

Issue

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CONNECT



November 2025

SANDSTONE TRUST

Experiencing excellence through dynamic partnership



# Hello from our CEO

Dear Colleagues,

Welcome to our third Sandstone Trust Conference. Following on from last year's theme of Belonging, this year we are focusing on Inclusion. There is much to be proud of in the work we do to ensure that everyone within our schools is able to participate and thrive. Inclusion remains central to our ethos and daily practice.

Recently, I took the opportunity to review the destinations data for students leaving Year 11 and Year 13. I was impressed by the diverse range of options our students go on to pursue. This breadth of opportunity reflects the high-quality teaching, rich extra-curricular activities, and the ongoing support and guidance provided to our students throughout their educational journey, from primary school right through to 16+.

Across the country and our region, we are aware that disadvantaged students and those with SEND continue to have lower attendance, achieve less favourable outcomes, and are more likely to face exclusion compared to their peers. Education is currently undergoing significant change: the new Ofsted framework is being implemented, the Curriculum and Assessment Review has just been published, and the schools White Paper is expected early next term. Inclusion is a common thread running through these developments.

It is important at this point of significant change, that we not only celebrate our strengths and achievements, but also critically reflect and examine the barriers that still exist for some students, particularly those from disadvantaged backgrounds or with additional needs. By working collectively and remaining open to new approaches, we can ensure that our commitment to genuine inclusion is reflected in every classroom and every aspect of school life.

Our guest speakers will provide valuable insights and provoke thoughtful discussion this morning which will support the work in the following sessions. Based on your feedback from previous conferences, we have ensured that there is dedicated time for relevant teams to collaborate and share expertise across different phases. Thank you for your commitment to this collaborative work. I look forward to engaging with you and seeing the outcomes of these important discussions.

Jason Lowe, CEO



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# Sandstone Trust Conference:

## Friday 28<sup>th</sup> November 2025

### Agenda



**Theme:** Inclusion

**Venue:** Tarporley High School

Time	Session
8.30-9.00am	Welcome and refreshments in 6 <sup>th</sup> Form College
9.00 – 9.30am	<b>Welcome and Trust Updates</b> Jason Lowe, Ellen Green, Vicky Marsland, Emma Gildea, Andy Davies
9.30 -10.30am	<b>Keynote Speaker: Inclusion in the curriculum</b> Tiffnie Harris
	<b>Structure of day and housekeeping</b> Emma Gildea and Ellen Green
10.30 - 11.00 am	<b>Break and networking</b>
11.00-12.00 pm	<b>Keynote Speaker: Inclusion at the heart the revised Ofsted framework</b> Ed Leighton
12.00 -12.45 pm	<b>Breakout Session 1: Defining Inclusion at Sandstone Trust</b> In phase/subject specialist groups – Please see rooming list
12.45 -1.45 pm	<b>Lunch</b>
1.45 -3.00 pm	<b>Breakout Session 2: Inclusivity in our Classrooms – Exploring Practical Strategies</b> In phase/subject specialist groups – As session 1 <b>Leadership Breakout Session: Exploring the methodology and policies of the revised Ofsted Framework</b>
3.00 -3.10 pm	<b>Closing address</b> Jason Lowe

#### Breakout Sessions 1 and 2

##### Groups:

##### Primary:

Group 1- Jo McMullen- Reception, Years 1 and 2, Phase TAs.

Group 2- Sarah Cliffe- Years 3 and 4, Phase TAs.

NB - Year 5 and 6 colleagues and TAs will join our secondary Maths and English teams.

##### Secondary:

Specialist subject teams.

NB - Secondary TAs, LSAs, PSOs and PSMs to be invited to join teams in liaison with your line managers.

##### Leadership Group:

Jason Lowe and Ed Leighton

Secondary Heads and Deputy Head teachers

A. Davies and Primary Heads, V. Marsland, E. Green, E. Gildea

# Sandstone Trust Conference: Inclusion



## Rooming:

Group	Led by	Room
Primary Group 1		E1
Primary Group 2		E2
Maths	Ben Jones Debbie Gadsby	E4
English	Sophie Davies Tom Chapman	D111
Science	Jen Lees Rachel Spencer	D9
History	Katie Jones Tom Gibbons	E103
Geography	Steve Chappell Kathryn Bee	E5
Languages	Karen Merrick Helen Nutton	E101
IT, Business Studies, Psychology, Economics	Lauren Greatbanks	E3
PE	Joe Morphet Stephen Simpson	E8
Drama, Art, Music	Charlotte Murray	E6
RS	Simon Cole Ben Cox	E9
Technology, Construction	Bill Voyce Russell Walker	D1
Headteachers and Deputies Group	Jason Lowe	E102

# Spotlight on Inclusion

## Key Note Speakers



### Ed Leighton

Ed Leighton is the Director of the Cheshire Teaching School Hub, with responsibility for overseeing the delivery of the Early Career Framework and National Professional Qualifications across Cheshire. His role involves working with schools and partners to ensure programmes are implemented effectively and provide high-quality professional development for teachers at all stages of their careers.

Ed is also a Lead Ofsted Inspector, carrying out inspections across a range of school settings. In addition, he is a member of the Department for Education's Teacher Reference Group, contributing sector insights to support policy development.

He previously worked as a geography teacher and subject leader and draws on this classroom and leadership experience in his work across the region.



### Tiffnie Harris

Policy Specialist at the Association of School and College Leaders (ASCL) leading on Primary, Data and Accountability, Disadvantage, Literacy and Transition.

Tiffnie is an experienced secondary senior leader and later, across a three-tier Trust, leading on English/Literacy, Data & Outcomes and School/Trust Improvement. During her career in schools, spanning 25 years, she has also been Head of English three times and taught for British Forces, Germany.

Tiffnie is highly experienced in understanding data, and passionate about how this can support school improvement and outcomes for all children and young people. Amongst a range of other topics, she has led whole school training on data and accountability measures. Tiffnie also leads ASCL Data, Literacy and Disadvantage Conferences and leads on disadvantage provision courses.

A significant part of her role at ASCL is working with government on education policy and guidance and Tiffnie is a Lead Specialist on ASCL Council, where positions on policy are debated and used in discussion with government to influence policy decisions.

Tiffnie has volunteer roles as Chair of Governors in a secondary school and Vice Chair of governors at a primary school.



# Spotlight on Inclusion: Vicky Marsland



## What Inclusion Really Means

Inclusion has been a prominent topic in education and the media for many years, and I was delighted to see its importance recognised by Ofsted. The publication of the new Ofsted framework has reignited vital discussions about what true inclusion looks like in schools.

But what does inclusion *really* mean in practice?

Creating an inclusive school goes far beyond simply acknowledging differences. It means embracing the principles of **diversity, equity, inclusion, and belonging** in every aspect of school life.

- **Diversity** is about representation—ensuring that people from all backgrounds, identities, and experiences are part of our community.
- **Equity** is about fairness—recognising that each individual may need different types of support to reach their full potential.
- **Inclusion** is about action—actively inviting, valuing, and listening to every voice in both decision-making and daily school life.

When these principles come together, they create **belonging**—that powerful sense of being accepted, respected, and valued for who we truly are.

At the Sandstone Trust, inclusion is at the heart of everything we do. We are deeply committed to providing equal access to learning for every student, celebrating diversity as a strength that enriches our community, and removing any barriers that might hinder participation or achievement. Our aim is to nurture a genuine sense of belonging, where every child feels welcomed, respected, and confident to thrive.

For us, inclusion means more than counting people—it's about making every person *count*. I was privileged to speak with an inspirational former headteacher who has led both PRUs and specialist schools. Her insights on inclusive education are featured in this term's newsletter, and I'm sure you'll enjoy her article. You can also listen to her podcast via the link included in the electronic version of this newsletter.



# Spotlight on Inclusion:

## An interview with Maureen Brettell



### **1. How do you define inclusion, and what does an inclusive school environment look like in practice?**

For me, inclusion is less about placement and more about belonging. It's the sense that everyone, pupil or adult, feels safe to be seen, heard, and valued for who they are, not just what they can do. In an inclusive school, decisions are made through the lens of relationships, curiosity, and compassion. You can see it in the everyday language of staff, the adjustments made without fuss, and the way difference is viewed as a strength. It's a culture, not a bolt-on initiative.

### **2. What strategies have you seen work best for fostering social inclusion among students with and without disabilities?**

The most effective strategies are the ones that build empathy and shared ownership rather than relying solely on intervention. Peer mentoring, cooperative learning, and genuine celebration of diverse strengths all help to dissolve "us and them" thinking. I've seen the biggest impact when adults model inclusive behaviour by greeting pupils by name, using humour appropriately, and showing curiosity rather than judgement. When relationships come first, inclusion follows naturally.

### **3. How can schools ensure that inclusion efforts go beyond compliance and truly create equitable learning experiences?**

It starts with asking *why* we do what we do. Compliance may keep us within the rules, but equity requires us to notice who is being left out, even unintentionally. Schools that go beyond compliance regularly reflect as teams on how systems and routines feel to those at the margins. Coaching conversations can really help here; they create space for staff to explore bias, challenge assumptions, and design fairer practice from within.

### **4. What role do families and communities play in supporting inclusive education, and how can schools engage them effectively?**

Families are our partners, not our customers. An inclusive school builds trust by listening first, not rushing to fix or justify; and by inviting parents and carers into the "why" behind decisions. Community voices can shape belonging in powerful ways, from representation on working groups to sharing lived experiences that broaden staff understanding. When relationships are strong, difficult conversations become easier because they're grounded in mutual respect and shared purpose. Schools can become more reflective practitioners by the language used when discussing parental involvement. For example, are some parents 'hard to reach' or have they become 'easy to ignore' in the fast-paced world of education?...

### **5. How can schools balance inclusion with maintaining high academic standards for all students?**

Inclusion and high standards aren't opposites; This is a narrative that is both unhelpful and frustrating to me. Whether we are teaching young people to read or teaching them to respect and value others, both rely on the same foundations of clarity, consistency, and compassion. When expectations are co-created and understood, pupils are more likely to rise to them. Adjusting how we teach or assess doesn't mean lowering the bar; it means building more routes to reach it. I've found that when staff feel confident and supported to flex their approach, outcomes improve for everyone.

# Spotlight on Inclusion:

## An interview with Maureen Brettell

### 6. How should schools measure the success or impact of their inclusion initiatives?

Look for stories as well as statistics. Attendance and progress data matter, but so do the quiet indicators; pupils who start to participate, staff who speak up differently, parents who say “we feel listened to.” I often encourage schools to gather qualitative reflections alongside hard data, using them to explore patterns and blind spots. The true measure of impact is when belonging becomes embedded in the culture, not just recorded on a spreadsheet. In one very challenging PRU I led I even used how long the fresh flowers on the coffee table outside my office remained intact as a mood gauge. When they went from lasting half a day to needing to be thrown out because they had wilted, I knew we had cracked it!

### 7. What are some common challenges or misconceptions about inclusion, and how can schools overcome them?

A frequent misconception is that inclusion is the SEN team’s responsibility, rather than a shared mindset. Another is that inclusion means treating everyone the same, when in fact it’s about meeting people where they are. The one that causes the most damage to staff and pupils is when presenting behaviours are seen as not being borne of SEN, because we find them challenging or unsafe. Overcoming these challenges takes honest dialogue, modelling, and a willingness to get things wrong and try again. Inclusion thrives where curiosity is valued over certainty; and where leaders make space for staff to reflect, not just react.

*These themes run through much of my work with schools and trusts, and are explored further in my podcast **A Culture of Curiosity: Inclusive Education That Really Includes**. Through both the podcast and my leadership coaching and CPD programmes, I aim to help teams create the conditions where belonging becomes everyone’s business and inclusion becomes a shared habit, not a headline.*



# Spotlight on Inclusion: Tarporley High School



## Learning Without Labels

In the bustling ecosystem of a school, two crucial roles often work hand-in-hand to ensure every student not only attends but also thrives: Pastoral Support/Deputy Safeguarding Leads and Pupil Premium (PP) Teaching Assistants. Though their titles differ, their shared goal is to tear down barriers, promote high expectations, and create an environment where learning truly has no labels. This is an insight into the dedicated work that stitches together academic progress, well-being, and vital attendance efforts.



## The Foundation of Well-being: Pastoral Support and Safeguarding

Being a Pastoral Support/Deputy Safeguarding Lead is a role of profound responsibility and unwavering commitment. It is the central nervous system of student well-being, dealing with the daily realities of students' lives that impact their ability to learn.



On any given day, the work is dynamic and reactive. It ranges from one-on-one check-ins with vulnerable students to coordinating with external agencies. As the Deputy Safeguarding Lead, you are the crucial point of contact for concerns, meticulously following procedures to ensure students are safe from harm. This involves detailed record-keeping, liaising with social services, and ensuring all staff are trained and vigilant.

A significant portion of the role is proactive, focusing on preventing issues before they escalate. This includes developing and implementing whole-school well-being strategies, working with Heads of Year, and mediating conflicts. The most rewarding, yet often challenging, element is building trust. Students and families need to know they have a reliable, non-judgmental anchor in the school.



## The Attendance Imperative

For both the Pastoral Support Lead and the PP TAs, attendance is paramount. It's the metric that underpins all others.

For the Pastoral Support Lead, attendance work involves the serious end of the spectrum: tracking persistent absenteeism, conducting high-level meetings with parents/carers, and working alongside Local Authority services to enforce statutory attendance rules. You are not just tracking numbers; you are identifying and breaking down profound barriers—mental health issues, family instability, housing concerns, or underlying safeguarding risks—that manifest as non-attendance.

## Focused Support: The Pupil Premium TA Perspective

Complementing this, the Pupil Premium TAs focus on targeted, discreet support, often from the heart of Support Hub 2 – the 'PP' office. This team's ethos is simple: foster a welcoming, positive environment and promote high expectations for *all* learners, regardless of background or ability.

"We aim to reduce barriers to learning (as discreetly as possible) by providing access to resources and enrichment without 'singling' the students out," explains one TA. Their attendance work is proactive and nurturing. They track patterns of absence, identify potential barriers, and offer positive incentives. Given their close relationship with families, they "work closely with the pastoral team and assist with home visits when required," providing a vital on-the-ground link.

## Weaving the Safety Net

The early years of secondary school are crucial for establishing expectations. PP TAs "Introduce ourselves to students in small groups in year 7 - checking in to see how they are settling into school, make sure they have equipment, access to IT, uniform, they understand FSM, that trips and English texts are paid for as well as the importance of attendance." In Years 8 and 9, their interactions are minimal, "unless attendance is an issue," demonstrating a targeted approach.

The greatest impact is felt in Years 10 and 11. Beyond classroom support, the TAs provide fluid, accessible interventions at various times, often labelled as 'Maths' or 'English' but flexible enough for students to complete homework or revision. They actively "contact home to ensure engagement with parent's evenings/star days etc," building deep relationships with families over time—a relationship vital for securing engagement with interventions and opportunities like Duke of Edinburgh.

## The Safe Space

Ultimately, both roles converge on one fundamental principle: offering a safe space. The PP office is "frequently visited. Students come and go before school, for a friendly face, some food or just a pep talk. Occasionally they come to share things that are going well too!" This hub provides instant support, addressing minor issues (hunger, anxiety, forgotten equipment) that, if left unchecked, could escalate into a safeguarding concern or a reason for non-attendance.

For the Pastoral Lead, the 'safe space' is often their office door—open to a student experiencing a crisis, a parent in distress, or a staff member needing advice. It is a space of containment, resolution, and emotional regulation.

By working seamlessly—the Pastoral Lead addressing the high-level, complex needs and safeguarding structure, and the Pupil Premium TAs providing targeted, nurturing, and in-depth academic support—they ensure that every student's journey is supported. They are a united front, committed to the belief that every learner deserves the chance to achieve their potential, free from the limitations of their background. They are the frontline champions of Learning Without Labels.

## Student Testimonials

*"Thank you for believing in me and being there when I needed someone to talk to. You have made a massive impact on my life and I will never forget what you have done"*

*"There's not a single chance I would have finished my coursework and got an 8 without your support. Thanks for sweeping me up and helping me out. It has changed my entire outlook on Tarporley High."*  
*"Thank you for the amazing things you do and all the inspiration as well."*

*"Thank you for believing in me and being there when I am struggling. You have made a huge difference in my life and I will never forget what you have done for me."*

*"Thank you so much for all the support leading up to my GCSE's, I truly could not have done it without you. Thanks for all the laughs too!"*

*"The past couple of years at high school have been very tough for me. You always go the extra mile for me and your kind words gave me a sense of hope. I didn't believe in myself and you never gave up on me. You have changed my life for the better and I want to thank you for comforting me when I cried"*

*"Thank you for helping me and helping me to sort my stuff. I really appreciate it as you have made it so much easier for me to catch up on my work."*

## **Parent Testimonials**

*"Thank you for everything you have done to support my child. Never forget the difference you have made to one person's life!"*

*"Thank you so much for being someone my child can really talk to. We are so relieved and pleased he has an adult he can be himself with. Thanks to you for being a "safe space"*

*"Thank you so much for everything you are doing to support my daughter, she feels much better for your reassurance"*

*"I know that she is lucky to have your team as we know not every school has this facility and we really appreciate all you are doing to support her"*

# Spotlight on Inclusion: Weaverham High School



## Inclusion at Weaverham High School: The Best Version of you.

*"I can achieve something now because someone believed in me."*  
— Year 11 Student, Weaverham High School

At Weaverham High School, inclusion is not just a policy — it is the heartbeat of our school community. Every student, regardless of background or circumstance, is valued, supported, and given the tools to succeed. Through a blend of bespoke intervention, trauma-informed practice, and pastoral care, we create an environment where every child can belong, thrive, and achieve.

### The Reintegration Studio: A Bridge Back to Success

The Reintegration Studio (RIS) is Weaverham's on-site alternative provision — a calm, purposeful space for students who need a short-term, bespoke approach before fully re-engaging with mainstream lessons. Students follow a tailored timetable taught by subject specialists, supported through a gradual, personalised reintegration plan. Placements vary according to individual needs, with a clear focus on removing barriers and maximising outcomes.

*"The Reintegration Studio promotes curriculum equity — ensuring students remain part of our community while receiving the help they need to succeed."*  
— Miss Riding, Inclusion Lead

### Student A's Journey: From School Refusal to Full Attendance

Student A, now in Year 11, had refused school since Year 7. Despite many attempts, they struggled to re-engage and were briefly educated at home. By Year 10, through patient relationship building and a flexible plan within the RIS, Student A began attending two hours a day. Gradually, their confidence grew. By the end of Year 10, they were attending four hours a day, every day. Now they attend full time, studying all mainstream lessons and using the RIS for targeted revision. Student A has rediscovered their love of learning and has successfully applied for college — a testament to what belief, structure, and trust can achieve.

### Student B's Story: Healing Through Connection

Student B faced enormous challenges — experiencing bereavement, social care involvement, and emotional disengagement. Through the RIS, they rebuilt relationships, accessed counseling, and reconnected with learning. By Year 11, they were attending all lessons, managing emotions effectively, and achieving strong GCSE outcomes.

Student B is now thriving on an apprenticeship.

*"I'm going to get good grades and move on with my life because Miss Riding was kind and didn't give up."* — Student B

*"The staff have been amazingly caring and supportive... Things could have been very different without them."* — Parent of Student B

### Trauma-Informed Practice: Understanding Before Intervening

At Weaverham, we recognise that behaviour is communication — and trauma changes how young people respond to the world around them. Student C's story illustrates this approach powerfully. A pupil premium student who had experienced bereavement, neglect, and deprivation, Student C displayed anxiety, hyperarousal, and defensive behaviour. Staff recognised these as trauma responses, not defiance.



A comprehensive plan was created under the Protect, Relate, Regulate, Reflect framework, guided by PACE (Play, Acceptance, Curiosity, Empathy).

Protective and practical measures included:

- Child Protection referral and multi-agency collaboration
- “Please know about me” and trigger forms for staff awareness
- Daily check-ins with an Emotionally Available Adult
- Counselling, sensory tools, and timeout cards
- Support from Motherwell, Remedi, and bereavement services
- Access to the Reintegration Studio for blended learning
- Uniform, stationery, and transport assistance

Over time, Student C’s attendance, behaviour, and engagement improved dramatically. They found passion through art and nature, joining wellbeing and wilderness groups and building positive peer relationships. Today, Student C has aspirations to study at college — a remarkable turnaround for a student once fearful of their future.

### **The Pastoral Team: Relationships at the Core**

Weaverham’s pastoral and inclusion teams believe that relationships are the foundation of all success. Staff know students well, early and often, through personalised check-ins, Pupil Premium profiles, and “Please Know About Me” forms. Emotionally Available Adults are identified for vulnerable students, while safe, calm spaces — including the Reintegration Studio and wellbeing rooms — provide places to regulate and reset.

Weekly wellbeing and ELSA groups build resilience and coping skills through mindfulness, art, and positive psychology. PSHCE lessons embed mental health awareness across the curriculum, teaching empathy, diversity, and self-regulation.

### **Equity, Diversity & Tackling Deprivation**

Weaverham’s inclusive practice recognises that deprivation can impact attendance, engagement, and opportunity. The school ensures equality through tangible, stigma-free support: Equipment stations, uniform and bus pass support, free breakfast provision, Christmas hampers and gift appeals, and close communication with families to identify barriers.

Equality, diversity, and inclusion are central to the school’s values and PSHCE curriculum. Students are encouraged to celebrate difference and take pride in their unique identities.

Equality – treating everyone fairly and offering the same opportunities

Diversity – recognising, respecting and celebrating our differences

Inclusion – ensuring everyone feels they belong and are valued

### **The Five Principles of Inclusion at Weaverham**

1. Knowing children well, early and often
2. High-quality, evidence-informed teaching
3. Coherent and expert targeted support
4. Strengthening inclusion through relationships and partnerships
5. Inclusion as a strategic and shared responsibility

### **A Culture of Compassion and High Aspiration**

Inclusion at Weaverham High School is more than provision — it is a philosophy built on compassion, consistency, and connection. By understanding each student’s story and investing in relationships, the school helps children re-engage, recover, and realise their potential. Every success story — from N’s return to learning, to R’s resilience, to H’s healing — is a testament to what can happen when a school believes that no child is beyond reach.



# Spotlight on Inclusion: Tarvin and Eaton Primary Schools



## Learning Without Labels at Tarvin and Eaton Primary Schools

In the vibrant community of Tarvin and Eaton Primary Schools, inclusion is not just a principle—it's a lived reality. Every child, regardless of background or need, is supported to thrive academically, socially, and emotionally. Our dedicated teams weave together care, creativity, and ambition to ensure learning truly is for everybody.

## The Heart of Emotional Support: ELSA and Pastoral Care

Our **Emotional Literacy Support Assistants (ELSAs)** are the quiet champions of emotional well-being. They work one-to-one and in small groups, helping children navigate feelings, build resilience, and develop coping strategies. Whether it's managing anxiety, processing bereavement, or boosting self-esteem, ELSAs provide a safe, trusted space for children to express themselves and feel understood.

Alongside the ELSA programme, our team curates **targeted support materials** for a range of needs—from calming strategies for anxious learners to resources for families coping with loss. These interventions are proactive and personal, ensuring that emotional health is never an afterthought.

## Tailored Learning: Bespoke Curriculum

For children who cannot access the standard curriculum at age level, we design **bespoke learning pathways**. These are carefully crafted to meet individual needs while maintaining high expectations. Whether through adapted resources, scaffolded tasks, or alternative approaches, we ensure every child experiences success and progress.

## Safe Spaces and Specialist Rooms

Our schools offer **safe spaces** where children can regulate emotions and find calm. These include **SEND and nurture rooms**, designed to provide sensory support and a structured environment for those who need it most. These spaces are not just physical—they represent our commitment to emotional safety and inclusion.

## Removing Barriers Beyond the Classroom

Learning doesn't stop at the school gate. We provide **additional support for trips and visits**, including pre-visits for anxious pupils and specialist assistance during outings. Every child deserves to experience enrichment opportunities, and we work tirelessly to make that possible.

## Partnership with Parents

We believe inclusion is a shared journey. Our **parent working groups** offer a platform for collaboration, helping us shape provision and share strategies. From workshops to informal drop-ins, we create spaces where families feel empowered and connected.

## Inclusive Classrooms

Our classrooms are designed with the principle that **supporting disadvantaged pupils benefits everyone**. Flexible seating, visual aids, and differentiated tasks are standard practice. This ethos fosters a culture where diversity is celebrated and every learner feels valued.

## Specialist Support

When needs go beyond our expertise, we seek **specialist input**—from speech and language therapists to educational psychologists. Our ambition is clear: to include every child in every way possible. No barrier is too great when the goal is belonging.

## The Impact

These strategies are not abstract—they change lives. Children feel safe, parents feel supported, and learning becomes a joyful, accessible experience for all. At Tarvin and Eaton, inclusion is not an initiative; it's the heartbeat of our schools.





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GET IN  
TOUCH

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