



SEND and Inclusion Policy

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1. Aims

The aims of this policy are to:

- Provide a summary of the legislation and guidance which underpins our approach to Inclusion, including the key definitions we refer to when identifying and supporting pupils with Special Educational Needs and/or disabilities (SEND).
- Provide an overview of our ethos and approach towards Inclusion and SEND
- Explain the roles and responsibilities of everyone involved in removing barriers to learning for all pupils, including those with SEND.

SEND information reports

This policy should be read in conjunction with the **SEND information report** for each of our schools. The reports detail how we are implementing this policy in each school and provide further details and clarification on provision for pupils with SEND and our approach to Inclusion.

2. Legislation and guidance

2.1 Legislation

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 which can be found [here](#) and the following legislation:

- Part three of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and can be found [here](#)
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report and can be found [here](#)

2.2 Key definitions from the SEND code of practice 2014

- A pupil has **SEND (Special Educational Needs or Disability)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A pupil has a **learning difficulty** or **disability** if they have:
 - A significantly greater difficulty in learning than the majority of others of the same age, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- **Special educational provision** is educational or training provision that is *additional to, or different from*, that made generally for other children or young people of the same age by mainstream schools.
- The **Graduated approach to SEND* support** consists of successive cycles of "assess, plan, do, review" to gain a greater understanding of a child's needs and what supports them to make progress and secure positive outcomes.

*Although this definition comes from the SEND code of practice as an approach to support pupils with SEND, at Educate Together Academy Trust, this is a fundamental component of our learner-centred approach to supporting all pupils.

2.3 Rights Respecting

In line with our ethos, we are proud to be a Rights Respecting school. This policy advocates the following rights from the UN convention of the rights of the child:
Articles 2, 12, 13, 23, 28, 29, 31

3. Ethos and Values

The ethos of Educate Together is that all its schools and educational operations must be:

- Equity based
- Child-centred
- Aspirational
- Collaborative

These four principles form the foundation for our policy and practice in relation to Inclusion and SEND.

3.1. Equity-based education



3.1.1 Our aim is to provide equity-based education which is inclusive of all children. We judge a school to be inclusive when **all** children have equal opportunities to:

- Access the curriculum
- Make progress
- Achieve
- Feel safe
- Belong
- Participate fully in all aspects of school life.
- Thrive

3.1.2 We know that all pupils are unique and will face individual barriers to achieving the outcomes above. For pupils with SEND these barriers are linked to the four categories of need identified by the SEND code of practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and sensory.

3.1.3 We recognise that barriers may also exist for pupils who:

- speak English as an additional language
- have medical needs
- are in receipt of the pupil premium grant
- require additional challenge in some or all subject areas in order to be engaged and continue making progress
- are classified as children in need or children who require protection
- are facing difficulties in their personal lives e.g. a bereavement

3.1.4 We are committed to ensuring that no pupil is discriminated against on any grounds, including race, gender, disability, religion or belief, age, or sexual orientation.

3.1.5 Key components of our equity-based education include:

- The use of **High Quality Teaching** and the creation of **Inclusive learning environments** to remove individual barriers to learning
- Robust systems for all four stages of the **Graduated approach to SEND support** and other additional needs* (assess, plan, do, review), including early identification of SEND.

For further details on how these components are implemented, please see your school's SEND information report.

* The graduated approach is taken from the SEND code of practice, however, we use this approach to ensure the right support for any pupil who is facing a barrier to learning – whatever that might be (**see 2.2 and 3.1.3**)

3.1.6 We seek to create a school environment, culture and curriculum which challenges stereotypes and celebrates diversity in all its forms. In relation to SEND, we focus on promoting a culture of neuro-diversity and reflecting on how we can change and adapt to meet the diverse needs of our student population, as opposed to the medical model of Inclusion which places the focus on a child's "disability".

3.2 Aspirational

We believe our role as educators is to provide a holistic, world class, child-centered education which ensures inclusion, not by treating all pupils in the exactly the same way, but through the process of identifying, understanding and finding creative solutions to remove or reduce individual barriers to learning and participation so that all pupils can thrive on their learning journey. Through this process we strive to achieve **equity** and set high **aspirations** for all our children.

3.3 Child-centred

3.3.1 We advocate child and parent voice through the active participation of children and parents in all stages of the graduated approach: assess, plan, do, review.

3.3.2 Whenever possible we encourage children to take a lead in identifying next steps in their learning journey, choosing what activities and resources could help them and reviewing their own progress.

3.4 Collaborative

We ensure strong collaborative practice and liaise closely with pupils, parents, external professionals and members of the local community, in order to establish Inclusive learning environments, expand teaching and learning opportunities within the school and create a strong team around individual children who require additional support.

3.5 Five principles of Inclusion

As a Trust we adhere to the Five Principles of Inclusion (Rees and Newmark, 2023), see appendix two, as a robust framework for guiding our decisions and practice in relation to Inclusive practice.

4. Roles and responsibilities

Please see your school's SEND information report for current details of the SEND team and information relating to staff training on Inclusion and SEND.

4.1 The SENCO

- Works with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Has day-to-day responsibility for the operation of this SEND and Inclusion policy and the SEND information report, including the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Liaises with the relevant Designated Teacher where a looked after pupil has SEND
- Advises on the graduated approach to providing SEND support
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaises with parents of pupils with SEND
- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Is a key point of contact with external agencies, especially the local authority and its support services
- Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- Works with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Leads staff in ensuring that the school keeps the records of all pupils with SEND up to date

4.2 The Trustees

- Hold the Trust's executive leadership to account and offer scrutiny and challenge in relation to the implementation of this policy and the SEND information reports.

4.3 The SEND governor

- Helps to raise awareness of SEN issues at governing board meetings
- Monitors the quality and effectiveness of SEN and disability provision within the school and updates the governing board on this
- Works with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher:

- Works with the SENCO and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision in the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 School staff

Each class teacher is responsible for:

- The progress and development of **every** pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

All staff, where appropriate, are responsible for

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Contributing to a school culture and environment which embraces neurodiversity and actively removes or reduces barriers to learning and participation
- Ensuring they follow this SEND and Inclusion policy and the SEND information report.

5. Complaints

Please refer to the school's complaints policy

Appendix one: UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect

Appendix two: Five principles for Inclusion (Rees and Newmark, 2023)

Five principles for inclusion Dignity, not deficit

Difference and disability are normal aspects of humanity – the education of children with SEND should be characterised by dignity and high expectation, not deficit and medicalisation.

Greater complexity merits greater expertise

All children deserve a high-quality education – where extra support is needed, it should be expert in nature.

Different, but not apart

Encountering difference builds an inclusive society – children with different learning needs should be able to grow up together.

Success in all its forms

Success takes many forms – we should value and celebrate a wide range of achievements, including different ways of participating in society.

Action at all levels

Change happens from the bottom-up as well as top-down - everyone has the agency and a responsibility to act.

References

Rees, T. and Newmark, B. (2023). *Five principles of Inclusion*. [online] *Confederation of School Trusts*. Ambition Institute. Available at: <https://cstuk.org.uk/home> [Accessed 9 May 2024].