

## **Inclusion & Learning Strategy for Devon County Council: Developing Inclusive Learning Communities**

Devon County Council and its partners are committed to fostering an inclusive education system where every child and young person thrives. This strategy complements the Devon Local Area Special Educational Needs and Disabilities (SEND) Strategy 2024 to 2027, emphasising the development of **Inclusive Learning Communities** and **Ordinarily Available Inclusive Provision** as key drivers. Drawing inspiration from inclusive education strategies across the UK, this proposal outlines a framework for fostering a culture of equity, collaboration and excellence across all schools, early years and other educational settings.

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### **Vision**

To build an education system where inclusion is central to all decision-making, creating learning communities that celebrate diversity, promote equity, and ensure all learners, regardless of background or ability, have access to high-quality educational experiences.

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### **Core Principles**

- 1. Inclusion as a Foundation of Community**  
Inclusive education benefits all learners. It fosters belonging, breaks down barriers to participation, and enhances learning outcomes for everyone.
- 2. Ordinarily Available Inclusive Provision**  
Mainstream schools and educational settings will be equipped to provide a rich, inclusive education experience as the norm, meeting the needs of a diverse student population without reliance on external, specialised interventions.
- 3. Relational Practices**  
Recognising the impact of trauma and adverse experiences, educational settings will adopt practices that prioritise emotional safety, relationships, and empathy as core elements of teaching and learning.
- 4. Collaboration for Community Growth**  
Schools, families, and communities will work together to co-create solutions that support all learners, recognising that inclusion extends beyond the classroom and into the wider community.
- 5. Restorative Practice for Inclusive Learning**  
Restorative approaches will be central to creating cohesive school

communities, ensuring that conflict and challenges are addressed constructively and inclusively.

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## Strategic Priorities:

### 1. Building Inclusive Learning Communities

- **Principled School Improvement:** Facilitate a locality based school improvement model that is inclusive, sustainable and student centred.
- **Collaborative Leadership:** Develop a shared vision of inclusion across all schools and education providers in Devon, underpinned by the principles of Ordinarily Available Inclusive Provision and building on the work outlined in the Early Years Strategy.
- **Cultural Change:** Foster a culture of shared responsibility for inclusion, where diversity is seen as an asset that enriches learning for all.
- **Peer-to-Peer Learning:** Facilitate collaboration among schools to share best practices in inclusive teaching and leadership.

### 2. Strengthening High-Quality Universal Provision

- **Inclusive Classroom Practices:** Ensure all educators are trained to deliver high-quality, inclusive teaching that supports a range of learning needs and improves outcomes for all children.
- **Professional Development:** Provide ongoing training and resources to support schools in implementing inclusive strategies.
- **Collaborative approaches to improving emotional wellbeing, physical literacy and Mental Health:** Brokering multi agency partnerships to address Mental Health challenges and create local solutions.

### 3. Promoting Belonging and Engagement

- **Trauma-Informed Training:** Deliver training on trauma-informed approaches to help staff create emotionally safe environments where all learners feel valued and supported.
- **Attendance and Access to Education as a Priority:** Use insights from the **Education Endowment Foundation's Supporting Attendance** to address barriers to attendance through early intervention, relationship-building, and family engagement.
- **Child and Young Person Voice:** Empower students to co-create their learning environments, ensuring they feel heard and included in decisions that impact their education.

## 4. Fostering Partnerships with Families and Communities

- **Family Engagement:** Strengthen relationships with families by providing clear communication, accessible resources, and opportunities for co-production of policies and practices.
- **Community Collaboration:** Work with community organisations, to provide wraparound support, promoting a sense of belonging for learners within and beyond school.

## 5. Embedding Accountability and Continuous Improvement

- **Inclusion Audits:** Regularly assess the inclusiveness of school environments, policies, and practices to identify strengths and areas for growth.
- **Outcome Monitoring:** Track attendance, achievement, and well-being metrics to evaluate the impact of inclusive practices, ensuring alignment with principles of Ordinarily Available Inclusive Provision.
- **Transparent Reporting:** Share progress publicly to build trust and demonstrate commitment to inclusion.

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## Implementation Framework

### 1. Inclusive Leadership Programs

Develop leadership training initiatives to equip school leaders with the skills and knowledge needed to champion and evaluate inclusive practices effectively.

### 2. Ordinarily Available Inclusive Provision Framework

Provide schools with a practical framework that outlines strategies for creating inclusive learning environments, addressing everything from curriculum design to classroom management.

### 3. Inclusive Learning Communities Network

Establish networks for schools to collaborate, share resources, and celebrate successes in building inclusive practices.

### 4. Professional Development Pathways

Offer targeted training opportunities for all school staff, focusing on inclusive teaching, trauma-informed practices, and restorative approaches.

### 5. Restorative Practice Framework

Implement a county-wide framework for restorative practices, ensuring

schools are equipped to foster positive relationships and resolve conflicts constructively.

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## Key Analytical Questions

To guide and evaluate the implementation of this strategy, the following questions will be central:

### 1. Are children safe? Do they feel safe?

- Assess emotional and physical safety through surveys, safeguarding data and focus groups that include children and young people, families and staff.
- Monitor reductions in bullying incidents and exclusion rates.

### 2. Are children attending? Are the places of education fit for purpose?

- Track attendance, access and engagement rates across all schools.
- Conduct audits to ensure educational environments are accessible, inclusive, and conducive to learning.

### 3. Are children achieving? Are we providing the opportunities and support they need to achieve?

- Analyse academic progress and personal development outcomes for all learners.
- Use feedback from focus groups including children & young people and their families.