

Inclusion and SEND

What is Inclusion?

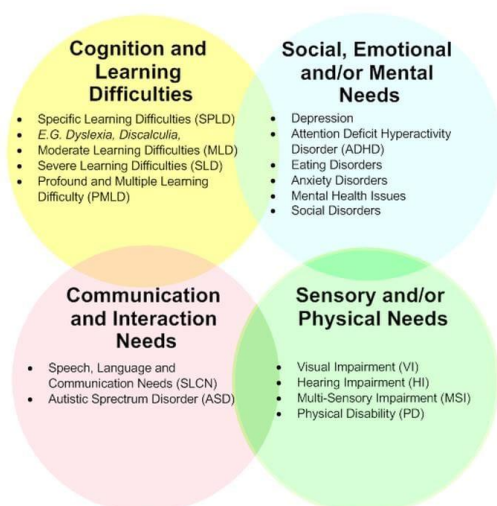
Inclusion, or inclusive practice, is not a well-defined term in education. It demands two follow-up questions: who is being included and in what are we including them? In practice it has come to mean something akin to the idea that a school should cater to the needs of all children in the education provided, especially those with a given barrier or vulnerability. Most commonly it is applied to children with SEND.

What is SEND?

A child has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:



Key Staff and Responsibilities across Schools

The below is a guide to what responsibilities exist within the system to ensure the structure and systems supporting SEND learners is effective.

Who?	What?
Principal	- Strategic oversight of all learners, including SEND learners

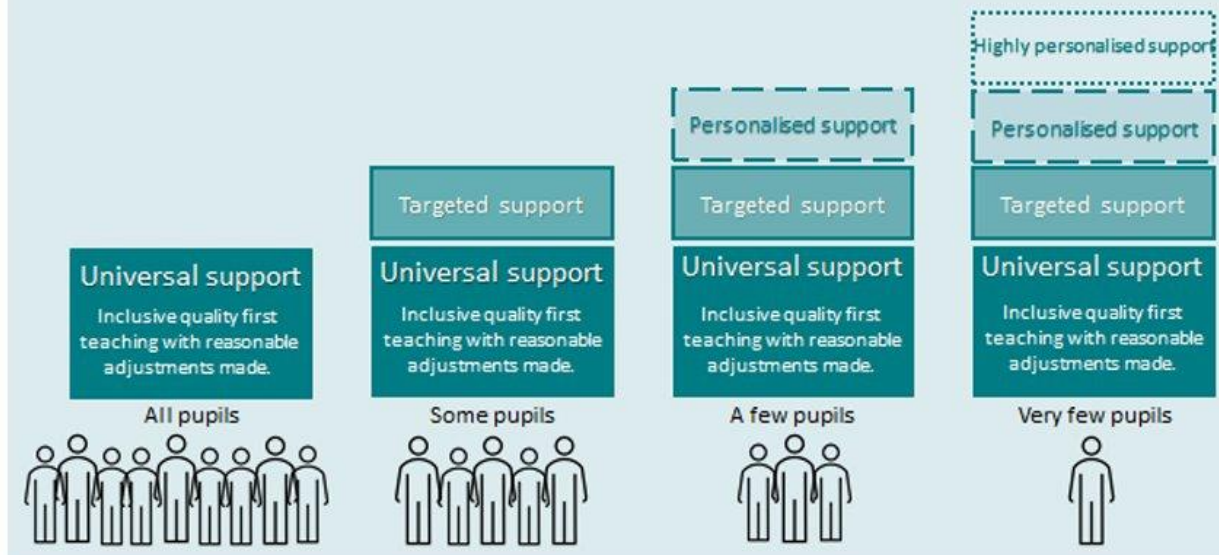
	- Oversight of the SEND provision - Effective and strategic Line Management of SENCO
Assistant Principals	- Strategic development of teaching and learning to support inclusive classrooms - Strategic development of pastoral systems to support inclusive classrooms and schools
SENCO	- Strategic leadership of SEND including vision, policy, compliance - Ensure inclusive practice is embedded across teaching, behaviour, attendance and safeguarding - Oversee robust systems for identification of need and assessment - Oversee provision of interventions and support - Support staff development, with a specific focus on SEND learners and strategies to support inclusion - Build effective working relationships with all stakeholders, including parents, local authorities, external agencies etc. - Maintain accurate SEN records, including EHCP documentation
Assistant SENCO	- Responsibility of delegation of tasks above from SENCO, including but not limited to: - Intervention timetable - Accuracy of baseline data and recording of intervention data - Updating pupil profiles - Administrative scheduling, including ARs, review of APDR etc. - Lead the day-to-day running of the Inclusion department - Responsibility for line managing some Tas (if applicable)
Class Teachers	- Knowing all students with needs (E/K) in year group - Follow behaviour policy accurately for students with SEN and ensure adjustments (decided by SLT and SENCO) are made accordingly - Review, update and maintain SEN Support Plans with support of the SENCO - Identify children who may require further support and inform the SENCO via the online form - Deliver high quality first teaching with appropriate adaptations to support all pupils
Teaching Assistants	- Know all students on the SEN register and their needs - Run quality intervention programmes - Commit to effective in class support (if relevant) - Commit to ongoing CPD to support both interventions and in class support - Support with the day-to-day running of the Inclusion department

The Graduated Approach

The Graduated Approach to Assessment, which incorporates and follows the four stages of Assess, Plan, Do and Review; this approach allows for a more personalised approach to identifying, planning and assessing SEND.

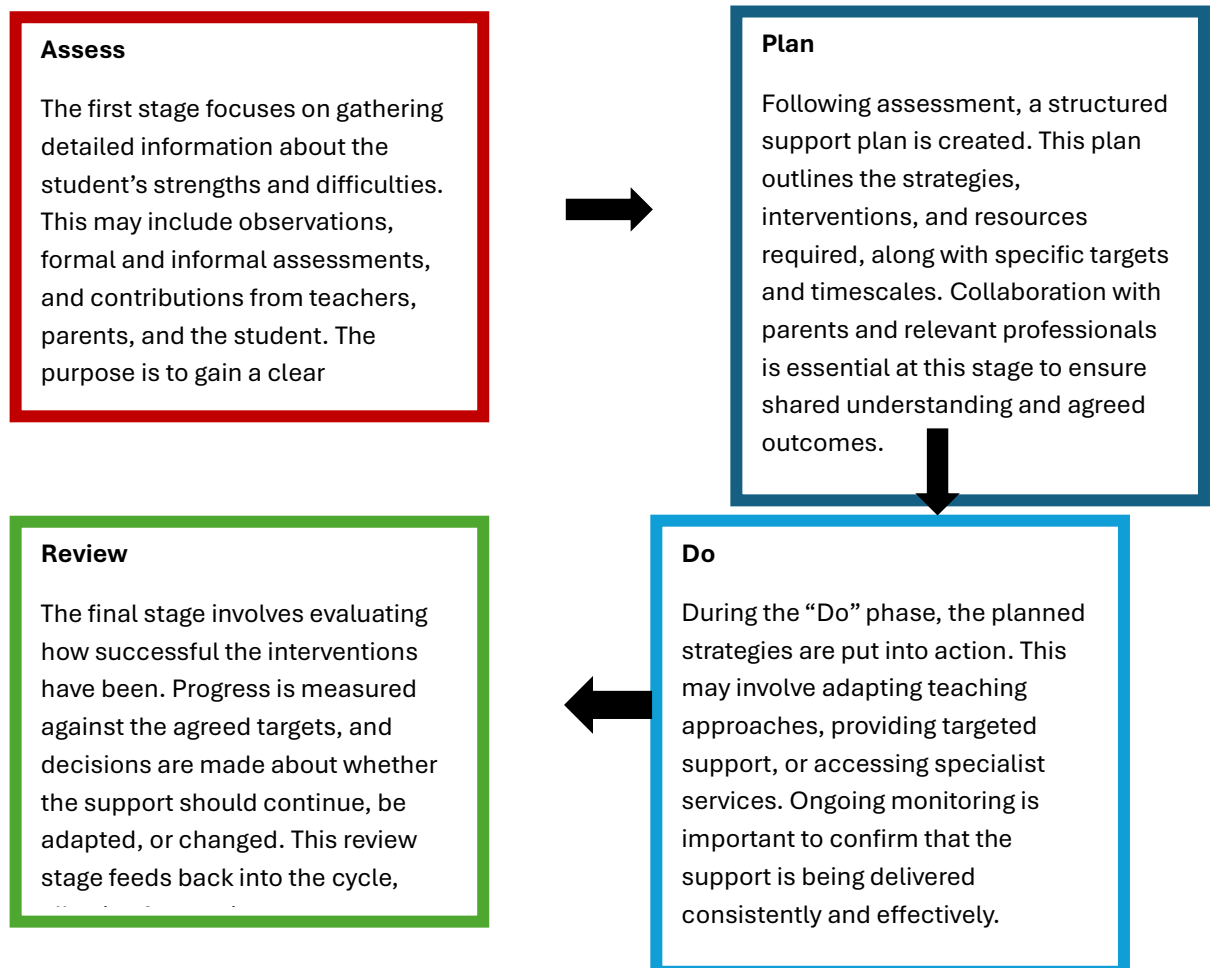
Where appropriate, a SEND Support Plan (SSP) is created for students and shared with all staff. This document outlines key information about the student's needs, the strategies and adjustments that will be made either in class, out of class or both as well as any additional, targeted interventions the student receives. These documents are reviewed each term to ensure they are appropriate and responsive to the student's needs, and they are informed by SENCO knowledge, teacher feedback, assessment, parent voice and pupil voice.

The Graduated Approach



Assess, Plan, Do, Review Cycle

The APDR cycle is made up of four interconnected stages that guide educators in identifying a pupil's needs, planning suitable support, putting that support into practice, and evaluating its impact. As a continuous process, it ensures that interventions are personalised and refined over time based on evidence and outcomes.



The APDR cycle plays a key role in creating a flexible and inclusive learning environment. It promotes teamwork between schools, families, and learners, ensuring that decisions are informed and responsive. Regular review and adjustment of support help to improve outcomes, particularly for students who require additional assistance.

Universal Offer

What follows is our universal offer to all children. However, each element has been specifically designed to especially benefit children with SEND. We design life at school so that it is easier to do the right thing and quite hard to get it wrong by:



The above is by no means an exhaustive list, but gives an indication of how getting the universal offer right supports all pupils not just those with SEND needs.