School Inclusion Strategy Statement

At Fortitude School, inclusion means ensuring that every child is known, understood, valued and able to participate meaningfully in school life. We recognise that our pupils arrive with individual strengths, needs and experiences and that, for some children, previous experiences of education may have created significant barriers to engagement, learning and belonging.

Our approach is therefore based on equity rather than uniformity. We do not expect every pupil to access education in the same way. Instead, we identify and remove barriers, make reasonable and purposeful adaptations, and provide the right level of academic, therapeutic, sensory, communication and pastoral support to enable each pupil to succeed.

As a specialist SEND setting, inclusion is embedded throughout our curriculum, teaching, environment and relationships. We recognise behaviour as a form of communication and seek to understand the need beneath a pupil's presentation. Our practice is relational, trauma-informed and responsive to pupils' individual EHCP outcomes, developmental stages, communication profiles and readiness to learn.

We maintain high expectations for every pupil while recognising that progress will look different for different children. Inclusion may involve whole-class learning, small-group teaching, individual intervention, sensory regulation, therapeutic support, practical learning, outdoor and farm-based experiences, or a carefully planned combination of these approaches.

Adaptation is not a reduction in ambition; it is the means through which pupils are enabled to access ambitious and meaningful learning.

Positive, trusting relationships are central to inclusion at Fortitude. We understand that many of our pupils may have experienced disrupted education, exclusion, unmet need, trauma or difficulties developing trusting relationships with adults and peers.

We therefore prioritise consistency, predictability and relational safety. Staff seek to understand each child's individual communication and regulation needs and use this knowledge to support engagement, reduce anxiety and enable successful participation.

Our aim is for pupils to develop the knowledge, skills, confidence and independence they need for their next stage of education and for life beyond Fortitude. Alongside academic development, we prioritise communication, emotional regulation, positive relationships, independence, resilience, self-advocacy and the ability to participate safely and successfully within the wider community.

We work collaboratively with pupils, families, staff and external professionals, using assessment and ongoing review to ensure provision remains appropriate and responsive. Where barriers emerge, we adapt the provision rather than expecting the child simply to adapt to the environment.

At Fortitude School, inclusion means belonging, participating and progressing. Every child should have a place, a voice, an achievable challenge and a genuine opportunity to succeed.