

# Canonium Learning Trust



## Inclusion Policy

Adopted: 2020/2021

Next review: 2021/2022

**This document is a statement of aims, principles and strategies for Inclusion of all pupils including those with Special Educational Needs and Disabilities 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 full access to the school curriculum and we will endeavour to support our children throughout the school environment and where necessary with the help of outside specialists (eg. G and T).

### **RESPONSIBILITIES**

The Head Teacher, all staff and the Directors are committed to the provision of 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/SEND/CO to champion the provision, planning and assessment of ALL pupils including those with Special Educational Needs and Disabilities. It is the responsibility of individual class teacher's to provide differentiated planning, resources and support for children exceptional abilities and those with a SEND or ALN within their class and 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 support specific needs.

The Teaching and Learning Council will hear regularly from the Inclusion Manager/SENCO about the provision within 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 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 National Curriculum at their level and ability.
- ✓ Each child will be enabled to achieve their best in all areas of school life.
- ✓ Each child will be supported in their success and it will be properly celebrated.
- ✓ Every child will receive positive reinforcement in their learning i.e. identifying what they can do alongside 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 generally for other children and young people of the same age, by the school.

Children with a special need and/or disability and/or additional learning needs will be regularly assessed and planned for by the class teacher in liaison with the Inclusion Manager/SENCO, 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 (and any Statements still in place) will be adhered to by all school 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 of a kind generally 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 of 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 SEN 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 SEN.

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

**SEND Code of Practice 2015**

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

### **TEACHING AND LEARNING**

Teachers plan 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 work with 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 and teachers are constantly reviewing the provision to ensure that the children's needs are being met to the highest standard that we are able to deliver.

Where a child has an EHCP (or Statement remains in place), the school will follow the guidelines of the plan (or statement). The class teacher and Inclusion Manager/SENDSCO will work together, where appropriate, to ensure that planning is relevant and correctly differentiated for all needs. Each year there will be an annual review that is shared with The Local Authority.

### **ASSESSMENT AND REPORTING TO PARENTS**

All children are regularly assessed by their class teacher. All the levels are passed on to the Inclusion Manager/SENDSCO, who monitors the progress of children identified on the Inclusion Register. There are 3 main stages of need: Early Support (within EYFS), SEN support and EHCP (or Statement where still in place). 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 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 will report to and meet with parents/carers once each full term to formally discuss their child's progress and to explain all additional provision. All of 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.

For those children with an EHCP (or Statement where still in place), there will be an Annual Review Meeting. This is to ensure that the needs outlined in the EHCP (or Statement) are being met. School staff, parents/carers and Outside Agencies, where appropriate, will be at these meetings. Paperwork will be sent to the Local Authority once it has been completed with parents/carers consent.

Confidentiality is maintained at all times with information about individual pupils being shared only with those people who need to know and are involved with the child. Information will only be shared with outside agencies with parental consent.

### **RESOURCES**

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