



Inclusion First

Ensuring Every Student Thrives at Trinity Academy Bradford



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Introduction

At Trinity Academy Bradford, we believe that every student deserves the opportunity to achieve, belong and succeed.

Our Inclusion First approach ensures that no student is left behind, particularly those with Special Educational Needs and Disabilities (SEND) and those who are disadvantaged.

Inclusion First is not a separate strategy; it is the lens through which we make decisions, evaluate impact and plan for the future. It means that when we discuss student outcomes, attendance, personal development or enrichment opportunities, our SEND and disadvantaged students are considered first.

By identifying barriers early, providing targeted support and creating equitable access to opportunities, we ensure that every student can fulfil their potential both academically and personally.

The guiding principles of the Inclusion First align with the National Inclusion Principle:

- Ambitious Leadership and
- Governance Safe and Respectful
- Culture
- Strong Relationships
- High Quality Teaching
- Accessible Enrichment
- Evidence Based Targeted Support
- Inclusive Environments



Academic Outcomes

Academic success is at the heart of our mission, and Inclusion First ensures that SEND and disadvantaged students are the starting point for all discussions around achievement.

Leaders, teachers and pastoral teams routinely review the progress of SEND and disadvantaged students before considering whole-cohort outcomes. This enables us to:

- Identify gaps in learning quickly
- Provide targeted interventions and support
- Adapt teaching to meet individual needs
- Ensure high expectations for every learner
- Monitor the effectiveness of strategies designed to improve outcomes

Our aim is not simply to close attainment gaps but to ensure that every student achieves the ambitious outcomes they deserve.

**We constantly
and
consistently
strive to
improve the
experience on
offer**



Attendance

Excellent attendance is fundamental to success. Through our Inclusion First approach, SEND and disadvantaged students are prioritised within attendance reviews and planning. We recognise that some students face additional barriers to attending school regularly. By considering these students first, we can:

- Identify concerns at the earliest opportunity
- Work closely with families to remove barriers
- Provide personalised support and intervention
- Ensure students feel safe, supported and ready to learn

Our attendance strategy focuses on building strong relationships, understanding individual circumstances, monitoring data through specifically designed systems and ensuring that every student can access the full educational experience available to them.

Empathy

Honesty

Respect

Responsibility





Pastoral Support

Outstanding pastoral care is central to student success and wellbeing.

Inclusion First means that SEND and disadvantaged students are at the forefront of pastoral discussions, ensuring that support is proactive rather than reactive.

Our pastoral teams work collaboratively to:

- Understand each student's individual needs
- Provide targeted emotional and wellbeing support
- Promote positive behaviour and engagement
- Build resilience, confidence and independence
- Strengthen communication between school and home.

By prioritising those who may face additional challenges, we create an environment where all students feel valued, supported and able to flourish.



Phase Initiatives

Our commitment to inclusion extends beyond the classroom. We believe every student should benefit from the wider experiences that enrich education and prepare young people for future success.

SEND and disadvantaged students are considered first when planning participation in all phase initiatives.



Graduation

Graduation celebrates achievement, character and personal growth. We closely monitor participation and success rates for SEND and disadvantaged students to ensure every young person can experience this important milestone.



TrinityChallenge

The Trinity Challenge encourages students to broaden their horizons through new experiences and personal development opportunities. Through Inclusion First, we actively support SEND and disadvantaged students to engage fully, removing barriers and ensuring equitable access to every aspect of the programme.



Competitive Edge

Competitive Edge develops leadership, aspiration and employability skills. We prioritise SEND and disadvantaged students when identifying participants, providing additional encouragement and support so that all students can benefit from experiences that raise ambition and confidence.



Duke of Edinburgh

Participation in the Duke of Edinburgh Award provides invaluable opportunities for personal growth, teamwork and resilience. Inclusion First ensures that SEND and disadvantaged students are actively encouraged and supported to take part, with practical adjustments and guidance provided wherever required.

Trinity Talks



Trinity Talks

Trinity Talks is our academy-wide programme that develops communication, confidence and public speaking skills. We believe every student should have a voice and the confidence to use it. Through Inclusion First, SEND and disadvantaged students are prioritised when participation, coaching and opportunities are reviewed. Staff work closely with students to:

- Build confidence in speaking and presenting
- Develop communication skills progressively
- Provide appropriate support and scaffolding
- Celebrate achievement and participation

By ensuring all students have opportunities to develop their voice, we prepare them to contribute confidently in school, in their communities and in their future careers.



Careers

Every student deserves access to ambitious and meaningful career opportunities.

Through our Inclusion First approach, SEND and disadvantaged students are prioritised within careers planning, guidance and enrichment opportunities.

This includes:

- Early identification of aspirations and career goals
- Personalised careers advice and guidance
- Priority consideration for employer encounters and workplace experiences
- Support in accessing further education, apprenticeships and employment pathways
- Targeted interventions to raise aspirations and remove barriers

We are committed to ensuring that every student, regardless of background or circumstance, has the knowledge, experiences and confidence needed to make informed decisions about their future.



Focus: The Inclusion First Review Cycle

Inclusion First is sustained through a rigorous cycle of review, challenge and accountability known collectively as **Focus**. Focus is the overarching term for all review meetings as well as academic and pastoral interventions.

Focus provides a structured framework through which leaders at all levels regularly review the experiences, progress and outcomes of SEND and disadvantaged students. It ensures that inclusion remains a priority across all aspects of academy life and that actions lead to measurable improvements.

Rather than relying on a single review point, Focus is an ongoing process that brings together a range of meetings and evaluation activities throughout the academic year. These meetings provide opportunities to analyse performance, identify barriers, celebrate successes and agree targeted actions.

Through Focus, leaders continually ask key questions:

- Are SEND and disadvantaged students making the progress we expect?
- Are attendance, behaviour and engagement improving?
- Are students accessing the full range of academy opportunities?
- Which students require additional support?
- What actions will have the greatest impact before the next review point?

The termly Inclusion First Strategy meeting sits at the centre of this process, bringing together senior and middle leaders to review students who are not currently on track to meet end-of-year success criteria. Actions agreed within this meeting are then monitored and evaluated through subsequent Focus reviews.

The Focus cycle promotes:

- Consistent monitoring of student outcomes
- Early identification of barriers and emerging concerns
- Clear accountability for improvement actions
- Collaboration between academic, pastoral and attendance teams
- Evidence-based decision making
- Continuous evaluation of the impact of interventions.

By embedding Inclusion First within the Focus review cycle, Trinity Academy Bradford ensures that SEND and disadvantaged students remain at the forefront of leadership discussions throughout the year. This systematic approach enables leaders to move beyond identifying challenges and towards securing meaningful, sustained improvements for every student.

The table below outlines the Focus academy review cycle:

Meeting	Frequency
Focus: RAP (Phase1, 2 and 3)	Assessment Window
Focus: Basic	x 2 per term
Focus: Behaviour	Weekly
Focus: Attendance	x 3 per year
Focus: Pastoral	Weekly
Focus: SEND	Termly
SEND Annual Reviews	When appropriate
Inclusion First Strategy Meeting	Termly

Inclusion First Strategy Meeting

A key component of our Inclusion First approach is the termly Inclusion First Strategy Meeting, which forms part of the Senior Leadership Group (SLG) meeting cycle.

The meeting brings together members of the SLG, the SEND Co-ordinator, Phase Leaders, the Senior Year Manager and the Attendance Leader to ensure a coordinated and strategic approach to supporting SEND and disadvantaged students.

At each meeting, attendees review the progress of SEND and disadvantaged students against the academy's end-of-year success criteria. This criterion includes academic achievement, attendance, behaviour, participation in enrichment opportunities, personal development milestones and wider academy engagement.

The purpose of the meeting is to identify students who are not currently on track to meet these expectations and to ensure that no student is overlooked. Rather than simply reviewing data, the meeting focuses on action and accountability.

For every identified student, leaders discuss:

- Current progress towards end-of-year criteria
- Barriers to success and participation
- Existing support and intervention strategies
- Additional actions required to accelerate progress
- Clear responsibilities and timescales for implementation

Each attendee outlines the specific strategies they will implement within their area of responsibility to support identified students before the next review point. This may include academic intervention, attendance support, pastoral mentoring, enrichment opportunities, family engagement or targeted careers guidance. Progress is reviewed at subsequent meetings, ensuring that actions are evaluated and refined where necessary. This cyclical process creates collective accountability across the academy and ensures that support remains responsive to students' changing needs.

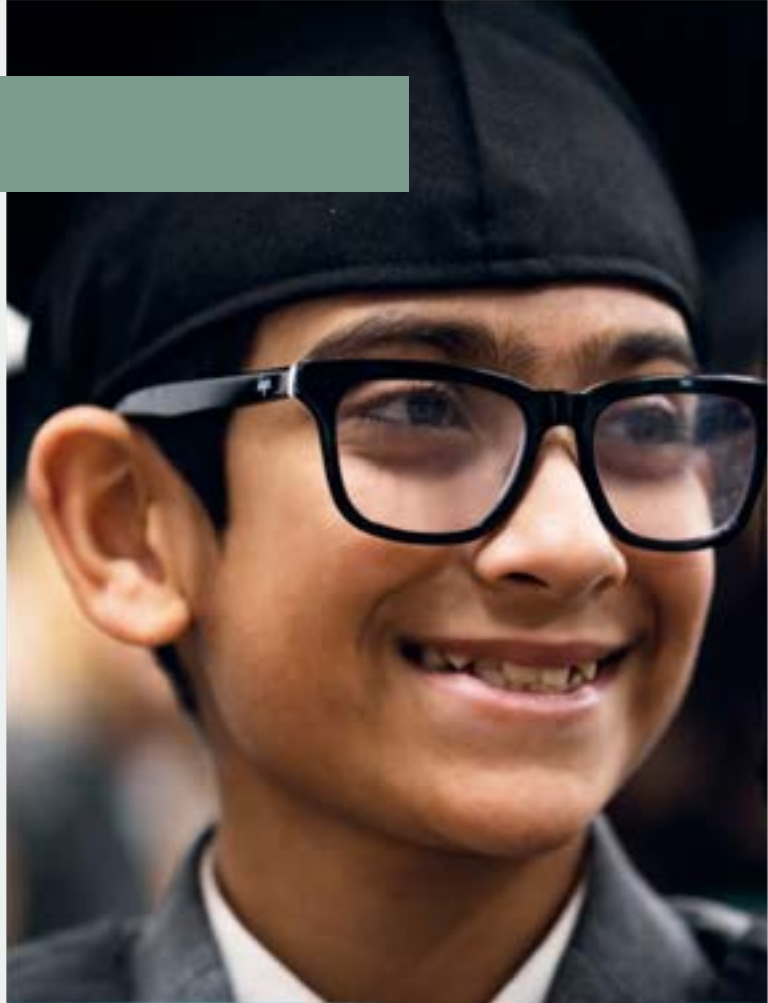
By bringing together leaders from across the academy, the Inclusion First Strategy Meeting ensures that SEND and disadvantaged students remain at the forefront of decision-making and that every possible step is taken to help them achieve success.



Our Commitment

Inclusion First is more than a strategy - it is a commitment to equity, opportunity and excellence.

By placing SEND and disadvantaged students at the centre of our discussions and decision-making, we ensure that support reaches those who need it most and that every young person can access the full range of opportunities available at Trinity Academy Bradford. Together, we create a culture where every student belongs, every student is valued and every student can succeed.





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