



## **Furrowfield School**

### **Inclusion Strategy 2026–2029**

### **Belong Together – Together We Succeed**

#### **1. Introduction**

At Furrowfield School, inclusion sits at the heart of our vision, values and daily practice. As a specialist secondary school for students with Social, Emotional and Mental Health (SEMH) needs, we are committed to ensuring that every student is able to access an ambitious, inclusive and highly personalised education that enables them to thrive academically, socially, emotionally and therapeutically. Our Inclusion Strategy reflects our commitment to creating a community where every student feels safe, valued, understood and empowered to achieve their full potential.

Inclusion at Furrowfield School extends beyond access to education. It encompasses participation, achievement, wellbeing, personal development and preparation for adulthood. We recognise that successful inclusion requires the removal of barriers to learning and the development of an environment where students experience a genuine sense of belonging.

As a specialist SEMH setting, we understand that many students have experienced disrupted educational journeys and may present with additional needs including ADHD, Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), attachment difficulties, trauma, anxiety and emotional regulation difficulties. Our role is to provide the structure, understanding and specialist support necessary to enable every student to engage, progress and succeed.

This Furrowfield School Strategy is informed by:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- DfE Behaviour in Schools Guidance
- DfE Attendance Guidance
- Ofsted's Education Inspection Framework (EIF)
- Restrictive Intervention including reasonable force, in schools (April 2026)
- The United Nations Convention on the Rights of the Child (UNCRC)

**We believe that every student should be able to say:  
"I belong at Furrowfield. I am valued at Furrowfield. I will succeed at Furrowfield."**

## 2. Legislative and Policy Framework

This strategy supports Furrowfield School's wider commitment to:

- Equality of opportunity
- Removing barriers to learning
- Promoting social justice
- Supporting vulnerable learners
- Improving life chances
- Securing ambitious outcomes for all students

The strategy aligns with:

- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Accessibility Plan
- Equality Objectives
- Personal Development Strategy

## 3. Evidence Base for Inclusion and SEMH

At Furrowfield School, our approach to inclusion is informed by a substantial body of national and international research relating to SEMH, trauma-informed practice, attachment, child development and educational inclusion.

Educational research consistently demonstrates that students with SEMH needs achieve the strongest outcomes when schools provide:

- Consistent routines and structures
- Strong and trusted relationships with adults
- Emotionally safe learning environments
- High expectations alongside high levels of support
- Therapeutic intervention
- Opportunities for belonging
- Positive experiences of success
- Personalised pathways

Research from the Education Endowment Foundation (EEF) identifies Social and Emotional Learning (SEL) as one of the most effective approaches for improving both academic outcomes and wider life outcomes. Social and emotional development supports improvements in self-regulation, resilience, emotional literacy, behaviour and engagement in learning.

The SEND Code of Practice highlights the importance of identifying and removing barriers to learning whilst ensuring young people with SEND access a broad, balanced and ambitious curriculum. Furrowfield School's curriculum, therapeutic provision and personalised pathways have been designed around these principles.

We recognise that learning cannot be separated from emotional wellbeing. Students who feel emotionally safe, connected to their school community and understood by trusted adults are more likely to attend regularly, engage positively and achieve sustainable outcomes.

#### 4. Understanding SEMH as a Primary Need

SEMH is the primary identified need of all students attending Furrowfield School.

Students may experience difficulties with:

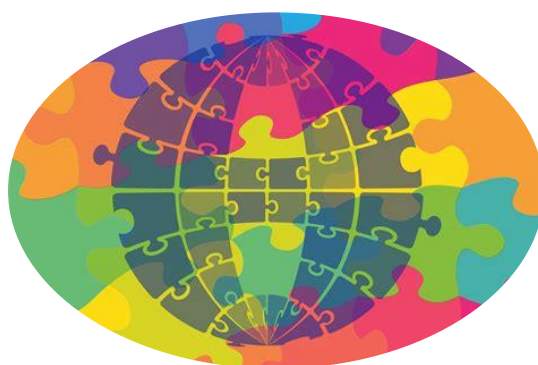
- Emotional regulation
- Anxiety
- Mental health
- Trauma
- Relationships
- Attendance
- Self-esteem
- Confidence
- Resilience
- Behaviour for learning
- Social interaction

In addition, many students present with secondary needs, including:

- ADHD
- Autism Spectrum Disorder
- Speech, Language and Communication Needs
- Foetal Alcohol Spectrum Disorder (FASD)
- Pathological Demand Avoidance (PDA)
- Sensory processing difficulties
- Attachment needs
- Complex safeguarding vulnerabilities

Research by leading SEMH and attachment specialists such as Louise Bomber, Dan Hughes and Dr Bruce Perry demonstrates that many children with SEMH difficulties require relational, therapeutic and trauma-informed approaches in order to access learning successfully.

At Furrowfield School, behaviour is understood as a form of communication. We recognise that behaviour often reflects unmet need, emotional distress or difficulties with regulation. Consequently, we adopt a relational approach that balances high expectations with high levels of support, enabling students to understand their emotions, develop coping strategies and make positive choices.



## 5. Trauma-Informed and Relational Practice

A significant number of young people with SEMH needs have experienced adverse childhood experiences, disrupted attachment relationships, trauma or significant barriers to engagement. Training has been undertaken by all staff at Furrowfield School through Trauma Informed UK to ensure consistency in our approach.

Research demonstrates that trauma can affect:

- Executive functioning
- Memory and information processing
- Attention and concentration
- Emotional regulation
- Social interaction
- Attendance
- Readiness to learn

For this reason, Furrowfield School adopts a trauma-informed and relational approach to inclusion.

We seek to:

- Understand before reacting.
- Build relationships before attempting change.
- Support emotional regulation before expecting academic engagement.
- Develop trust through consistency and predictability.
- Create environments where students feel psychologically and emotionally safe.

This approach is evident across teaching, behaviour support, safeguarding, pastoral systems and therapeutic interventions.

## 6. Our Inclusion Vision

Our vision is simple:

"Belong Together – Together We Succeed"

We want every student to:

- Feel safe.
- Feel valued.
- Feel heard.
- Attend regularly.
- Engage positively.
- Access ambitious learning.
- Develop positive relationships.
- Experience success.
- Develop resilience.
- Prepare successfully for adulthood.

We recognise that inclusion is not simply where a student is educated; it is how successfully they access, participate in and benefit from education.

## 7. Key Inclusion Goals

### ***Goal 1: Every Student Belongs***

Research consistently demonstrates that belonging is strongly associated with attendance, emotional wellbeing, achievement and positive mental health.

We will:

- Promote positive relationships.
- Develop a culture of kindness and respect.
- Prioritise student voice.
- Strengthen equality, diversity and inclusion.
- Promote British Values and protected characteristics.
- Continue our Rights Respecting Schools journey.
- Create opportunities for students to contribute meaningfully to school life.

Success Indicators

- Improved attendance
- Positive student voice
- Reduced exclusions
- Improved wellbeing measures
- Strong safeguarding outcomes

### ***Goal 2: Deliver an Ambitious Inclusive Curriculum***

All students are entitled to an ambitious curriculum regardless of need or starting point.

We will:

- Maintain high academic expectations.
- Provide adaptive teaching.
- Deliver personalised curriculum pathways.
- Promote literacy and reading.
- Support communication development.
- Ensure meaningful accreditation and qualifications.
- Prepare students for adulthood.

Success will be reflected through:

- Improved progress.
- Increased curriculum engagement.
- Positive destinations.
- Improved life chances.



### **Goal 3: Strengthen Therapeutic Inclusion through TASC**

#### **The Therapeutic Assessment and Support Centre (TASC)**

The Therapeutic Assessment and Support Centre (TASC) sits at the heart of Furrowfield School's inclusive and therapeutic provision.

TASC provides a specialist environment where students receive personalised support designed to address barriers created by SEMH needs.

Provision includes:

- Counselling
- Art Therapy
- Music Therapy
- LEGO-Based Therapy
- Brick-by-Brick Programmes
- Nature Therapy
- Cooking Therapy
- Forest School Experiences
- Hair and Beauty Experiences
- Active Plus Interventions
- Emotional Regulation Programmes
- One-to-one Therapeutic Support
- Group Therapeutic Interventions

#### **How TASC Supports SEMH Needs**

Current research demonstrates that emotionally regulated young people are significantly more likely to engage with learning, sustain attendance and develop positive relationships.

TASC aims to support students to:

|                          |                                                                                                                                |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Regulate                 | Students learn to recognise emotions, understand triggers and develop practical coping strategies.                             |
| Reflect                  | Students develop emotional literacy, self-awareness and understanding of their behaviours and responses.                       |
| Re-engage                | Therapeutic intervention reduces barriers to learning and increases readiness for education.                                   |
| Build Resilience         | Students are supported to overcome setbacks, manage challenges and develop confidence.                                         |
| Improve Relationships    | Students develop communication, empathy, social understanding and conflict resolution skills.                                  |
| Improve Attendance       | Through therapeutic support and early intervention, barriers contributing to absence can be identified and addressed.          |
| Develop Emotional Safety | Students access safe, nurturing environments in which they can explore difficulties, regulate emotions and rebuild confidence. |

The work of TASC contributes directly to:

|                           |                                                                                                                                                                             |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality of Education      | <ul style="list-style-type: none"><li>• Improved readiness to learn</li><li>• Increased curriculum engagement</li><li>• Accelerated progress</li></ul>                      |
| Behaviour and Attitudes   | <ul style="list-style-type: none"><li>• Improved self-regulation</li><li>• Improved attendance</li><li>• Reduced barriers to engagement</li></ul>                           |
| Personal Development      | <ul style="list-style-type: none"><li>• Enhanced emotional wellbeing</li><li>• Increased resilience</li><li>• Greater confidence and independence</li></ul>                 |
| Leadership and Management | <ul style="list-style-type: none"><li>• Effective deployment of specialist SEMH provision</li><li>• Evidence-informed practice</li><li>• Strong inclusion systems</li></ul> |

#### **Goal 4: Promote Mental Health and Wellbeing**

Mental health and wellbeing underpin all aspects of school life.

We will continue to:

- Deliver a comprehensive PSHRE curriculum.
- Promote emotional literacy.
- Increase mental health awareness.
- Reduce stigma.
- Celebrate Mental Health Awareness Week.
- Celebrate Children's Mental Health Week.
- Expand therapeutic opportunities through TASC.
- Strengthen family support.

Our aim is to ensure students develop the emotional wellbeing necessary to engage fully in learning and life.

#### **Goal 5: Safeguarding and Inclusion**

We recognise that safeguarding and inclusion are inseparable.

A strong safeguarding culture ensures that students remain:

- Safe
- Heard
- Protected
- Supported

We will:

- Maintain rigorous safeguarding systems.
- Ensure staff are highly trained.
- Promote professional curiosity.
- Work effectively with external agencies.
- Identify vulnerability early.
- Support children at risk of exclusion, exploitation or disengagement.
- Listen to students.

Take on board student views from our Smart Council and student feedback.

## Goal 6: Improve Attendance and Engagement

Attendance remains a key inclusion priority.

We will:

- Remove barriers to attendance.
- Develop strong family partnerships.
- Utilise the Family Liaison Officer role.
- Promote attendance through recognition and celebration.
- Implement personalised attendance interventions.
- Support emotionally based school avoidance through therapeutic approaches.

Success measures include:

- Improved attendance.
- Reduced persistent absence.
- Increased engagement.
- Improved wellbeing.

## Goal 7: Preparation for Adulthood

Preparing students for successful futures is central to our mission.

We will ensure that all students develop:

- Independence.
- Confidence.
- Employability skills.
- Communication skills.
- Resilience.
- Aspirations.
- Life skills.

Through careers education, vocational learning, enrichment and therapeutic support, students will be supported to progress successfully into:

- Further education.
- Training.
- Apprenticeships.
- Employment.



## 8. Measuring Impact

The effectiveness of this strategy will be evaluated through:

### Quality of Education

- Progress measures
- Reading outcomes
- Accreditation and qualifications across a wide variety of qualifications including GCSEs, BTECs, Functional Skills AQA Awards
- Curriculum engagement

### Behaviour and Attitudes

- Attendance
- Exclusions/Suspensions
- Behaviour data
- Student engagement

### Personal Development

- Student voice
- Smart Council
- Debate
- Wellbeing surveys
- Choices Mornings/Afternoons
- Participation in enrichment
- Leadership opportunities

### SEMH Outcomes

- Emotional regulation
- Therapeutic targets
- Resilience measures
- Social development

### Safeguarding Outcomes

- Early intervention success
- Multi-agency working
- Student welfare indicators

### Destination Outcomes

- College placements
- Apprenticeships
- Employment
- Sustained post-16 destinations

## 9. Conclusion

Inclusion is the foundation upon which Furrowfield School is built. It is reflected in our curriculum design and pathways, our therapeutic offer, our safeguarding culture, our approach to behaviour, and our commitment to ensuring that every student achieves positive outcomes.

As a specialist SEMH setting, we recognise that successful inclusion requires far more than access to education. It requires a deep understanding of individual need, strong and trusting relationships, high aspirations, effective safeguarding and the systematic removal of barriers to learning. Through a culture of belonging, ambitious expectations and evidence-informed practice, we ensure that all students are supported to flourish academically, socially, emotionally and personally.

The Therapeutic Assessment and Support Centre (TASC) is central to this vision. Through integrated therapeutic interventions, personalised assessment and targeted support, TASC enables students to develop emotional regulation, resilience, self-awareness and readiness to learn. This holistic approach ensures that students receive the right support at the right time, allowing them to engage successfully with education and make sustained progress from their individual starting points.

Our strategic ambition is that every student leaves Furrowfield School with:

- Improved emotional wellbeing.
- Strong self-regulation skills.
- Positive qualifications and outcomes.
- Confidence and independence.
- Resilience when facing challenge.
- High aspirations for the future.
- The knowledge, skills and personal qualities required to thrive in adulthood.

Through our ethos of Belong Together and Together We Succeed, we remain committed to providing an ambitious, inclusive and therapeutic educational experience that enables every student to achieve the very best possible life chances.

At Furrowfield School, inclusion is not an initiative, a curriculum or a policy. It is the way we work, the way we lead and the way we support every student to succeed.

