

BET /CAN SEND and Inclusion Policy 2021

Status	Statutory
Authority	Delegated to Headteacher
Version	V1
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Updated by	Jenny Kitson-Cook
Date created/amended	April 2021
Agreed by	Paul Collin, Headteacher & Governors – May 2021
Target review date	May 2023

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1.Introduction and Legislative Compliance

This policy sets out our expectations for all our Schools and staff and volunteers who regularly work with parents, local authorities and social care partners. These expectations will ensure we are compliant with both the requirements and the ethos of SEND practice and serve to improve outcomes for all students. This Policy makes reference to the *Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)*.

- 1.1.1 Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved.
- 1.1.2 Inclusion does not mean that all students necessarily learn in the same way or together, but that practices are adapted to take account of all students' needs and without discrimination against protected characteristics, or other barriers a student may face to accessing education – this is equity in learning.
- 1.1.3 All Schools must ensure that all students; including those with protected characteristics, as defined by the Equality Act 2010, are able to flourish and thrive within the school community.
- 1.1.4 The protected characteristics in which students must not be discriminated against are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.
- 1.1.5 Educational inclusion is about being committed to equal opportunities for all students, whatever their age, gender, ethnicity, impairment, attainment and background. All children, including those identified as having special educational needs and / or disabilities or a medical need, have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.
- 1.1.6 All students, including those identified as having SEND, have the same common entitlement to a broad and balanced curriculum, which is accessible to them.
- 1.1.7 All schools must operate in accordance with the law as set out in the following:
 - Part 3 of the Children and Families Act 2014
 - The Special Educational Needs and Disability regulations 2014
 - The Special Educational Needs (Personal Budgets) regulations 2014
 - The Equality Act 2010
- 1.1.8 All schools in England **must** have regard to the Code of Practice (2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.
- 1.1.9 Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

1.1.10 The Teachers' Standards (2012) makes clear the expectation for all *teachers* to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

1.2 Responsibilities, approval and review

1.2.1 This policy is the responsibility of the Bohunt Education Trust Chief Executive Officer who delegates this to the Trust Director of SEND. This Policy was agreed by the Board of Trustees and Local Governing Bodies are accountable for ensuring that their School implements this policy.

1.3 Terminology

- The Trust means the Bohunt Education Trust (BET)
- School means a school within BET / supported by BET
- Headteacher means the headteacher or a head of school
- CEO means the chief executive officer of BET
- Local governing body (LGB) means the committee of the Broad of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school in accordance with the LGB Terms of Reference.

2. Equality and Inclusion

- 2.1 All students are valued equally in each Trust school. The Equality and Human Rights Commission (EHRC) states that "avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. In addition, in England, equality and diversity are specified factors that must be taken into account in Ofsted inspections.
- 2.2 Schools also have wider duties to prevent discrimination, to promote equality and to foster good relations for "an equal society [that] protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be." (EHRC, 2014)
- 2.3 With this in mind, all BET schools must ensure that a culture of tolerance, which embraces diversity, is promoted across the school community, so that all students understand, appreciate and respect difference in the world and its people (OFSTED, 2019, School Inspection Handbook, P63).
- 2.4 Educational inclusion, therefore, is about equal opportunities, which lead to success, for all pupils, whatever their age, gender or gender identification, relationship preference, ethnicity, impairment, prior attainment, or socio-economic background.

3. Vision

3.1 The Board of Trustees' vision statement is that BET is a pioneering multi academy trust, where the highest expectations and unparalleled opportunities combine to develop students who are "game changers". We aim to give all students an outstanding education and develop skills in the classroom and beyond – to help our young people flourish throughout their school career, and on into later life.

3.2 The vision for Inclusion across BET reiterates the BET ethos of Enjoy Respect Achieve in general, acknowledging that an exceptional education will provide a rich and empowering experience which produces success through wider and academic outcomes and where 'success' is defined in terms of the individual student.

4. Students with SEND

4.1. There is a clear distinction between 'underachievement', often caused by a poor early experience of learning, and 'special educational needs'. Some students may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils 'catch up'.

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

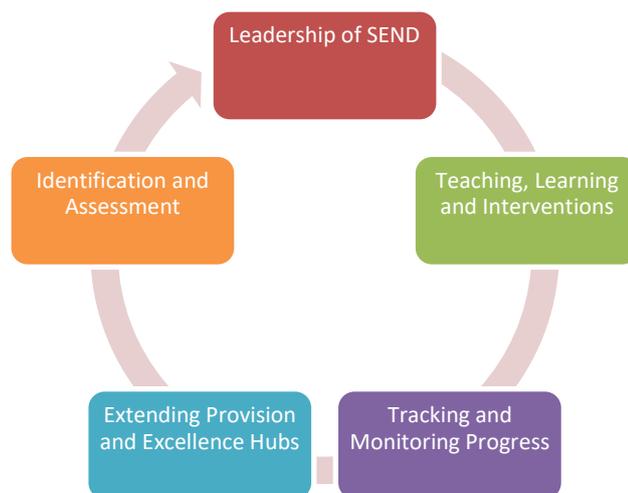
4.3 The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4.4 In line with the Code of Practice, all schools follow the graduated approach to a student's special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of the steps that supports the students in making identified progress and securing agreed outcomes."



4.5 The BET strategic model for SEND is underpinned by the five core values set out below to provide five key areas of effective leadership of SEND provision:



4.5.1 The responsibility and leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised (primarily the SENDCo in each BET school), and where continuing professional development (CPD) and performance management are successful in improving outcomes for students with SEND.

4.5.2 Enjoyment and Innovation for students with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and belief that learning is without limits.

4.5.3 The aspiration and development of students with SEND is well evidenced through robust tracking and monitoring processes (including those which seek the views of SEND students and their parents/carers) which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and

where all students are well prepared for the next stages of their educational journey.

4.5.4 Collaboration and inclusion is well evidenced when the provision for students with SEND is well developed and innovative, with opportunities available for personalisation and flexibility: providing a curriculum offer (including extra-curricular activities) which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.

4.5.5 Honesty and integrity is well evidenced in the appropriate and early identification of students needs including upon transition into BET Schools; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time'.

5. Working Together across Education, Health and Care

5.1 BET is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all students in our schools.

5.2 Each BET school will cooperate with the relevant Local Authority in developing and reviewing its local offer.

5.3 BET as a whole and each BET school works with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

6. Disadvantaged students in Receipt of the Pupil Premium

6.1 For those students who have been in receipt of free school meals (FSM) at any point in the last six years, are children of Service personnel who have served at any point in the last six years, or are students who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools with the sole aim of improving educational and wider outcomes.

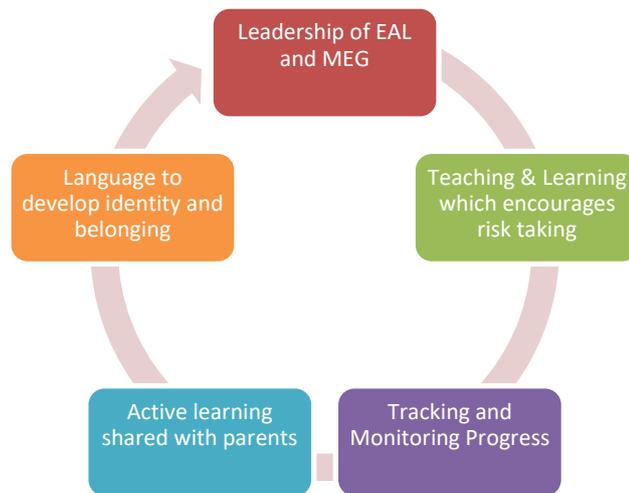
6.2 The approach for disadvantaged pupils is underpinned by BET's ethos, vision and core values and informed by evidence from research and best practice, and as recommended through the '7 Building Blocks'. For more information about BET's support in each School for disadvantaged students in receipt of pupil premium please see www.bohuntrust.com

7. Students with English as an Additional Language (EAL) and Students from a Minority Ethnic Groups (MEG)

7.1 The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages'. (DfES 2003)

7.2 To ensure equity of learning for our EAL and MEG students, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL pupils, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."

- 7.3 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as part of each School's provision for vulnerable pupils; this may be underpinned by the approaches highlighted for the disadvantaged and more-able, where appropriate.
- 7.4 The Office of National Statistics (2003) states that 'in British government research, minority ethnic groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.
- 7.5 The approach for students with English as an additional language and those from minority ethnic groups is underpinned by BET's core values, ethos and vision and informed by evidence from research and best practice.
- 7.6 Responsibility and leadership, which enhances provision for EAL and MEG pupils is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for EAL and MEG pupils.
- 7.7 Enjoyment and innovation for EAL and MEG pupils is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.
- 7.8 The Aspiration and development of EAL and MEG pupils is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all pupils and all languages are equally valued and respected.
- 7.9 Collaboration and inclusion is well evidenced when the provision for EAL and MEG pupils is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.
- 7.10 Honesty and integrity is well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG pupils, where an ethos of *Respect for All* is promoted and where all languages are equally valued and central to the development of identity and belonging in contemporary British society.



8. Commitments made by each BET School

8.1 At the heart of educational inclusion is provision which meets the needs of all students.

8.2 All BET member schools are *committed* to providing:

- Quality First Teaching (QFT) which meets the needs of all students and which is appropriately differentiated
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all student groups
- Opportunities to extend and challenge all students, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

8.3 All BET schools have the following:

- SEND Information Report (All Schools)
- SEND nominated local governor
- SENDCo with sufficient time available to attend BET CPD and lead within own School setting.

8.4 It is *best practice, but not a requirement*, for all schools to also have the following:

- SEND Action Plan for Improvement
- A coordinated provision map, which identifies additional support / strategies by students and which can be filtered according to learner characteristics
- Links to disadvantaged, SEND and more-able pupils in the whole-school Improvement PI

9. Responsibilities of BET

- 9.1 To ensure the expectations of all schools are upheld, BET undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement.
- 9.2 Trust reports are shared with Trust Board members / Local Governing Body, as appropriate, for further discussion and challenge. The Board's Education Committee receives an annual report from the Director of SEND, and each School LGB receives an annual report from the SENDCo in the School.
- 9.3 Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by BET to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of students.
- 9.4 To monitor the impact of this policy through reports from the Trust Director of SEND, the annual information reports from each SEND Co-ordinator and accompanying reports from LGBs and nominated governors for SEND.

10. Safeguarding

10.1 The Safeguarding and Child Protection Policy makes provision for the effective identification and action required to protect and safeguard all students, including those with SEND, in accordance with the provisions of Keeping Children Safe in Education. In particular, staff are trained to take action to prevent the risks relating to students with SEND identified by KCSiE with respect to sexual violence, harassment and online safety. (references as at date of this Policy KCSiE Jan 2021 p 92 and 99).

11. This policy links to:

- Accessibility Plan
- Behaviour Policy
- Anti Bullying and Harassment Policy
- Equalities Objectives
- Supporting Students with Medical Conditions
- Safeguarding and Child Protection Policy