

The logo for SOKE EDUCATION TRUST features the text in a dark teal, hand-drawn font. The word 'SOKE' is at the top, 'EDUCATION' is in the middle, and 'TRUST' is at the bottom. The text is decorated with various hand-drawn elements: a light blue arrow points up from the 'S', a light blue squiggle is to the right of the 'E', an orange squiggle is to the left of 'EDUCATION', a light blue circle is to the right of 'EDUCATION', a purple asterisk is to the right of 'TRUST', and two orange horizontal lines underline 'TRUST'.

**SOKE  
EDUCATION  
TRUST**

**Inclusive Teaching and Learning**



### **Ambition at Soke Education Trust**

At Soke Education Trust we create an environment where all pupils, especially those who face greater disadvantage, those with a special educational needs (SEN) and disabilities and children previously known to social care or are looked after, are fully included, belong, have their needs identified and met, achieve their potential and ultimately thrive. This links to our overall mission to *Inspire the leaders of tomorrow; making a difference together, everyday.*

Through strategic data analysis, collaboration with leaders and SEN experts and by understanding each school's community and context, we deploy our resources and implement initiatives and actions so that they benefit every member of our school community, creating equitable opportunities for all our stakeholders.

Through a universal and targeted approach, learning and pastoral support is implemented to meet the needs of all learners. In order to support the inclusion of all learners we have created an inclusion framework based on a graduated approach.



## **How we ensure that inclusion is at the heart of leadership**

Ambitious leadership and governance across the Trust ensures that inclusion is embedded within improvement planning, including the ongoing consideration of learning and development needs within schools, data analysis and peer review in order that we deliver high standards for all pupils.

### **At Trust and School level:**

- Choices about environments, curriculum and CPD are all seen through the lens of inclusivity – what works for our most vulnerable pupils, will work for all
- Active SENCo, Headteacher, Deputy Headteacher, EYFS and DSL networks that always discuss Inclusion
- Joined-up leadership that links safeguarding with inclusion and SEND, recognising the overlap and importance of this for vulnerable pupils
- Monitoring and evaluation practices that prioritise pupils' experiences and outcomes
- A commitment to consider and communicate with families and pupils, to ensure improvement work is aligned to shared priorities

### **At governance level:**

- Trust SEND and Inclusion link Trustee, who pulls together information provided from local governing bodies, both for assurance and development
- A local governor for each school, responsible for assurance of inclusive and SEND practices

### **The role of SENCOs and DSLs:**

- Qualified and well-supported SENCOs who are very much part of each school's leadership team, supporting pupils, families and teachers to enable the best possible outcomes for all
- DSLs who know families well and are part of the whole school team that sees the holistic picture for each child, in order to identify barriers and enablers to a happy and successful life, in school and beyond

## The Universal Classroom at Soke Education Trust

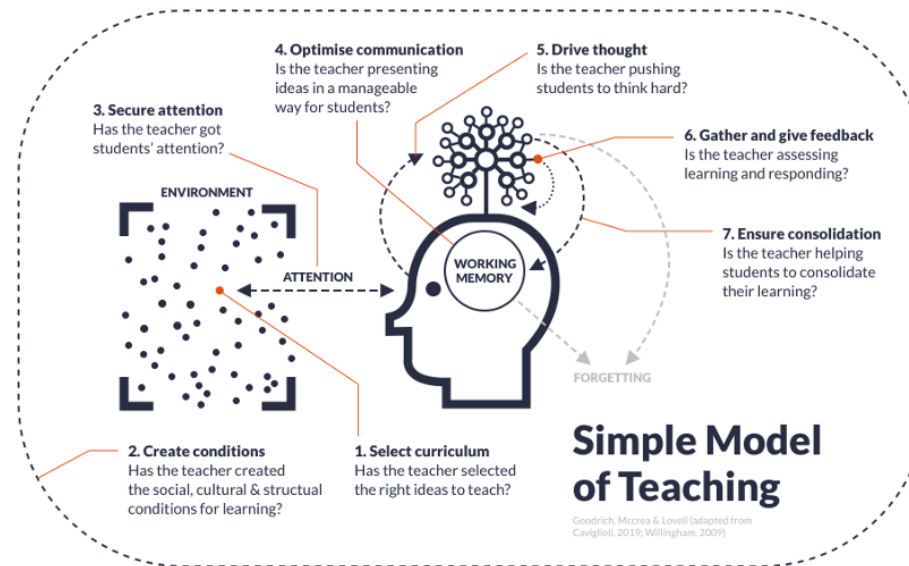
We prioritise high quality, inclusive teaching for all learners in our schools. Key ingredients for this approach to be successful are:

- Pedagogical CPD through CUSP The Code and NASEN, the Universal RISE SEND offer from the Learn SEND Hub and use of Teaching WalkThrus; CPD is always supported by each organisation through ongoing coaching and reflection, such as core team meetings where small groups of teachers focus on utilising the CPD to the best effect, for learners in their classes
- Induction for all new staff, alongside CPD that is both aligned but adaptable to each school's context; annual Trust-led Inset Days, focused on inclusive pedagogy, and active networks alongside bespoke school-level training
- Inclusive classroom environments that are visually low-stimulus and predictably safe spaces, with access to resources that aid self-regulation alongside 'brain breaks' that pupils use with increasing independence as they grow
- Vocabulary-rich environments that prioritise spoken language, as the key to all learning and develop confidence in children's own voices
- Availability of IT to support learning, from teacher iPads and iPens and visualisers in every classroom, to individual use of talking tins and chrome books or adaptive communication technology (AAC)
- A positive and nurturing Behaviour Curriculum that recognises behaviour as a means of communication and models the behaviours we value, creating norms for kind, respectful behaviour and high levels of self-regulation; this enables the characteristics of effective learners, such as curiosity and engagement and those of executive function, such as focus and organisation, to flourish
- Task design within our lessons that is predictable and consistent, chunking learning so that knowledge retention is high and foundational skills are secured and built upon each year; this engineers success for learners, leaving time and space for teachers to prepare scaffolds that are carefully thought-through and are planned to diminish over time
- Implementation of APDR and individual support plan provision in every classroom and lesson, whether through curriculum, teaching or resources; this embeds progress, leading to high outcomes for all
- Accessibility of all spaces in school, whether that be in classrooms, communal spaces or outside
- Common-place use of inclusive and ableist vocabulary that makes schools safe places for everyone
- Determination that every pupil will have the skills and knowledge they need for the next stage of their school career and life in general

## Inclusive Learning Practice

To ensure all learners have equity and inclusive opportunities to develop foundational skills and core competencies, we have created six core tenets for learning, provision and environment. These tenets ‘embrace similarity’, as indicated by Mccrea, Barker & Goodrich (2025), in ‘Inclusive Teaching—A Discussion Paper’ and are underpinned by Goodrich’s Simple Model of Teaching

‘While every student brings unique experiences, strengths, and needs to the classroom, understanding the fundamental similarities in how we all learn provides a powerful foundation for inclusive teaching. This principle recognises that the core mental processes involved in learning—how we pay attention, process information, and build understanding—are remarkably consistent across individuals. In short, how we learn is more similar than it is different (Willingham, 2012). Focusing on these shared mechanisms doesn't ignore individual differences; rather, it allows us to design core instruction that is effective for the widest possible range of students from the start.’



Core tenets of high-quality, inclusive classrooms

**Minimise distractions**

If we reduce the number of distractions, we increase the chances that pupils focus on and learn what is of most value; we support executive function and avoid split-attention.

**Maximise pupil attention**

If we give thinking time, before cold-calling individuals or show-me boards, everyone thinks; if everyone thinks, we increase equity.

**Be pedantic about routines**

Routines prompt action with minimal thought; they are not innate and need to be learned: pupils think less about what to do or how to do a task and more on the content of the task; they are also supported to co-regulate and self-regulate.

**Create norms**

Humans are programmed to emulate the actions of others in the group; this helps us to belong and increases our wellbeing, while supporting social interaction – if we model and praise the behaviours we want to see, we will see more of them.

**Create alignment**

The more alignment across teachers in terms of the norms we expect, the attention we insist upon, the routines we reinforce and the focus we place on key learning, the more that executive function is supported and cognitive load is reduced; pupils have space to learn.

**Leave nothing to chance**

If we leave things to chance such as that pupils will know what new vocabulary means, or know how to respond in a new situation, there is a high chance that many won't: leaving nothing to chance creates equity and is fully inclusive.

# SOKE EDUCATION TRUST\*

## Core tenets of high-quality, inclusive teaching

### Teacher knowledge is high

Every teacher knows the curriculum for their year group and the one before; they understand the key skills and concepts of each subject; they know what must be secured before moving on.

### Core instruction is high-impact

Teachers are experts in explicit instruction, building connections, revisiting and managing cognitive load.

### Lessons are accessible by default

Classrooms are predictably calm, lacking noise and visual clutter; lessons and resources are accessible to everyone; text and language is clear; instructions are chunked; learning loops ensure no one is left behind.

### Formative assessment happens all of the time

Teachers know each child, gathers information about knowledge and understanding and uses this to inform pedagogical choices and close gaps.

### Adaptations are minimal and appropriate

All pupils access the same learning; scaffolds are temporary and address each pupil's specific needs; pupils know the adaptations that help them to engage and respond and know they may not always need them; adaptations enable pupils to

### Lessons are language-rich

Language is a central focus to ensure clarity for all; direct vocabulary instruction and oracy are built into every lesson, giving students the language they need and time to rehearse and hear responses; visual cues



practise and apply knowledge  
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receptive language skills flourish.