# Inclusion Statement

| Policy Details | |
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| Policy Title: | Inclusion Statement |
| Last amendment date: | June 2026 |
| Owner: | CEO |
| Approved by: | PrimeX and SecondEx |
| Next review date: | July 2027 |

This statement applies to all our schools. It should be read in conjunction with all of our policies and particularly those related to the Haberdashers Model of School Improvement, our Equity, Equality, Diversity and Inclusion Strategy and our Success for All Strategy.

This brief statement does not attempt to cover every aspect of inclusion – our individual policies and strategies – in particular our EEDI and our Success for All strategies - do this. It is sets out what we believe is important.

As a Trust we are deeply committed to ensuring that every single one of our pupils can flourish so that they can be successful at school and in their future lives. This ambition applies regardless of their starting point, their background, their context or need.

Our leaders care about the culture we create in our schools. We believe it is the right of every pupil to feel that they can be themselves and that they have a voice which will be listened to. We want them to be confident that their teachers know them, care about them and will support and challenge them to be the best that they can be. We also want them to feel confident in discussing and / or addressing any areas of concern.

We recognise that many of our pupils will face barriers to their progress and that these barriers can be large or small, sudden or protracted, real or perceived. Knowing every pupil in our care enables us to better understand the challenges that they face and support them more effectively in overcoming them.

We do not make assumptions or generalisations about these challenges. We know that Pupil Premium, LAC and SEND children have the potential to underachieve. We also know that underachievement can be linked to race and ethnicity. But we do not accept that this is inevitable, and we do not treat cohorts of pupils as homogenous groups. It is important to us that we regard our pupils as individuals, acknowledging that their needs may be different.

Our ambition for the curriculum is an entitlement for all. Building powerful knowledge, carefully constructed and sequenced, is the right of every pupil. This should help to build their character and their confidence. We will not seek to reduce our curriculum offer unless it is in a pupil's best interests to do so. Fundamental to their success is fluency in reading. We work hard to ensure that our early year's provision achieves this. Secure foundations built early on gives our children the greatest chance of success.

Quality first teaching delivered by great people is prioritised. Our staff are ambitious for our pupils and share this ambition through high expectations and high standards. Firm boundaries and 'tough love' create an environment for success. Careful planning combined with skilful checking for understanding ensures that no pupil remains passive in their learning. If they are struggling, their teachers will know and intervene quickly.

Intelligent insight enables us to monitor the progress of our pupils – in every aspect of school life. This means that intervention is precise and more likely to be effective. We work in partnership with our parents and guardians and utilise the expertise of others if needed.

Our Haberdashers' Advantage programme exposes our young people to a range of opportunities that ordinarily they would not have access to. This programme builds their individual character. This is organised in a way which ensures equity and equality of access. Our co-ordinators track participation levels, making sure that this ambition is a reality.

We work hard to ensure that all our pupils feel that they are equally valued in each of our schools. This is important to us. Where we do not achieve this, it is also important that we are made aware. We encourage our stakeholders to engage with us in ensuring that we fulfil our commitments in this area.