



LEIGH
Academies Trust



EDUCATION FOR A BETTER WORLD

LAT's Vision for Every Child
and Every Colleague

Information for Inspectors

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Vision 2030

In September 2022, Leigh Academies Trust launched Vision 2030, a defining strategy that superseded Vision 2025 and set out the Trust's mission, vision, and values, alongside its strategic targets for the years ahead.

Updated annually, Vision 2030 represents both continuity and evolution, a reaffirmation of who we are and a recalibration of what we must become in response to the world around us.

The backdrop of Vision 2030 is a complex one, shaped by Brexit, the COVID pandemic, economic instability, and a rapidly changing global and political landscape.

In this uncertainty, the Trust's mission serves as its compass, ensuring every decision leads back to a single, enduring purpose: education for a better world.

Our Mission

Education for a better world

This simple statement defines everything Leigh Academies Trust stands for. It captures the belief that education is the most powerful force for good, capable of transforming individual lives, uplifting communities, and strengthening society.

At LAT, we see education not as preparation for life, but as life itself: a process of nurturing intellect, character, and compassion in equal measure. We aim to create not only successful learners, but thoughtful, ethical

global citizens who understand their responsibility to others and the planet.

Our mission emerged from a clear moral conviction: that schools must do more than pass on knowledge; they must help to improve the human condition.

Education, when done well, is an act of hope. It creates informed citizens who question fairly, act responsibly, and think globally.

What does this mean for LAT?



Equipping pupils to make ethical decisions in an uncertain world.



Enabling them to see connections across cultures, disciplines, and communities.



Empowering them to contribute meaningfully to society, not just compete within it.

In short, education for a better world means raising people who will make the world better by who they become and what they do.

Our mission, education for a better world, is both vision and vocation. It is a declaration that learning is the most powerful form of hope, the means by which we create a fairer, kinder, and more sustainable future.

We don't just educate for success, we educate for significance. The world will be better because of what our pupils know, who they are, and what they choose to do with both.

Our Vision: The Excellence Charter

Our **Excellence Charter** articulates the practical expression of our vision. It describes the conditions we will secure to ensure every child, member of staff, and academy community can thrive. We will ensure:

- 1 Excellent teaching** so that young people achieve their ambitions.
- 2 Outstanding leadership** to drive improvement in our own academies and across the wider sector.
- 3 An exceptional International Baccalaureate (IB) curriculum**, which nurtures curiosity, global mindedness, and academic excellence.
- 4 A world-class digital strategy** that enhances learning and ensures equality of access.
- 5 A highly developed and engaged workforce** whose collective skill and purpose make a difference every day.
- 6 A small school model of education** that delivers high-quality pastoral care and ensures every child is known.
- 7 Disruption-free learning** and a wide **personal development programme**, cultivating confidence, empathy, and independence.
- 8 Targeted support** for those who need it most, ensuring that every learner has the opportunity to succeed.

These commitments are not aspirational statements; they are operational promises.

Every LAT academy is expected to live out this charter daily, aligning teaching, leadership, culture, and care to a shared vision of excellence for all.

Our Values

Our values express the attitudes and behaviours that shape the Trust's culture. They define how we lead, teach, and relate to one another.

We care

We care deeply about our pupils and their families through our *human-scale approach* to education, where every child is known personally. We care about our colleagues, about their well-being, professional growth, and sense of belonging. We care about the world around us, guided by high ideals and strong moral purpose. Care, for us, is not sentiment; it's action grounded in empathy and ethics.

We work together

We believe in the power of collaboration. By working as one team across 33 academies, we are greater than the sum of our parts. Our culture is both enterprising and cooperative, a blend of independence and shared accountability.

We extend this collaboration globally, partnering with organisations in business and education to foster innovation and exchange. Working together means learning from one another and standing united behind our mission.

We have boundless ambition

We hold high expectations for every pupil, every member of staff, and every academy. Our ambition is not measured solely by grades or Ofsted outcomes but by the personal growth and resilience of those we serve. We seek to create *confident young adults* with integrity and purpose, ready to shape, not just navigate, the future.

We keep getting better

Continuous improvement is our habit. We use research-informed practice, reflection, and innovation to drive progress across every level of the organisation. This is the "LAT way": a culture of *can-do energy* where learning never stops, and where better is always possible.

The Challenges We Will Tackle

Vision 2030 is not just about aspiration; it's about responsibility. We recognise the defining challenges of our age and commit to tackling them through education that is forward-looking, ethical, and brave.



Modern lifestyles

Our planet faces environmental, social, and mental health crises. We will develop learners who are resilient, empathetic, and compassionate young people who act ethically and think sustainably.

We aim to create pioneering social entrepreneurs who value service to others, future generations, and the environment.



Information overload

In a world flooded with misinformation, we will develop critical thinkers who can analyse, question, and discern the information they receive, whether it be from AI or other sources. Our learners will judge information based on reliability and significance, applying insight rather than absorbing noise.



Exponential global change

We will equip students to thrive in a rapidly shifting world. Our learners will be internationally minded, adaptable, creative, and innovative, ready to harness the power of digital technology and AI responsibly.



Skills for the new economy

The UK faces an evolving skills gap. We will focus on STEM, creativity, and enterprise, building strong employer links so that our pupils become confident, collaborative, and work-ready. Education should prepare pupils not just to find a job, but to create one.



A changing workplace

As the world of work transforms, we will ensure that our staff, the cornerstone of our success, are supported, valued, and developed. We will recruit and retain the best people, plan succession carefully, and use our economies of scale to sustain investment in our academies for the long term.



The IB: Our Global Foundation



Vision 2030 draws deeply from the mission of the International Baccalaureate Organisation (IBO), which shapes both our curriculum and our culture.

All LAT academies are authorised **IB World Schools**, united by a global commitment to developing young people who are thoughtful, compassionate, and internationally aware.

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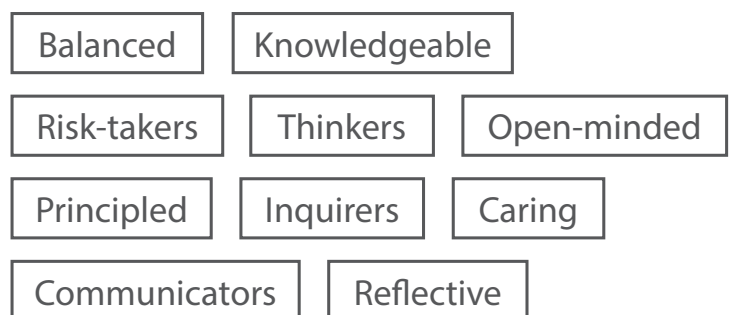
The IBO's mission aligns perfectly with ours:



“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The IB Learner Profile

Through the IB Learner Profile, our pupils develop intellectual curiosity, moral awareness, and global perspective: qualities that will define the next generation of leaders, innovators, and citizens.





Our mission, education for a better world, is both vision and vocation. It is a declaration that learning is the most powerful form of hope, the means by which we create a fairer, kinder, and more sustainable future.

LAT's Vision for Inclusion

Education for Every Child, Without Exception

Inclusion is not a single policy or a department within Leigh Academies Trust; it's the organising principle of everything we do.

Our vision of *Education for a Better World* means that every child, regardless of background, need, or circumstance, should access the same high expectations, opportunities, and sense of belonging. Inclusion, in this sense, is not only moral but structural: it shapes the physical and organisational design of our academies, the way provision and support are built into everyday practice, how we recruit and deploy our people, and how we evaluate success beyond headline outcomes.

Across our 33 academies, we educate over 25,000 young people with a broad range of experiences and needs.

- Nearly **1,500 pupils (6%)** have an Education, Health and Care Plan — above the national average.
- Around **6,500 pupils (26%)** are eligible for free school meals — again, above the national average.
- Every academy is part of a connected ecosystem where inclusion is both a commitment and a shared discipline.

We believe that excellence and inclusion are not competing priorities but two sides of the same coin. True excellence can only exist when it is available to all, and true inclusion only thrives when it is academically ambitious.

Our Inclusion Framework sets out the pillars that define how we deliver on this promise. Each pillar represents a dimension of practice that together form a coherent, system-wide approach:



These eight pillars translate our philosophy into action, from early years through to post-16, ensuring that no learner is ever excluded from ambition, access, or belonging.

PILLAR 1

Ambition for All: High Expectations and Moral Purpose

Leigh Academies Trust (LAT) views inclusion **not as generosity, but as an act of social justice**. The true measure of a school is how far it uplifts those starting furthest behind. This pillar defines LAT's culture: every child can achieve **excellence** with quality teaching, support, and unwavering belief.

The Moral Foundation: Education for a Better World

LAT's mission, **Education for a Better World**, is the belief that education is the most powerful tool for **social mobility**, breaking cycles of disadvantage. Serving historically underserved communities, LAT rebuilds belief, raises standards, and restores dignity.

Inclusion is the heart of LAT's moral identity. We exist to ensure that no child's postcode, learning difficulty, or life circumstances limit their potential. Every staff member shares the **moral responsibility** to look beyond labels, challenge deficit narratives, and recognise potential where others see limitations.

Raising the Standard, Not Lowering It

LAT's inclusion model begins with **uncompromising expectations**. We never reduce ambition under the guise of support; instead, we increase the level of expertise and precision to help pupils reach the same ambitious destinations. This is visible through:



Curriculum Entitlement

All pupils access the full National Curriculum within the International Baccalaureate framework; no content is watered down.



Assessment

Teachers use adaptive strategies to enable access while maintaining equal academic challenge.



Language of Aspiration

Discourse emphasises capability, effort, and potential, not limitation.



Shared Responsibility

Meeting Special Educational Needs (SEND) and disadvantage is a collective expectation of every teacher, not one department's role.

Our responsibility is to lift barriers, not lower expectations.



Data That Reflects Reality

LAT serves a complex, diverse pupil body: 6% of pupils hold an Education, Health, and Care Plan (EHCP) (above national average), and 26% receive free school meals. These figures keep the Trust honest and demonstrate that LAT's inclusivity is tested and proven daily through pupil outcomes. These statistics are **reasons to work harder**, not excuses.

Leadership, Culture, and Turnaround

Leaders model belief by setting the tone through systems, stories, and expectations, ensuring **inclusion and excellence are inseparable**. Staff understand that inclusion is school improvement.

Many academies joining LAT were failing and non-inclusive, marked by disengagement, low expectations, and routine exclusion. The first step in turnaround was **rebuilding belief**: setting clear routines, raising standards, and reintroducing structure. This clarity led to safety, which allowed ambition to rediscover itself.

Today, in these academies:

- Attendance has climbed.
- Exclusions have fallen.
- Disadvantaged pupils are thriving, as recognised by the Secretary of State in letters to 8 of our academies and by Ofsted in the others.

This confirms the core conviction: high expectations, paired with expert support, are inclusion in action.

Ambition as a Collective Habit

Ambition is sustained by **culture, not compliance**, and is reinforced daily:

- Through recognition of inclusive teaching (Excellence Charter).
- Through shared professional development on **adaptive pedagogy**.
- Through celebrating pupils who exceeded expectations because someone believed in them.

In LAT's language, **inclusion means no opt-out from excellence**.

The Measure of Success

Success is judged by tangible outcomes:

- **Disadvantaged pupils** are already outperforming national averages in a number of our academies.
- **Pupils with SEND** progress well across the Trust.
- **Attendance and engagement** for vulnerable pupils have significantly improved year on year.

These achievements are evidence that **ambition, when universal, changes lives**.

Equity in Access: Removing Barriers to Participation

While ambition defines our goals, equity determines how we make them achievable. Leigh Academies Trust (LAT) aims to **close the gap** between potential and opportunity, recognising that every child deserves the same destination. **Equity in Access** means designing systems that anticipate and remove barriers—it's ensuring everyone can reach the door, not just inviting them in.

Systemic Inclusion and Provision

Inclusion at LAT is **intentional** and **systemic**, planned into the Trust's architecture. Support is embedded across all levels. LAT employs a strategic network of provision:

- **Specialist Expertise:** Operates two outstanding special schools (Milestone and Snowfields) with expanding provision, including a third planned (Birchwood).
- **Integrated Model:** Milestone runs four embedded satellites within mainstream LAT academies, ensuring shared expertise.
- **Mainstream Support:** Eight secondary and three primary academies host Specialist Resource or Designated Specialist Provisions (SRPs/DSPs), with more opening soon.

This model reflects the belief that specialism and mainstream education must coexist, with expertise moving freely.

Prioritising Need Over Sameness

LAT operates on the principle that **fairness is not sameness**. Equity means giving each child what they need to succeed. This drives resource allocation:



Targeted Funding

Resources (Pupil Premium, High Needs, Trust allocations) are directed with precision, following need, not postcode.



Flexible Staffing

Academies tailor support (e.g., increased speech therapy, counselling) to local needs.



Adaptive Scheduling

Timetables flex for therapeutic input or recovery without compromising curriculum.

Dismantling Barriers in Practice

LAT addresses practical barriers beyond the classroom:

- **Technology Access:** Every pupil receives a personal Chromebook for equal access to learning and resources.
- **Attendance:** Dedicated teams use proactive, relationship-based approaches to re-engage pupils, treating poor attendance as a symptom.
- **Literacy:** Targeted reading and vocabulary programmes ensure early access to academic language; literacy is the gateway to equity.

Early identification is key. LAT invests in screening and multi-agency collaboration to flag needs swiftly. Early intervention prevents small challenges from becoming lifelong barriers.

Turnaround, Belonging, and Partnership

In failing academies, the first step to equity was **reinstating access** by restoring safety, stability, and structure. This confirmed that inclusion is the act of **restoring belonging**.

Since barriers often stem from context (poverty, housing), LAT works with families.

- **Small School Model:** Ensures every child and family is known and supported.

- **Family Liaison:** Teams work closely with families, offering guidance and signposting.
- **Parent Voice:** Forums allow families of pupils with additional needs to help shape local provision.

Genuine equity demands that families are partners.

Measuring Success

Equity is measured by **participation** as well as performance:

- Vulnerable pupils' attendance has improved in a number of our academies.
- Suspensions and permanent exclusions have decreased significantly in turnaround academies.
- The number of academies hosting specialist provisions continues to rise.

This evidence confirms barriers are being dismantled and access to learning is widening.



LAT's vision is that equity is justice in action. We are relentless in ensuring every child can fully participate, so that every door is open, every resource is reachable, and every learner is visible.

Belonging and Behaviour: Creating Calm, Purposeful Schools

Belonging is the foundation for inclusion. Before children can learn and achieve, they must feel **safe and known**. At Leigh Academies Trust (LAT), behaviour and belonging are inseparable. We cultivate calm, predictable schools where every child is recognised as part of a community that believes in them. Our approach is a **consistent, relational culture**, anchored in the belief that **structure is an act of care**.

The Principle of “Warm-Strict”

Our core philosophy is “**warm-strict**”—a balance of **empathy** and **authority**. We insist on discipline and respect with a human, caring delivery. This means:



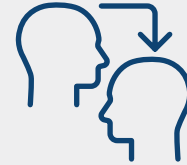
Clear Rules

Simple, visible, and consistently enforced.



Proportionate Consequences

Fair and framed as learning moments.



Professional Relationships

Caring, not casual; firm, not permissive.

We view structure as an **expression of compassion**. Orderly, calm classrooms allow vulnerable pupils, who crave predictability, to relax and focus.

Inclusion Through Consistency

Inconsistent behaviour management excludes children. LAT commits to **disruption-free learning** in every classroom, protecting the learning of all, especially vulnerable pupils for whom unpredictability is distressing.

Our behaviour systems are inclusive because they:

- Provide clear routines and shared language for all staff.
- Train staff in **de-escalation, relational repair, and restorative approaches**.
- Support SEND pupils to understand expectations through visual aids and structured choices (i.e., **adaptation, not exemption**).

Consistency ensures no child is subject to an adult’s mood or ambiguity.

Behaviour as a Tool for Equity

Disruption **disproportionately harms** disadvantaged and vulnerable learners (e.g., those with speech, language, or social communication needs). A noisy classroom removes a **hidden barrier to learning** that affects those who need structure and repetition most.

By ensuring a calm environment, our “warm-strict” approach becomes a tool of equity, not just order.



Expertise, Relationships, and the Small School Model

Creating belonging requires **emotionally intelligent adults**. LAT trains staff to understand the psychology of behaviour, viewing it as communication, not character. Staff are taught to use calm authority, distinguish between support and excuse, and quickly **repair relationships** so pupils can start afresh.

The Small School Model divides large academies into smaller colleges or phases. This ensures every child is known by name and supported by a defined pastoral team, providing a psychological anchor for pupils from complex backgrounds.

Belonging, Prevention, and Character

Belonging is built through small daily signals: staff greeting pupils by name, shared rituals, and uniforms worn with pride. Pupils who feel **seen and valued** internalise the culture and behave better, leading to **lower exclusion rates** and **stronger attendance**.

Exclusion is a last resort. When used, it is a temporary separation with a plan for **reintegration**, supported by internal reflection, mentoring, and addressing root causes. We monitor data closely to prevent any child's story ending with permanent exclusion.

Ultimately, behaviour is a **vehicle for character**, teaching values like respect and perseverance.

The Result: Calm Schools, Confident Learners

LAT's behaviour culture achieves measurable impact:

- **Maximised Learning Time:** Lessons start and end calmly.
- **Pupil Safety:** Surveys show pupils feel safe and respected.
- **Strong Inspection Outcomes:** Ofsted recognises behaviour as a strength, reflecting dignity and mutual respect.

A LAT classroom is **calm, purposeful, and focused**. Children know where they stand, and that they stand with us—that is belonging in action.

Curriculum Without Compromise: Breadth, Depth, and Cultural Capital for All

A truly inclusive education grants every child the same rich, challenging curriculum, not a diluted version. At Leigh Academies Trust, our curriculum principle is that breadth is entitlement and ambition is equality. We never narrow learning for disadvantaged or SEND pupils; instead, we strengthen support and adapt delivery so all can reach the same high goals.

Curriculum as the Engine of Equity

The curriculum is central to inclusion. Offering reduced content to pupils with additional needs only reinforces inequality. LAT ensures no child is taught a “thinner” version of education because of their starting point.

Every LAT academy follows the full National Curriculum delivered through the **International Baccalaureate (IB) framework**, ensuring coherence, challenge, and a global dimension from early years to post-16. The IB framework acts as a **moral contract**, valuing inquiry, reflection, and compassion, and protecting breadth across all subject areas.

Depth, Rigour, and Entitlement

Our curriculum prioritises depth of understanding over pace. True inclusion means giving children the time and tools to master knowledge deeply. Teachers sequence learning carefully, using retrieval, spaced practice, and cumulative assessment to help all pupils, particularly those with memory difficulties, retain and connect knowledge.

The Academic Core: The Right to Rigour

- **Ambition is Measurable:** In 2025, nearly **70%** of LAT pupils studied the full **English Baccalaureate (EBacc)**, far above regional averages. This deliberate policy ensures children have the **right to access the academic core** (English, maths, science, humanities, languages) that opens the widest post-16 doors.
- Support (co-teaching, adaptive planning) is provided, but **never** by narrowing the curriculum offer.

Creative and Vocational Entitlement

Breadth also requires valuing arts, design technology, sport, and technical learning equally. This balance prevents a two-tier system, ensuring all pupils experience both the creative and the cerebral.

Inclusion Through Design

Inclusive curriculum design means **planning from the margins inward**, ensuring content is accessible and meaningful to every learner, including those with SEN or EAL. This includes accessible knowledge organisers and explicit, cumulative vocabulary instruction are standard.

When every subject plan assumes diversity, inclusion becomes a habit, not a correction.



Cultural Capital and Special School Excellence

Inclusion extends to Cultural Capital, access to experience, culture, and worldliness. Every academy is committed to delivering Cultural Capital Days, providing experiences like theatre, debate, and travel to “level the playing field of experience” and build global confidence.

Our special schools (Milestone and Snowfields) deliver broad, knowledge-rich programmes through the IB ethos. They have no “reduced curriculum,” only an adapted one, rich in literacy, communication, and life skills, yet anchored in intellectual challenge.

The Evidence of Success

The curriculum is **inclusive in impact**:



LAT pupils **outperform national averages** in core subjects by the end of primary school.



Disadvantaged pupils’ outcomes exceed national figures by **ten percentage points**.



SEND pupils make strong, measurable progress and achieve accredited outcomes that reflect their individual pathways.

Ofsted consistently commends our **curriculum ambition for all learners**, citing effective inclusive adaptation and intellectual stretch.

Teaching for Every Learner: Adaptive Expertise and Evidence-Informed Pedagogy

Curriculum ambition requires teaching that makes it accessible. At Leigh Academies Trust, **expert teaching** is the core of inclusion, where equality of expectation meets equity of support. Our focus is on teaching expertly to **individuals** within a single community of learners, not teaching “differently” to groups.

Teaching as the Hinge of Inclusion

Inclusion is an act performed in the classroom. Every teacher is an **engineer designing the conditions for access**, not a gatekeeper. LAT’s **Excellence Charter** holds every teacher responsible for the learning of every child. Inclusion is not outsourced; it sits at the centre of professional identity.

Adaptive Expertise defines great teaching: the ability to respond **flexibly, intelligently, and proportionately** to different needs while maintaining focus on core content. This means:

- **Anticipating** misconceptions.
- Making **live adjustments** in explanation or modelling.
- Knowing when to **scaffold** and when to **remove support** to build independence.

Inclusion is about mastery of pedagogy, not compliance with a checklist.

Evidence-Informed Practice

Our pedagogy is rooted in research, drawing on **cognitive science, Rosenshine’s Principles, and the EEF**. This ensures teaching methods are efficient and inclusive:



Explicit Instruction supports pupils with working memory difficulties.



Dual Coding and visual scaffolding aid EAL and neurodiverse learners.



Retrieval Practice ensures long-term retention.



Metacognitive Talk develops self-regulation.

Teachers use **Steplab** for deliberate practice and coaching, grounding feedback in evidence and making professional growth systematic. Research-informed teaching provides **structure, clarity, and accessibility** for all.



High Challenge, High Support

LAT refuses to separate rigour from support, adopting a “high challenge, high support” model.

- Challenge ensures every pupil thinks deeply.
- Support provides the necessary scaffolds, feedback, and encouragement.

This prevents the “soft bigotry of low expectations,” ensuring disadvantaged and SEND learners experience the same intellectual demands as their peers. We also guard against over-scaffolding that fosters dependence, gradually removing supports to build self-efficacy and resilience.

Collaboration, Design, and Technology

Teaching strength is built through collaboration. Subject directors, curriculum leads, and SEND professionals work together to plan and model inclusive teaching. Professional development is supported by Thrive and Steplab, turning inclusive principles into classroom habits.

- Teaching Assistants are trained and deployed as co-educators, not shadows, guided by evidence-based strategies to amplify teaching and build independence.

- We have teachers who are trained in Universal Design for Learning (UDL), making lessons inclusive by default through clear sequencing, multimodal inputs, and accessible materials.
- Technology (via our 1:1 device programme) enhances adaptive teaching using tools like Immersive Reader and personalised feedback loops, quietly levelling differences in pace or processing.

Subject expertise is intertwined with inclusion. A confident subject specialist can explain ideas in multiple ways, making abstract concepts concrete. Vulnerable learners need access to the most expert teachers.

Assessment and Impact

Feedback is concise, purposeful, and actionable, emphasising “feed-forward.” Formative assessment (e.g., cold-calling, quizzes) ensures every pupil is seen and heard. Progress is tracked to illuminate where support or stretch is needed early.

When teachers teach better, inclusion happens naturally.

The evidence of this teaching model is clear:

- Ofsted notes the quality of adaptation and high expectations.
- Achievement for disadvantaged and SEN pupils exceeds national averages.
- Staff confidence in adaptive teaching is high.

Digital Inclusion: Technology as an Equaliser

Technology in LAT is a **tool of justice**, used to flatten barriers, expand horizons, and create parity regardless of a pupil's background, ability, or resources at home. Our digital inclusion is built on one belief: **every child should have the same window to the world.**

Infrastructure for Equity

Digital access is a matter of fairness. Through sustained investment, every LAT pupil from Year 1 receives their own personal Chromebook. This decision rebalances opportunity, ensuring every learner can access the same materials and platforms, regardless of location.

This infrastructure underpins inclusion by:

- **Equalising Access:** All curriculum and revision materials are available to everyone.
- **Supporting Continuity:** Learning seamlessly continues between school and home.
- **Normalising Support:** Because every pupil uses a device, assistive technology is available to all, removing the stigma of difference.

Digital inclusion is symbolic and practical: it affirms that everyone belongs in the same learning environment.

Technology as a Bridge

For pupils with SEND or EAL, technology is the **bridge between potential and participation.** We use accessibility tools to make the curriculum reachable without lowering the challenge:



Immersive Reader adjusts text for dyslexic learners and reads aloud.



Voice typing enables fluent expression for those who struggle with writing.



Subtitles and translation support EAL and hearing-impaired pupils.

These tools **quietly dismantle barriers.** A pupil using text-to-speech isn't being "helped"; they're being **empowered.**

Teaching, Stigma, and Independence

LAT teachers integrate digital tools as extensions of good pedagogy, focusing on platforms that reinforce clarity and independence:

- **Flipped learning** allows material preview and revisit.
- **Adaptive quizzing** (e.g. SPARX) provides retrieval practice and formative feedback at the pupil's pace.
- **Digital breakout rooms** ensure inclusive participation for quieter learners.

Technology removes the stigma of difference. Since every child has a device, pupils using screen readers or speech-to-text apps look no different from their peers. Adaptations are normalised, not exceptional, a form of quiet inclusion.

Digital access also transforms pupil independence: learners can replay lessons, review notes, or translate content at their own pace. This autonomy is vital for pupils with anxiety or attendance challenges, inclusion through continuity.

Connection and Staff Expertise

Technology strengthens connection and voice for pupils and families:

- **Online portals** provide real-time updates on progress and well-being.
- **Translation tools** facilitate communication with EAL families.
- **Virtual meetings** remove logistical barriers for parents.

Staff confidence is crucial. LAT invests in digital fluency training through the Trust's Digital CPD Framework, covering adaptive teaching, accessibility tools, and digital citizenship. Digital inclusion starts with expert adults.



Impact and Responsibility

We embed **digital citizenship** into the curriculum, teaching pupils to navigate online spaces safely and ethically. Safeguarding teams ensure technology supports wellbeing.

Digital inclusion is validated by measurable impact:

- Homework completion and resource access have **risen sharply**.
- SEND pupils report **increased confidence and independence**.
- Families feel **more connected** through real-time communication.
- Ofsted has praised LAT for **equitable use of technology**.

Technology in the hands of every child changes what is possible.

Pastoral Foundations: Every Child Known, Valued and Supported

Academic inclusion is impossible without **emotional inclusion**. Children cannot learn if they don't feel safe, seen, or cared for. At LAT, pastoral care is the **beating heart** of our inclusive culture. Our conviction is: before we can raise standards, we must raise **stability**.

A core function of pastoral work across the Trust is the active identification and removal of barriers that prevent pupils from engaging, attending, and thriving. These barriers may be emotional, social, practical, or systemic. They are rarely static and must be revisited over time. Pastoral systems are designed to surface barriers early and respond with precision and care.

The Small School Model and Trust

LAT designs schools using the small school model, small communities within larger ones. Each pupil belongs to a defined college or "family group" supported by a dedicated team. This ensures:

- No pupil is invisible.
- Barriers to learning are **identified early**, not retrospectively.
- Families know exactly who to contact.

Belonging is personal, not statistical.

Safety is the foundation of pastoral inclusion; it's physical, emotional, and psychological. We train staff to look **behind behaviour** and recognise unmet needs, asking "**What happened to you?**" not "What's wrong with you?". Trust is built when pupils know adults respond with fairness and respect.

Attendance as Connection

We treat attendance as a **measure of connection**. Children attend when they feel they belong. Dedicated attendance mentors focus on **relationships**, rebuilding trust with pupils and families.

Persistent absence is approached restoratively, not punitively. Teams work with families to identify and remove barriers (e.g., anxiety, transport). The goal is simple: no child slips away unnoticed, and every child knows they are **missed** when absent.

Wellbeing, Curriculum, and Repair

LAT takes a **preventative approach** to mental health, embedding wellbeing into the school day. This includes access to **trained mental health first aiders** and partnerships with local counselling services. We also recognise that staff wellbeing and pupil wellbeing are inseparable.

The “**pastoral curriculum**” (delivered via PSHRE, assemblies, and tutor time) is an intentional,

sequenced programme that builds emotional literacy, conflict management, and the skills needed to form healthy relationships.

When harm occurs, we use Restorative Practice to aim not only for sanction but for repair. Restorative conversations help pupils reflect on their actions, rebuild trust, and take responsibility, ensuring every incident is an opportunity for growth, not shame.

Family Partnership and Transitions

Families are treated as partners in removing barriers to success. LAT approaches them as **partners, not problems**. Family liaison officers provide practical and emotional support, ensuring the tone is always: “How can we work together to make school work for your child?”

Safeguarding is care in action and the bedrock of inclusion. Teams act swiftly and humanely to close the gap between concern and intervention, recognising the overlap between vulnerability, disadvantage, and safeguarding risk.

Transitions (between phases or schools) are carefully managed with tailored handovers and joint planning, ensuring inclusion extends beyond the Trust.



Professional Pastoral Teams and Early Help

Pastoral staff (counsellors, family liaison officers, mentors, safeguarding leads) are skilled professionals who translate LAT’s values into lived experience. They:

- Track daily well-being data.
- Run targeted interventions (e.g., self-regulation).
- Work alongside teachers to remove barriers inside the classroom.
- Coordinate support with external agencies.

Early Help systems integrate education, health, and social care, ensuring families experience a joined-up response. Regular multi-agency meetings follow the mantra “**no surprises,**” ensuring any child at risk of disengagement is known, discussed, and supported in good time.

Measuring Pastoral Success

We evaluate success through evidence reflecting the whole child:

- **Rising attendance** and reduced persistent absence.
- **Falling exclusion rates** for SEND and disadvantaged pupils.
- Improved **engagement, confidence, and resilience** in pupil surveys.
- Families reporting **stronger trust** in schools.

These indicators show inclusion working at its most human level, in belonging, confidence, and hope.

PILLAR 8

Impact and Accountability: Measuring Inclusion Through Outcomes, Not Intentions

Inclusion is a **result, not a feeling**. At LAT, success is judged by whether children's lives demonstrably improve. This final pillar ensures inclusion is continually tested, evidenced, and strengthened through transparent measures of impact—academic, personal, and cultural.

Inclusion as a Performance Standard

Inclusion is a **non-negotiable performance indicator** for LAT. Every academy is accountable for the progress, attendance, and well-being of all pupils, especially those who are disadvantaged or have special educational needs (SEND).

- **Rigorous Review:** Inclusion data is reviewed at every governance level, from local boards to the Trust Executive.
- **Focus on Impact:** Leaders report on impact over time, not just on interventions launched.

We view inclusion as a standard of leadership competence.

Data That Tells the Human Story

LAT tracks a wide range of indicators to ensure inclusion is felt, not just recorded:



Attainment and progress for SEND and Pupil Premium groups (and other vulnerable groups).



Attendance, persistent absence, and exclusion data (disaggregated by group).



Participation in enrichment and leadership opportunities.



Staff and pupil surveys on belonging, safety, and respect.

Every data set is used for **learning**, not judgment. It helps us ask: "Who isn't flourishing yet and why?" Behind every number is a name, that is the Trust's **moral compass**.



External Validation and Early Impact

LAT's inclusive model is repeatedly endorsed by Ofsted, validating its effectiveness and consistency across all schools. Inspectors consistently note the high expectations and the well-thought-through adaptations for SEND pupils to access the full curriculum.

79%

of Reception pupils achieved a Good Level of Development (vs. 67% nationally).

By closing gaps early, we prevent later inequities.

71%

of disadvantaged Year 6 pupils met the combined expected standard (well above national averages).

Secondary and Post-16 Success

At secondary level, inclusion translates into breadth and success:

- Nearly **70%** of Year 11 pupils now sit the full English Baccalaureate (EBacc).
- Progress for disadvantaged and SEND pupils **exceeds national averages**, and attainment gaps are narrower.
- Post-16 offers are diverse (A Levels, IB, T Levels, vocational), ensuring every learner has a suitable route.

Positive destination data shows pupils leave LAT qualified and ready for further study, work, or apprenticeships.

Accountability, Oversight, and Legacy

LAT measures inclusion through culture as much as outcomes. High agreement in pupil surveys confirms: "Teachers believe I can do well" and "I feel safe and respected." These are our truest inclusion metrics.

Leadership Accountability: Principals are held accountable for inclusion outcomes via performance development processes (e.g., reduction in exclusions, improved SEND provision).

Central Support: The Trust's central Inclusion teams audit practice and provide targeted intervention for schools showing disparity in outcomes, ensuring inclusion is both locally owned and centrally assured.

We treat inclusion as a process of constant refinement, sharing successful practices across the network. The real impact is the long view: in alumni, proud families, and communities where education is a source of pride. Inclusion that ends at the exam hall was never inclusion at all.

LAT's Vision for Staff Wellbeing

At Leigh Academies Trust, we believe that the wellbeing of our people is central to everything we do. A workforce that feels valued, supported, and connected is the foundation of exceptional education.

When our people thrive, so do our students, and the culture across our academies grows stronger as a result.

Our vision for staff wellbeing is grounded in the understanding that education is a people business. It depends on care, trust, and mutual respect. This vision builds on our Trust Wellbeing Charter and the Department for Education's Education Staff Wellbeing Charter, as well as our own **Leigh Balance model**. It brings together our collective ambition to create workplaces that are supportive, inclusive, and emotionally intelligent.

Wellbeing is not an optional benefit within our organisation. It is a shared responsibility and a marker of excellence. We are committed to creating conditions where every colleague feels psychologically safe, where workloads are manageable, and where balance and purpose are encouraged in equal measure.

Each of our academies is unique. We therefore combine Trust-wide principles with locally designed strategies that reflect the needs of individual communities. Principals and their leadership teams are responsible for shaping their wellbeing strategies with support from the Trust. This ensures that wellbeing is always relevant, meaningful, and connected to real experiences.



We are committed to creating conditions where every colleague feels psychologically safe, where workloads are manageable, and where balance and purpose are encouraged in equal measure.

How do we support wellbeing?



Embed wellbeing into policies and practice

Every Trust policy will take account of staff wellbeing. Leaders will model compassionate decision-making and promote sustainable working practices in line with our Workload Charter.

Reduce unnecessary workload

We will continue to streamline processes, remove tasks that add little value, and explore how technology and artificial intelligence can simplify work and reduce pressure on staff.

Create psychologically safe workplaces

We will nurture cultures of respect, openness, and trust. Leaders will promote listening, empathy, and fairness, ensuring that every colleague can share concerns or ideas without fear of judgement.

Promote flexibility and diversity

Flexible working is a cornerstone of modern education. We will continue to support arrangements that enable colleagues to manage professional and personal responsibilities while maintaining equity, diversity, and inclusion across all roles.

Support physical, mental, and emotional health

We will invest in wellbeing services that include access to counselling, virtual GPs, and the Employee Assistance Programme. Leaders will be trained to recognise signs of stress or burnout and respond quickly and compassionately.

Normalise mental health conversations

Through campaigns and training, we will create safe spaces for staff to talk openly about mental health. We will challenge stigma and ensure that everyone feels able to seek help when needed.

Integrate wellbeing into professional development

Wellbeing will feature within our professional learning programmes on Thrive. Leadership development will emphasise workload management, positive culture, and resilience, ensuring that professional growth never comes at the expense of personal wellbeing.

Recognise and celebrate achievement

Through LAT Moments, our annual LAT Awards, and daily acts of appreciation, we will make recognition part of everyday culture. Every member of staff should feel valued and acknowledged for their contribution.

Listen, measure, and improve

We will continue to monitor wellbeing across the Trust through surveys, focus groups, and reviews. Results will be shared transparently and used to shape ongoing improvements.

Ensure access to high-quality resources

Wellbeing support and advice will remain visible and accessible through platforms such as Spotlight and Thrive, ensuring that staff can find help easily whenever it is needed.

Our Wellbeing Model: Leigh Balance

The Trust's commitment to its staff's welfare is formally encapsulated in **Leigh Balance**, a dedicated model designed to help all employees achieve a fulfilling equilibrium across every aspect of their lives. Leigh Balance is more than just a policy; it is a fundamental commitment to ensuring staff **thrive at work** by actively supporting a healthy balance between professional life and personal well-being.

The model is built upon the powerful idea that professional environment and personal health are deeply interconnected. It acknowledges that achieving overall satisfaction, engagement, and high performance depends on harmonizing key factors in both the workplace and in one's personal life.

The model is divided into two areas: **Workplace Factors** and **Personal Health Factors**.



Workplace Factors

These factors focus on shaping a work environment that is supportive, empowering, and manageable:

- **Psychological Safety:** This is the commitment to fostering a culture of trust and openness. The Trust ensures that every individual feels safe to speak their mind, express ideas without fear of judgement, and confidently learn from mistakes. This safety is critical for true innovation and honest collaboration.
- **Professional Freedom:** While the Trust maintains clear expectations for educational delivery, it values the autonomy of its staff. This factor is about giving employees professional freedom regarding how they work best, ensuring they feel a vital sense of ownership and control over their professional contributions.
- **Positive Workload & Workplace:** The Trust is dedicated to ensuring that the demands of the job are balanced with available resources. The goal is to make certain that workloads are manageable and that the physical workplace is a source of support, not stress, actively promoting collaboration and positive relationships among colleagues.



Personal Health Factors

These factors focus on providing the resources and culture needed to support the staff's individual wellbeing:

- **Physical Health:** Recognising that a healthy body is essential for a healthy mind, the Trust encourages practices that support physical well-being. This ranges from promoting active breaks and healthy eating options to providing resources that help staff maintain a healthy lifestyle, such as the Cycle to Work scheme.
- **Mental Health:** Supporting mental well-being is a priority. The Trust provides access to resources and tools designed to help staff manage stress and build resilience. Crucially, it strives to create a workplace where discussing mental health is not just accepted but is actively encouraged and destigmatised.
- **Emotional Health:** This factor focuses on the quality of daily emotional life at work. The aim is to cultivate an environment that nurtures empathy, connection, and emotional well-being, ensuring positive emotional experiences and relationships. Ultimately, it ensures that everyone feels valued and a genuine part of the community.

By integrating these six essential elements, Leigh Balance serves as the Trust's comprehensive framework for ensuring that its greatest asset, its people, can achieve a fulfilling balance and truly thrive.

Supporting Services

The Trust supplements the Leigh Balance model with essential external support:



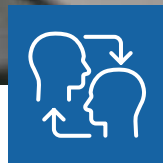
Employee Assistance Programme (EAP)

A 24/7 confidential service through Health Assured offering Life Support (counselling/coaching), Legal Information, and Bereavement Support.



Virtual GP Service

Provides flexible, 24/7 access to medical advice and appointments for colleagues and their families.



Occupational Health

Offers expert advice on the relationship between health and work, including advising on reasonable adjustments to ensure staff can perform their roles effectively.



My Money Matters

A dedicated financial wellbeing programme offering free resources, including discounted mortgage advice, a personalised financial learning library, and free basic wills.

Our Vision for Staff Development

At Leigh Academies Trust, we are committed to supporting every member of staff to achieve their full potential. Our approach to career development is intentional, inclusive, and designed to build a confident, skilled, and ambitious workforce.

We believe that professional growth is not a one-size-fits-all journey but a structured progression supported by clear pathways, accessible opportunities, and strong leadership. Every colleague, regardless of role, benefits

from a coherent framework of programmes, platforms, and personalised support that promotes excellence and ensures fairness of opportunity across the Trust.

Professional learning is an investment in our people and our culture. It enables us to nurture talent from the classroom to the boardroom, retaining great colleagues and creating future leaders who share our values and our vision for education.

Our Approach

Our staff development strategy is built around three interconnected pillars:



Professional Development

We offer an extensive range of opportunities for colleagues to grow through National Professional Qualifications (NPQs), apprenticeships, and digital learning pathways on Thrive. Teachers engage in structured coaching through Steplab, while support staff can access tailored modules to enhance their professional skills.



Leadership Development

Leadership is developed deliberately and at every level. Structured programmes such as Aspiring Academy Directors, Aspiring Principals and Vice Principals, and Leading Teams in Education prepare colleagues for greater responsibility, combining theory, practice, and mentoring. Our Lead Practitioner Programme develops expert teachers as leaders of practice, equipping them to coach, mentor, and influence improvement beyond their own classrooms.

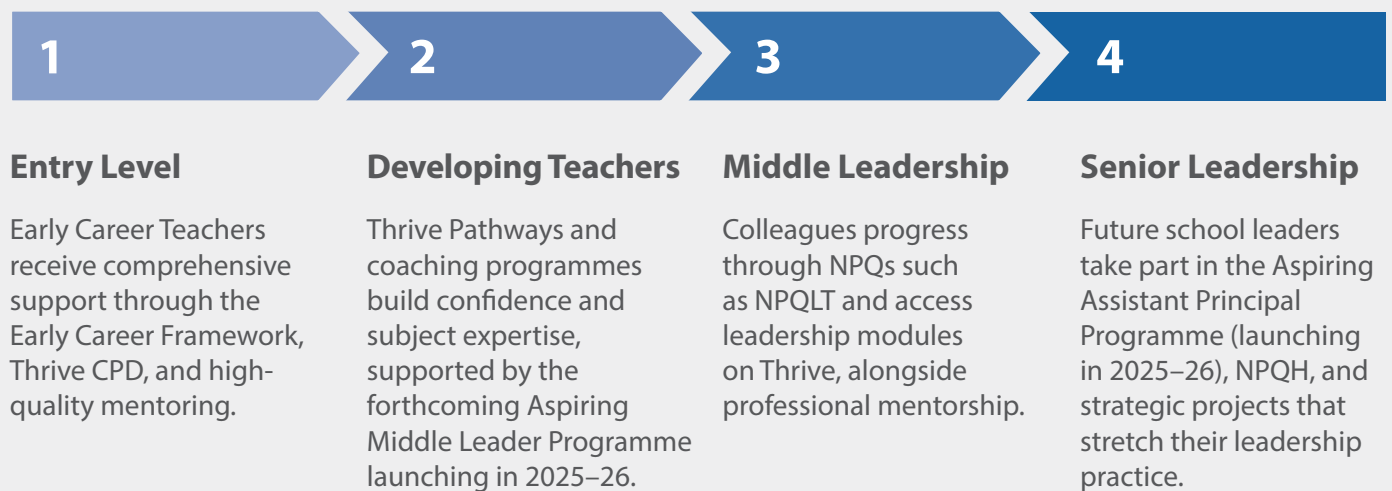


Career Pathways and Inclusion

Our career pathways are designed to ensure that everyone can see a clear route forward. Whether colleagues work in classrooms, business operations, or site teams, they can access progression routes that match their skills and aspirations. These pathways are open, transparent, and supported through regular feedback and recognition.



Teaching Staff Pathways



Teaching Assistant Pathways

At Leigh Academies Trust we recognise that some of our most inspiring teachers begin their journey as teaching assistants. Their classroom experience, deep understanding of pupil needs, and strong relationships with students make them ideally placed to progress into teaching.

Our **Teaching Assistant to Teacher Pathway** provides a unique structured route that supports this transition while allowing colleagues to learn, earn, and grow within the Trust.



Stage 1: Building Foundations

Colleagues begin with the **Level 3 Teaching Assistant Apprenticeship**, developing expertise in classroom practice, assessment, and pupil support. This apprenticeship builds the confidence and professional knowledge required for progression.

Stage 2: Developing Specialism

Those who wish to deepen their expertise can progress to the **Level 5 Specialist Teaching Assistant (SEND) apprenticeship**, launching soon. This programme strengthens understanding of inclusive practice, supporting pupils with additional needs, and preparing colleagues for broader responsibilities within the classroom.

Stage 3: Transition to Teaching

Once colleagues have developed sufficient classroom experience and confidence, they can progress with a one year top-up qualification which will allow them to progress onto a Level 6 Teaching Apprenticeship with KMT which they can then achieve Qualified Teacher Status (QTS).

This pathway recognises existing experience, allowing colleagues to gain accreditation without repeating early training.

Throughout each stage, colleagues are supported by their academy leaders, mentors, and the Leigh Institute, which coordinates training, mentoring, and partnership with accredited providers.

This pathway exemplifies our inclusive approach to professional development, offering clear, supported progression from classroom support to fully qualified teacher. It strengthens workforce stability, celebrates internal talent, and ensures that those who already embody our values have every opportunity to advance their careers within the Trust.



Business Administration and Management Pathways

Level 3 Business Administrator Apprenticeship supports entry into business and operational roles.

Progression continues through the Level 3 Team Leader and Level 5 Operations Manager Apprenticeships, developing leadership capacity within our central and academy teams.

Teaching Assistant Pathways

Effective people management is central to our culture. The Leading Teams in Education programme provides structured development for line managers, including:

- Introductory modules on Thrive
- Foundation-level workshops aligned to Level 3 standards
- Advanced-level training aligned to Level 5 standards
- Apprenticeship routes with formal accreditation

This pathway ensures that every manager has the skills, confidence, and empathy to lead others successfully.

Monitoring, Tracking, and Recognition



All **professional development** is recorded through Thrive, providing visibility of engagement across the Trust.



Career check-ins and **development goals** are tracked through Thrive, ensuring accountability and consistency.



Recognition of progress is built into our wider **Stay & Grow strategy**, celebrating growth, contribution, and impact.



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Education for a better world

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