

Canonium Learning Trust



Inclusion Policy

Adopted: 2022/2023

Next review: 2023/2024

This document is a statement of the aims, principles and strategies for Inclusion of all pupils, including those with Special Educational Needs and Disabilities (SEND) for all schools within the Canonium Learning Trust.

AIMS & OBJECTIVES

Our aim is to support ALL pupils to thrive, including SEND and ALN, within our primary academies. Every child is entitled to a broad and balanced curriculum and we will endeavour to support our children throughout the school environment. Where necessary, with the help of outside specialists e.g. Speech & Language Therapist, Inclusion Partner, Occupational Health, Nursing Team, etc.

RESPONSIBILITIES

The Head Teacher/Head of School, all academy staff and the Directors are providing the best possible education for every child using the resources made available to the school.

Within each school, it is the responsibility of the Inclusion Manager/SENDSCO to champion the provision, teaching & learning, planning and assessment of ALL pupils including those with Special Educational Needs and Disabilities. It is the responsibility of individual class teacher to provide differentiated planning, resources and support for all children within their class to ensure the progress of all pupils. Teaching staff are supported by Inclusion Support Assistants and/or Learning Support Assistants, who may have specialist training, to run interventions and to support specific needs.

The Teaching and Learning Council will hear regularly from the Inclusion Manager/SENCO about the provision within their school. A director is assigned to be the designated Special Educational Needs and Disabilities Director. A Teaching and Learning Council member might have that responsibility within an academy.

CURRICULUM ORGANISATION AND PLANNING

Our aims are that:

- ✓ The curriculum will be suitably differentiated, at the planning & teaching stage, to cater for all individual learning needs.
- ✓ Parents/carers will be seen as equal partners in the development and support of the child.
- ✓ Each child will have full access to the Curriculum at their level and ability.
- ✓ Each child will be enabled to achieve in all areas of school life.
- ✓ Every child will receive positive reinforcement in their learning i.e. identifying what they can do well and identify the next steps in their learning.

Children on the Inclusion Register will receive support that is 'different from and additional to' the support that is made for their peers, by the school.

Children with special needs and/or disabilities and/or additional learning needs will be regularly assessed, taught and planned for by the class teacher, in liaison with the Inclusion Manager/SENDSCO, where appropriate.

Support and additional guidance is constantly under review to meet the needs of all learners. All targets set on Support Plans, One Plans and EHCPs will be adhered to by all academy staff.

The definition of Special Educational Needs:

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age in schools within the area of the local education authority
3. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

1. for children two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area
2. for children under two, educational provision of any kind.

See Section 312, Education Act 1996/ Section 20 Children and Families Act 2014

The definition of Disabilities:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

- ‘long-term’ is defined as ‘a year or more’
- ‘substantial’ is defined as ‘more than minor or trivial’.

Children and young people with such conditions do not necessarily have SEND.

Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

SEND Code of Practice 2015

The school’s admission policy gives all children equal rights to attend the school. The Essex LA policy is followed to support the inclusion of all children and provide for their needs according to the resources available.

TEACHING AND LEARNING

Teachers plan and teach differentiated learning opportunities to ensure that all needs of learners are met. In addition to this, teachers and other adults work with identified individuals to support their development and progress. Teachers aim to teach the children within the classroom as much as possible to promote inclusion, however the children’s needs are sometimes best met in a one to one or small group setting outside of the classroom.

Children with specific needs may be supported in a variety of ways including by staff who have specific training. This may include: Speech and Language Difficulties, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Social, Emotional and Mental Health (SEMH), Dyspraxia and Motor Coordination Difficulties and other learning difficulties, such as prolonged literacy difficulties. The Inclusion Manager/SENDCO and teachers are constantly reviewing the provision to ensure that the children's needs are being met to the highest standard.

Where a child has an Education, Health and Care Plan (EHCP), the school will follow the guidelines of the plan. The class teacher and Inclusion Manager/SENDCO will work together, where appropriate, to ensure that learning opportunities are relevant and correctly differentiated for all needs. Each year there will be an annual review meeting that is shared with the Local Authority, school staff, parents/carers and Outside Agencies, where appropriate, will be at these meetings.

ASSESSMENT AND REPORTING TO PARENTS

All children are regularly assessed by their class teacher. These assessments are passed on to the Inclusion Manager/SENDCO, who monitors the progress of the children identified on the Inclusion Register. There are 3 main stages of need: Early Support, SEN support and EHCP. Children can be added to and removed from the Inclusion Register as and when required.

Before placing a child on the Inclusion Register, the class teacher and/or the Inclusion Manager/SENDCO will always have an open discussion with parents/carers to explain the reasons, support and next steps. The class teacher and/or the Inclusion Manager/SENDCO will report to and meet with parents/carers once each full term to formally discuss their child's progress and to explain the additional provision. This information will be recorded on a One Plan. Parents/carers will be given a copy of the One Plan, which will be written with the child and parents/carers at the meeting.

Confidentiality is maintained at all times. Information about individual pupils will only be shared on a need to know basis with those involved with the child. Information will only be shared with outside agencies with prior parental consent.

RESOURCES

School works in partnership with a variety of specialists to ensure that pupils receive the best possible care and provision. The Inclusion Manager/SENDCO will remain in contact with these outside agencies on a regular basis, acting as a point of contact for parents and carers.