



Inclusion Policy

Empowering young people in North Devon Through Learning

Date Adopted: May 2023

Author/owner: Board of Trustees

Review: Biennial

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	May 2023	New policy		

Contents

History of most recent policy changes.....	2
1. Aims	4
2. Objectives.....	5
3. The place of the policy, legislative compliance and key documents.....	6
4. Removing barriers to learning and meeting needs.....	7
5. Identification, Assessment and Provision	8
6. Monitoring.....	9
7. Roles and Responsibilities	10
8. Appendix 1.....	11
9. Appendix 2.....	13
10. Appendix 3.....	14

1. Aims

1.1 The Tarka Learning Partnership strives to promote an inclusive environment in all schools and settings, which will value and support the development of all who work and learn across the Trust. It is through valuing all and eliminating prejudice and discrimination that we can develop a place where all children and adults can flourish and feel safe.

1.2 Some principles

Each school in the Trust values the individuality of all its children. We are committed to inclusion and to giving each pupil every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. The development of the child as a whole person is important to us. We work in partnership with parents and carers in supporting their children's education. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. Schools will offer a broad, balanced and inclusive curriculum, through which we aim for all children to achieve their full potential.

1.3 The needs of all

It is important that we seek to set an inclusive environment for all who learn and work within the Trust and to those ends many of the principles and objectives set within this policy will apply to all. However, it should be acknowledged that the details in this document will fundamentally focus on the needs of the children and young people. It will be through other Trust documents and policies, such as the Equality and Diversity Policy and The Dignity at Work Policy, that the needs of the broader Trust members, including the adults, are addressed.

1.4 The rights of the child

We believe that all children have the right to:

- develop skills which enable them to have access to their curriculum
- a sense of belonging
- enjoy their learning
- be given the opportunity to experience learning beyond the classroom
- experience success and thus enhance their image of themselves as a learner
- be valued as individuals so that with care and concern they develop enhanced self-esteem
- participate and make a positive contribution to all school activities
- be safe within the school community
- develop and maintain physical and mental health.
- have the opportunity to learn alongside their peers, as appropriate
- develop the ability to work as part of a team

- have the right to be an active participant in the class, where this meets the needs of the individual child

2. Objectives

- to ensure that all learners make the best possible progress with their growth and learning and, with reasonable adjustments, their needs are met
- to ensure parents and carers are seen as partners in these aims and that they are informed of their child's additional needs and there is effective communication between home and school
- to ensure that reasonable steps are taken so that all learners are able to join in with the activities of the school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate
- to ensure that any discrimination or prejudice, whether actual or perceived, is immediately identified and eradicated
- to ensure that resources are targeted to provide maximum benefits for students
- to support all school staff, trustees, School Community Board representatives and parents in inclusion matters
- to review the policy or aspects of it whenever there is an incident necessitating review
- to ensure that the policy is implemented consistently by all staff across the school
- to ensure that all staff receive the CPD necessary to enable them to meet the needs of children

The schools in the Trust will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

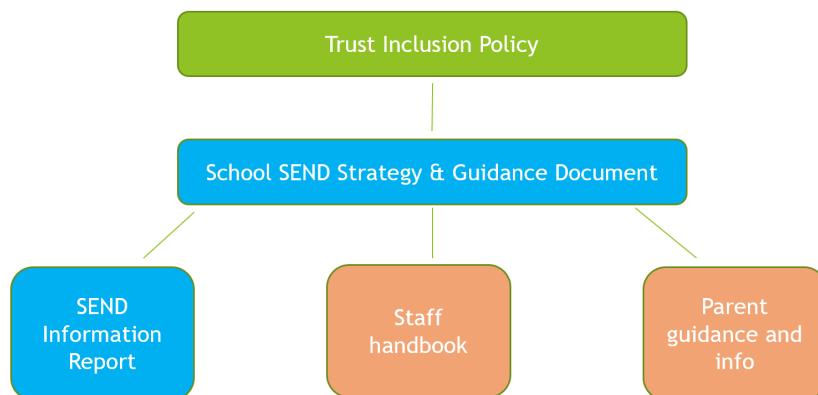
We make this a reality through the attention we pay to the different groups of children within our school:

- all genders
- children who identify as LGBTQ+
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- children with disabilities
- children with medical needs

- children with social, emotional and mental health needs
- gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers
- children looked after
- young carers
- neurodiverse children

3. The place of the policy, legislative compliance and key documents

This policy lies in relationship with other documents in the following way:



- 3.1** The Trust Inclusion Policy is set centrally by the Trust, through collaboration and consultation with the schools, and approved by the Trustees. It is reviewed at least biennially.
- 3.2** The School SEND Strategy and Guidance Document (SSSGD) is set by the school following guidance principles set out in the TLP Inclusion Policy. It is reviewed annually and shared with the School Community Board (SCB). (Appendix 1)
- 3.3** The SEND Information Report is written by the school and is reviewed annually.
- 3.4** The Staff Handbook and Parent Guidance and Information documents are drawn up by the school to fit school systems and procedures. It is expected that if these are not published under these names that explicit guidance as to where this information held is stated in the within the SSSGD.
- 3.5 Legislation:** This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following guidance and documents:
 - Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0-25 years (July 2014)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Inclusion Policy should also be seen as woven into other policies of the Tarka Learning Partnership and schools including: the Trust Equality Plan, the Anti-Bullying Policy, and the Complaints Policy. In addition, please refer to the schools' local documents: the Accessibility Plan and the SEND Information Report.

4. Removing barriers to learning and meeting needs

4.1 Additional education needs

When addressing barriers to learning we need to ensure that we use an holistic viewpoint and therefore we need to see that additional educational needs may be comprised of Special Educational Needs and Disabilities and other areas that may impact on growth, progress and attainment. These may include:

- Attendance and punctuality
- Health and welfare
- Children/young person affected by social deprivation or poverty
- Looked After Children and those in need of social care support
- Being a young carer
- EAL
- Adverse Childhood Experiences/Trauma

4.2 Special Educational Needs and Disabilities

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

"A student or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The definition of disability in the Equality Act (2010) states that students have '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect

on their ability to carry out normal day-to-day activities'. This includes students with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Areas of Need:

There are four broad areas of need:

- Communication and Interaction
- Physical and Sensory
- Cognition and Learning
- Social, Emotional and Mental Health difficulties

4.3 Some Principles underpinning the Code of Practice

At the centre of the Code of Practice are the views, wishes and feelings of the child or young person, and the child's parents. There is an emphasis on:

- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high-quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

5. Identification, Assessment and Provision

5.1 The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

5.2 The schools in the TLP recognise that it is important that a child's special educational needs are identified as early as possible.

A key principle under the Code (July 2014) is that there should be no delay in making any necessary SEND provision in early years, as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties.

The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the student to prepare for adult life."

5.3 When identifying a special educational need, not only attainment needs to be assessed but a child's social and emotional skills.

5.4 In addition, consideration should be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

5.5 If a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers, may make a referral for external specialist support.

If a child is identified as having a special educational need then the teacher will agree in consultation with the SENDCo, parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

5.6 Systems and processes. All schools will follow best practice with regards to SEN systems and processes, as appropriate to their setting. Whilst the mechanisms may differ in terms of documentation or methods of storing and sharing information (ie Provision Mapper) the schools have agreed the fundamental processes behind individual planning. See Appendix 2 and 3.

Please refer to the schools' SSSGD which gives more details.

6. Monitoring

6.1 Trust monitoring.

- Trustees will review Inclusion three times a year initially through the Education Effectiveness Committee (EEC).
- Schools will complete an Inclusion 'Dashboard' once a term. These will be analysed and trends and patterns reported to Trustees. The Trust Director for Inclusion & Safeguarding (DIS) will review and monitor schools' inclusive practice at least once a year through a review process, using the review tool.
- Schools will be judged once a year against the Tarka Standards for Inclusion.
- As part of each termly school review SEND and inclusion will be assessed in terms of impact and progress on children and young people. Outcomes of these reviews will be reported to Trustees.
- The Trust will seek the views of children and young people regarding inclusion on a regular basis.

6.2 School monitoring.

- Schools will be expected to have robust monitoring arrangements in place to identify patterns and trends with regards to:

- impact of provision
- outcomes for children and young people
- the voice of the child
- Monitoring arrangements will be stated in the SSSGD

7. Roles and Responsibilities

7.1 Across the Trust

- **Trustees:**
 - monitor and review Inclusion and SEND on a regular basis, review the Inclusion Policy biennially
- **The Director for Inclusion & Safeguarding (DIS):**
 - provide advice and guidance to schools on strategic development, monitoring the implementation and impact of provision on the outcomes of children
 - take a strategic role in developing, monitoring and reviewing the Inclusion Policy, School SEND Strategy and Guidance Document and the Information Report for schools across the Trust
 - be an integral part of the team in raising standards of learning, assessment and teaching
 - research best practice and develop own skills to support and sustain excellence in learning, assessment and teaching. Actively promote sharing of good practice from both within and outside the Trust
 - work with external professionals and local agencies to ensure that the children have the best available expertise and support

7.2 Within Schools

Supporting inclusion and delivering the provision to meet the needs of children is a whole school matter for which all staff are responsible. This is done by following the school's procedures for identifying, assessing and making provision to meet those needs. Within these procedures specific roles are identified in order to support and monitor staff, pupils and provision.

The following roles will be described in the school's School SEND Strategy and Guidance Document:

- Inclusion Leader and SENDCo's Role
- Class Teachers' Role
- Headteacher's Role
- Children's Role
- Parents' and Carers' Role
- School Community Board Role

8. Appendix 1

The School SEND Strategy and Guidance Document (SSSGD)

Rationale

Over the past few years TLP schools have spent a great deal of time developing robust systems and processes in order to ensure rigour in meeting the needs of those children and young people with additional needs. Schools have now reached the point where there is a developing vision with regards to the schools' strategic approach to meeting additional needs including Special Educational Needs and Disability (SEND).

The purpose of this document is to support schools to develop a coherent and explicit narrative around the school's strategic approach.

This narrative will be set within the framework of the Trust Inclusion Policy but will be made explicit through the School SEND Strategy & Guidance document.

It is important that whilst Trust schools develop practice and processes within the wider framework of the Trust that they also own a narrative that suits the needs of their community and school. The School SEND Strategy & Guidance document will aim to do this.

Pulling a document together

The key to this is to make the implicit explicit and digestible. It will, perhaps in differing forms, need to meet the needs of a variety of audiences including young people.

The following headings may be useful:

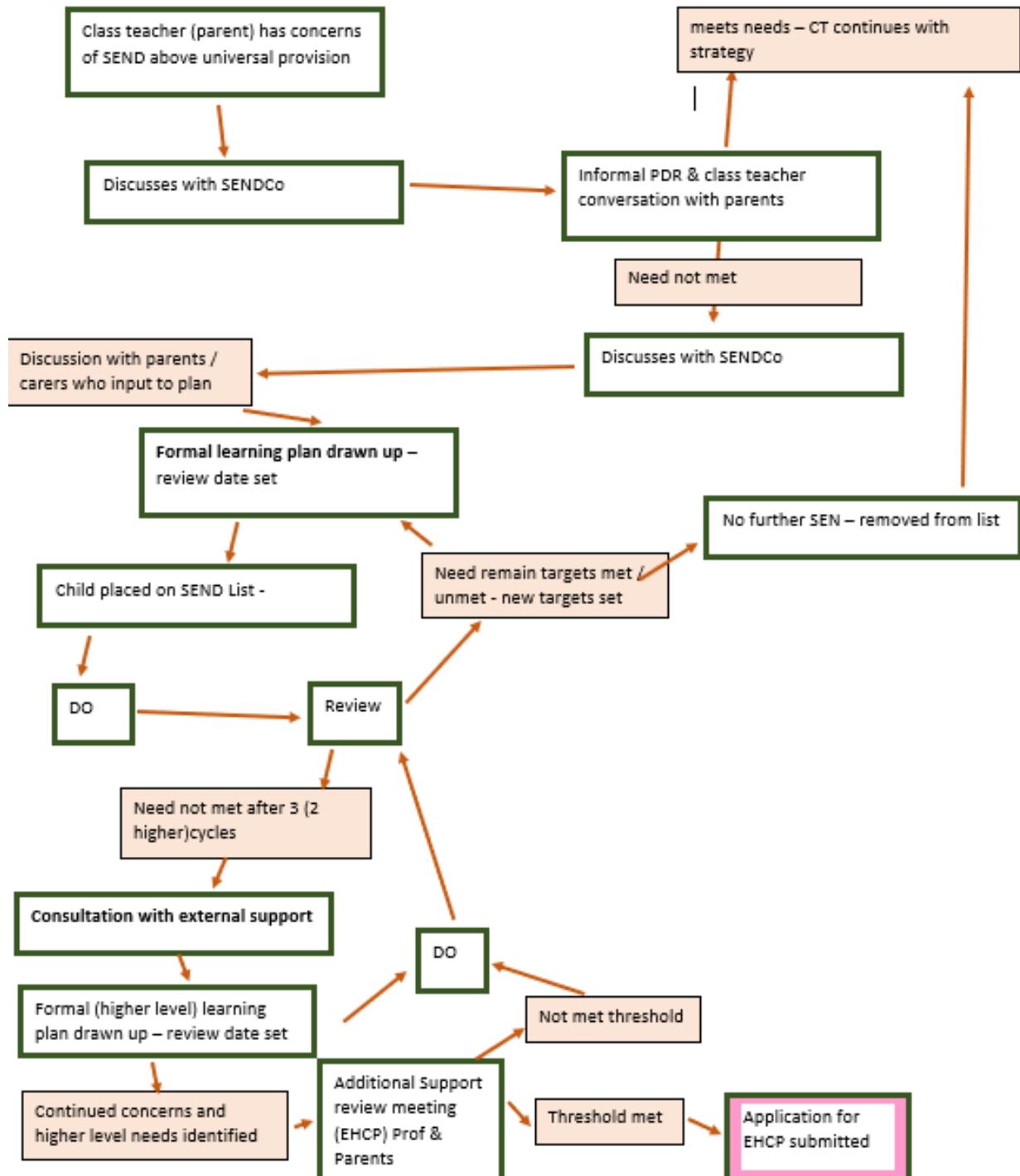
- **Inclusion: beliefs and values** – this should be linked to the TLP inclusion policy. How are children supported to understand inclusion? How are staff supported to explore and develop beliefs about inclusion and diversity?
- **Roles and responsibilities in school for:**
 - a. Inclusion Leader and SENDCo
 - b. Class Teachers
 - c. Headteacher
 - d. Children
 - e. Parents and Carers
 - f. School Community Board
- **Meeting needs through strong teaching** – How does the school ensure that staff understand their role and develop their skills? How is the curriculum designed to support the needs of children with SEND?
- **Early identification and assessment.** – How does the school collate information? Does it use any formal assessment procedures? When do these assessments take place in the child's school journey? How do you use the graduated response tool? How is the school proactive? Can a diagram represent this well?
- **SEND work in differing years and key stages** – What are the expectations of the work in each year group as the child progresses up the school?
- **Transition** – How does the school support the transition process?

- **Planning and review** – What are the school’s ‘plan do review’ processes?
- **Formal assessment and EHCPs** – How does the school strategically manage individual cases? When are decisions made about application for EHCP? What are the school’s expectations for numbers of EHCPs?
- **Monitoring, setting targets and measuring progress** – How does the school do this?
- **How does the school monitor the voice of the child, parents and carers?**
- **Neurodiversity** – What does the school do to ensure that it is neurodiverse ready?
- **Medical needs, high attainer and more able, EAL** - How are these children included?
- **Alternative learning pathways** – What is the school’s response when a child may need to follow a different learning pathway? What frameworks are used to measure appropriate levels of progress?
- **Working with parents and families and other services** - How does the school communicate and collaborate efficiently?
- **Provision** – How does the school ensure that it has provision to meet the needs of the children? How does it monitor the needs of the children? How does the school decide on the workforce needed to effectively meet needs? Do all staff have a clear role? How does the school measure impact?
- **Staff support and training** – How do you ensure that staff have the right understanding and skills to meet the needs of the children and deliver the required provision?
- **Records** – How and where are records kept?

9. Appendix 2



TLP SEND support systems across all schools



10. Appendix 3



TLP SEND support systems across all schools (EHCP +)

