THE Pinnacle LEARNING TRUST

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# Pinnacle Learning Trust Inclusion Statement

At The Pinnacle Learning Trust, inclusion is our commitment to creating high-achieving, supportive environments where every child and young person in our academies belongs, thrives, and succeeds.

Rooted in our core values— **Belong, Inspire, Challenge, Celebrate** inclusion is not a separate initiative or isolated intervention; it is the foundation of our high-quality teaching, universal provision, and collective practice. We actively remove barriers to learning and participation, ensuring that every learner—across all phases from primary to post-16—is known, valued, and empowered to achieve extraordinary outcomes.

## What Inclusion Looks Like in Practice

Individual academies will produce their own Inclusion Strategy in order to best meet the needs of their academy community. Each strategy will be based upon our Trust vision and values and the seven DfE principles of inclusion:

The 7 principles of inclusion are:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

### Pinnacle Inclusion Strategy Pillars

### 1.Inclusive Universal Offer and Adaptive Pedagogy (Principles 1,2,3 and 4)

- Use the EEF Inclusive teaching guidance to help every child succeed in school. Often young people in Pinnacle Learning Trust academies have multiple barriers therefore an evidence based approach is vital.

- All academies will use the Pinnacle Learning Research School to embed EEF evidence-based inclusive classroom practices across primary, secondary, and post-16 settings.
- Equal access to enrichment, leadership opportunities, and expert pastoral care across all key stages.

**2. Foster belonging and inclusive environments (Principles 5,6 and 7)**

- Build environments that remove barriers for our most vulnerable young people by cultivating a sense of belonging.
- Ensure inclusive language is fostered across our Trust.
- Families are treated as essential co-designers of their child's education, involved in regular, transparent communication about progress and support. There are clear, accessible pathways to specialist support.

**3. Cross-Phase Continuity and Transition (Principles 6 and 7)**

- Build seamless, inclusive pathways within the Trust from primary academies through to The Hathershaw College and Oldham Sixth Form College. Expand the good practice to work with all partner schools.
- Ensure student support data, adaptive strategies, and relational knowledge follow the child smoothly at every transition point.

**4. Inclusion Bases and Targeted Expertise (Principle 4)**

- Position specialist units and inclusion bases within trust academies as integrated hubs of expertise that enhance mainstream classroom practice rather than isolating students.
- Ensure the specialist Inclusion units at Hathershaw and Werneth share best practice and expertise across the Trust.

**5. Inclusive Governance, Culture and Quality Assurance (Principle 1)**

- Establish trust-wide dashboards evaluating sense of belonging, attendance, and adaptive teaching alongside statutory SEND indicators.
- Hold school leaders and trustees accountable using the seven DfE principles of inclusive practice to drive continuous improvement.

**Methodology**

All schools will set out their Inclusion Strategy using the DfE Template. Leaders will use the agreed <proforma> to clearly identify barriers, actions, the allocation of funding and the evaluation measures.

OSFC is not obliged to report using the same statutory template, instead this should be referenced in the annual Accountability Statement. All schools and colleges should still reference the DfE principles and the Trust pillars.

Academy leaders should use the following audits and/or sources of information map/understand the current provision and use this to determine which of the five pillars academies might use the Inclusion Fund to address/improve:

- The SEND Code of Practice
- The Oldham Ordinarily Available Inclusive Practice audit tool (Oldham OAIP)
- Commissioned SEND reviews
- Pupil outcomes/data dashboards
- EEF evidence
- Pupil voice, parental voice and/or staff voice

For 2026/27 - Information from the Local Authority may indicate that it is appropriate for academy leaders to choose to focus on one of the pillars or may indicate that more than one pillar should be focussed on within the academic year.
Leaders should be mindful of the implementation implications of focussing on more than one pillar at a time and recognise the different time and training needs associated with addressing different pillars.