive practice and is informed by our work with all of our schools, our discussions with school leaders and our analysis of the outcomes for our SEND pupils at school and wider Trust level.

The IMF strategy is built from informed knowledge of school development plans, a clear Trust wide pupil premium strategy and seeks to build on the good SEND

practice in our schools, evidenced by each individual school local SEND offer and pupil premium strategy statement. The plan works from where our schools are and the network of support, skill and knowledge that already exists within them so together all ODBST schools become stronger and more resilient to the challenges.

A key priority will be improving outcomes for pupils with SEND through stronger adaptive teaching, enhanced language development and increased capacity within our schools to support pupils with a wide range of needs. We will develop staff expertise so that support for learners is proactive, consistent and embedded within everyday classroom practice. Our aim is that all pupils, regardless of need, can access a broad and ambitious curriculum and experience success alongside their peers.

We will also place a strong focus on communication, language and literacy. By strengthening approaches to oracy, speech and language development and writing, we aim to ensure that more pupils develop the confidence and skills needed to express themselves, engage in learning and achieve their potential. We want every child to have a voice, to feel heard and to be supported in sharing their ideas, talents and aspirations.

Alongside academic achievement, we are committed to supporting emotional wellbeing, positive attendance and a sense of belonging. We will continue to develop consistent approaches to understanding and responding to dysregulation, helping pupils feel safe and ready to learn. Through strong partnerships with families, specialist professionals and the wider community, we will provide more of the right support at the right time so that more children attend regularly, enjoy school and engage positively in school life.

Ultimately, our ambition is to create schools where inclusion is not an initiative but a lived experience. We want every pupil to know that they are accepted, celebrated and capable of success; authentic belonging. By working together as a Trust community, we will ensure that every child has the support, challenge and opportunity they need to flourish, contribute and become the very best version of themselves.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
ODBST Centrally Identified Barriers	

1	More schools are trying to support the needs of more complex SEND learners without the right specialist training to facilitate purposeful learning.
2	Lower oracy skills impact oral confidence and subsequent application into reading and writing skills. Undiagnosed language disorders contribute to lower language skills and more support is needed to facilitate greater whole class adaptations for lower language users.
3	Adaptive practice is planned for in ODBST schools but implementation of this is not yet consistent, particularly in subjects other than English and Maths.
4	Writing is not yet as strong as it could be for those with SEND, despite significant steps forward. The gap widens by the end of key stage 4.
5	Dysregulation is well understood and generally well managed in schools, but we do not have a consistent tool to quantify success across our schools or within many schools.
6	SEN K attendance is above national in our primary schools but lower than it is for other disadvantaged learners. EHCP attendance in our primary schools has fallen over time and is a clear barrier to success for our most complex pupils. Mental Health difficulties are often identified as a reason for very low attendance amongst SEND pupils. In our secondary setting, SEND attendance is below national. Low attendance is a barrier to engagement with the SEND offer in schools and a barrier to success.
7	Attendance at wider enrichment opportunities for pupils with complex SEND can sometimes be a problematic for schools as the costs of providing additional support staff can be prohibitive.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
ODBST Centralised Activity		
Barrier: 1,2,3,4,5,7 Appointment of a SEND lead to support schools in the successful implementation of adaptive practice and secure greater confidence in SEND management in schools. June 26 onwards for secondary school, September 26 onwards for primaries.	Universal	£46 200
Barrier: 1,2,3,4 Development of Colourful Semantics across all primary schools to develop language confidence and application into Writing.	Universal	£63 000
Barrier: 1,2 Training for Milton Keynes primary schools to support development of Junior Language Link (free of charge for Bucks schools).	Universal	£1 000
Barrier: 1,2,3,4 Introduction of Speech and Language therapy support to inform adaptive	Universal	£22 000

classroom practice within the secondary phase.		
Barrier: 1,2,3,4 Purchase of Trust wide Widget package. Includes ability to translate across multiple languages.	Targeted	£9 292
Barrier: 1,5,7 Allocation of funding to each school to facilitate improvement of environments for SEND learners.	Universal	£90 000 £6 000 per school
Barrier: 1,5,7 Continued training for Step On Leads to support the behaviour strategy across the primary schools. New Step On tutor training	Universal	£3 600
Barrier: 6 Further training for Senior Mental Health Leads across the Trust to better skill lead practitioners. Specific training to support better understanding of the links between mental health and attendance for SEND and disadvantaged pupils.	Universal	£3 350
Barrier: 1,5,6,7 Use of Boxall profile across the ODBST to ensure greater and more consistent identification of pupils with SEMH and impact of support provided.	Targeted	£6 220
Barrier: 7 Access to additional funding for those pupils who have the most complex needs and who want to attend the wider extra curriculum offer but are sometimes unable to do so due to funding restrictions.	Targeted	£46 000

Barrier: 1,2,3,4 To support SEND students access to improved opportunities inc wider experiences in 16-19	Targeted	£7 580

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of year one of our inclusion strategy, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
ODBST Centrally Identified Intended Outcomes	
Increased capacity for meeting the needs of more complex pupils. The outcomes, SEMH/attendance and achievement for complex SEND pupils rise as measured against pre key stage and well-being metrics.	Outcomes, SEMH/attendance and achievement for complex SEND pupils rise as measured against pre key stage and well-being metrics. The use of external alternative provision does not increase and there is evidence of some reduction in its use.
Low oral skills, including academic language, improve for SEND learners	10% more SEND pupils achieve end of key stage expectations: EYFS, Key Stage 2 and Key Stage 4 More complex SEND pupils have a greater vocabulary base from which to draw using either oral language or an alternative communication methodology.
Adaptive practice improves across the curriculum, enabling more SEND pupils to be taught successfully in mainstream classrooms	Adaptive practice is identified internally, and by external partners, as being at least at the OFSTED Expected level in all ODBST schools and in 50% of ODBST schools as Strong.
Understanding of, and confidence in the management and support of, Dysregulation continues to improve and, as a result, more SEND pupils come to school and enjoy school.	Suspensions remain low for SEND pupils and well below national suspension data. Attendance data shows at least a 10% rise for SEND pupils, SEN K and EHCP pupils.

Pupils with complex needs are able to engage in a wider offer of extra-curricular opportunity	Pupils with the most complex needs are able to engage in at least 1 extra-curricular opportunity