SECKFORD EDUCATION TRUST
Providing a foundation for life

POLICY DOCUMENT

Inclusion Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Board
Date Approved:	Michaelmas Term 2019
Review Date:	Michaelmas Term 2020

APPROVED Signature (Trust Board):	
	DATE ( )

1.   Other relevant policies and documents

- Accessibility Plan (SET Beccles School)
- Accessibility Plan (SET Ixworth School)
- Accessibility Plan (SET Saxmundham School)
- Admissions Policy (SET Beccles School)
- Admissions Policy (SET Ixworth School)
- Admissions Policy (SET Saxmundham School)
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Disciplinary Policy
- Educational Trips and Visits Policy
- Equalities Policy (Students)
- Equalities Policy (Employees)
- First Aid Policy
- Harassment Policy
- Managing Violence in Schools Policy
- Recruitment Policy
- Safeguarding Policy
- SMSC Policy
- The SEN Code of Practice, January 2015
- Children's Act 1989
- Children and Families Act 2014
- Equalities Act 2010
- Supporting Pupils at School with Medical Conditions 2014
- Special Educational Needs and Disability Regulations 2014

2.   Explanation of terms used in the policy

'Trust' = Seckford Education Trust
'School(s)' = schools within the Trust
'Inclusion' = ensuring all students participate and are not excluded from the culture, curriculum and community of our Schools
'EHC Plans' = Education, Health and Care Plans. These replace statements from September 2014
 'PEP' = Personal Education Plans
 'CAMHS'= Child and Adolescent Mental Health Services
'DME'= Dual and Multiple Exceptionalities

A comprehensive glossary of SEND terms is available from the government's website:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/343785/sen-Glossary_and_useful_Websites.pdf

3.   Purpose of the policy

This document outlines the policy for inclusive practice for the Trust and all its Schools. This policy covers the Trust and all its Schools and as such there is no need for each School to have its own policy.

The detailed procedures to be followed are set out in the Procedures section of this document.

4.   Policy statement

The Seckford Education Trust is committed to providing an inclusive education for its students. The Trust works with parents/ carers and students to develop a holistic approach to supporting individual needs. Through establishing a culture of inclusion and diversity, we aim to ensure each student feels a sense of belonging and self-worth. High expectations will be set for all students relevant to their personal starting points. The Trust will use PEPs (Personal Education Plans) and regular reflection activities with tutors as a means of ensuring every student is included in their education.

We believe in a learning environment where every student can participate and achieve irrespective of their barriers. The Trust and its Schools are committed to empower students to overcome such barriers and reach their full potential. We promote independence in every learner by encouraging them to take ownership of their learning.

Our vision is that the Seckford Education Trust will provide a range of educational settings to meet the needs of each and every student that would like to attend a school within our Trust. To achieve this we are now working with Suffolk County Council to become a specialist provider at each of our 5 Schools.

5.   Responsibilities

Trust Board & Pastoral Committee	The Board will engage the whole Trust in championing an inclusive learning environment. The Board alongside the Pastoral Committee will monitor progress towards achieving inclusion objectives and will publish data to ensure transparency of practice.
Headteachers & Head of School	As above including: Promoting key messages to staff, parents/ carers and learners about inclusion and what is expected of them, the Trust and its Schools in carrying out their day-to-day duties. Ensuring that the Trust and its Schools receive adequate training to meet the needs of delivering an inclusive curriculum. Ensuring that all colleagues are aware of their responsibility to track progress and report concerns.
Assistant	The Head of Pastoral forms part of the Senior Leadership Team of

Headteacher – Head of Pastoral	each School and will support Headteachers and the Heads of School to achieve the above. The SENDCO with oversight from the Head of Pastoral will coordinate provision for students with SEN, ensuring that students with SEN take part in the activities of the school together with students who do not have SEN as far as possible. They will coordinate, monitor and share information about students' needs with all staff, check colleagues are confident in the delivery of an inclusive curriculum, ensure teachers know and understand how to support individual needs and deploy Teaching Assistants according to skill and requirements. They will also work with the Progress and Standards lead to track the progress of all students.
Senior & Middle Leaders	SLTs and the ML Team of all Schools will support the above to successfully implement and monitor the policies/ procedures outlined herein. They will ensure all staff are aware of and undertake their responsibilities. Monitoring of all staff and students.
Teachers	Teachers are expected to plan for and deliver Quality First, inclusive teaching. Under the guidance of and in close liaison with SLT, teachers will develop their pedagogy to ensure every student makes their expected minimum progress. It is the responsibility of teachers to adhere to the policies and procedures outlined herein and regularly check the list of students in receipt of SEN support, referring to the Inclusion Register for guidance. Teachers will track the progress of all students and report concerns or new identifications to the Head of Pastoral and the Assistant Headteacher Progress & Standards.
Tutors	A Personal Education Plan (PEP) will be devised for each student. Tutors will mentor students through the academic year to monitor progress. Tutors provide essential pastoral care and as such are the primary contact for their group of students.
Higher Level Teaching Assistants and Teaching Assistants	HLTAs and TAs will support teachers in the delivery of an inclusive curriculum and the monitoring of PEPs. Led by the SENDCo they will keep themselves well informed of student's individual needs and support requirements. Where necessary they will run intervention programmes overseen by the SENDCo and relevant teachers.
Learners	Learners will support the Trust and Schools to establish an inclusive environment. They will follow the 6Cs to Success and take ownership of their school, celebrating diversity and achievement and ensuring all members of the community are included.
Parents/ Carers	Parents/ carers knowledge of their children will be drawn upon to establish best possible provision. To achieve this, families of students on the Inclusion Register will have regular contact with the

	SENDCo. Summative reports will be distributed in line with whole school reporting schedule with the exception of those with a Statement of Educational Needs; Statutory Annual Reviews will take place in addition.
External Professionals	When required, the Trust will liaise/ work with/ contract external providers, seeking advice on best practice and methods of support. Such professionals may include: One to one tutors, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, county advisors, social care workers, paediatricians, CAMHS practitioners, Pupil Referral Units, medical needs teams, and sensory support.

6. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Headteacher of the relevant School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

7. Compliance and performance monitoring

The Trust Board will review this policy on an annual basis and ensure that practice across all schools is in line with this policy and with current legislation.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with polices can be tested. Those most relevant to this policy include:

- External Audit
- Internal Audit
- Governor visit/report
- Random testing by line managers