



St Chad's
Academies Trust

SEND and Inclusion Policy

This policy is grounded in the belief that every child deserves an exceptional education tailored to their individual needs, promoting equity, well-being, and life chances.

Children first; in the footsteps of St. Chad

As we follow Christ in the footsteps of St. Chad, we seek to be servant leaders who have a desire to see all those, within our Trust family, truly flourish both spiritually and academically.

Document title	St Chad's SEND and Inclusion Policy
-----------------------	-------------------------------------

Owner	School Improvement Team		
Version	1.0	Status	Draft
Approved on		Effective from	
Last updated		Last updated by	SSIP (SB)
Review date			
Purpose	• Provide a summary of the legislation and guidance which underpins our approach to Inclusion, including the key definitions we refer to when identifying and supporting pupils with Special Educational Needs and/or disabilities (SEND). • Provide an overview of our ethos and approach towards Inclusion and SEND • Explain the roles and responsibilities of everyone involved in removing barriers to learning for all pupils, including those with SEND.		
Related Documents	• SEND Report (can be found on each academies website) • Accessibility Plan (can be found on each academies website)		
References	Equality Act 2010 SEND		

If you would like this information in another language or format, please speak to the Trust.

Telephone: 01543 622 433

Contents

Table of substantive changes from previous versions	4
Introduction	5
1. Legislation and Regulation	6
2. Key Definitions from SEND Code of Practice 2014	6
3. Equity and Inclusion	7
4. Neurodiversity and Individual Needs	8
5. Roles and Responsibilities	8
6. Implementation and Support	10

DRAFT

Table of substantive changes from previous versions

This table explains where we have made substantive changes, for your ease of reference and assurance.

Date	Section Amended

DRAFT

Introduction

St Chad's Academies Trust ('the Trust') is committed to ensuring that it provides a strong infrastructure to enable our academies to flourish and improve. The Trust recognises that its leaders and colleagues are central to this success and greatly values their commitment and contribution.

The core values of the Trust form the basis of all discussions with colleagues. We expect all colleagues of The Trust to respect and model these values.



This policy applies to all permanent, fixed term and temporary academy-based colleagues, central team colleagues, trustees, members, local academy committee members, contractors, external consultants, or agency staff casual workers and volunteers. It covers all workplaces, including virtual or online environments, and extends to activities such as offsite meetings, training sessions, work-related social events and interactions with pupils and parents.

At St Chad's Academies Trust, we expect colleagues to treat everyone with fairness and respect. The Trust will not tolerate bullying, harassment, discrimination, or any other treatment towards colleagues or groups which is less favourable or has a negative impact on the way they feel at work. This is a key part of our values and culture, and a legal requirement.

This policy aims to help colleagues and line managers understand what this really means; theirs and your responsibilities, and where to get support if they/you feel you have been affected by any of the issues described in this policy.

All colleagues are actively encouraged to contact their professional association/trade union representative at the earliest opportunity to obtain advice and support at any point during this policy.

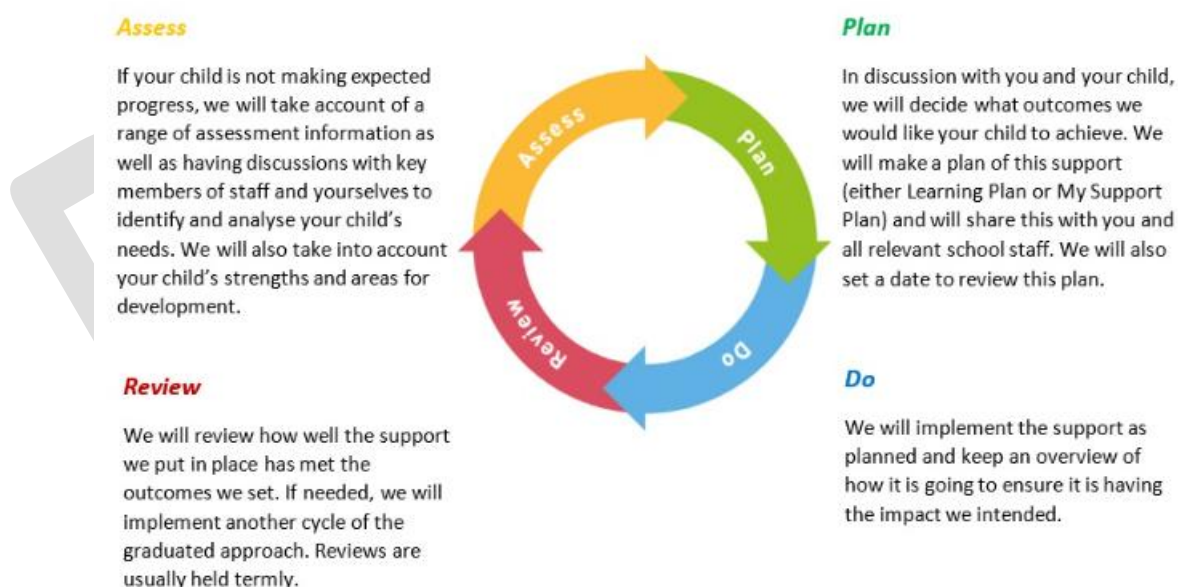
This policy does not form part of any contract of employment, and may be amended at any time, all colleagues will be made aware of this policy and will be expected to comply with it.

1. Legislation and Regulation

- 1.1 This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014.
- 1.2 Part three of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- 1.3 The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.
- 1.4 The Equality Act 2010.

2. Key Definitions from SEND Code of Practice 2014

- 2.1 A pupil has SEND (Special Educational Needs or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A pupil has a learning difficulty or disability if they have: - A significantly greater difficulty in learning than the majority of others of the same age, or - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- 2.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
- 2.4 The Graduated approach to SEND support consists of successive cycles of "assess, plan, do, review" to gain a greater understanding of a child's needs and what supports them to make progress and secure positive outcomes.



3. Equity and Inclusion

3.1 Our aim is to provide equity-based education which is inclusive of all children. We judge a school to be inclusive when all children have equal opportunities to:

- Access the curriculum
- Make progress
- Achieve
- Feel safe
- Belong
- Participate fully in all aspects of school life.
- Thrive

3.2 We know that all pupils are unique and will face individual barriers to achieving the outcomes above. For pupils with SEND these barriers are linked to the four categories of need identified by the SEND code of practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and sensory.

3.3 We recognise that barriers may also exist for pupils who:

- speak English as an additional language
- have medical needs
- are in receipt of the pupil premium grant
- require additional challenge in some or all subject areas in order to be engaged and continue making progress
- are classified as children in need or children who require protection
- are facing difficulties in their personal lives e.g. a bereavement

3.4 We are committed to ensuring that no pupil is discriminated against on any grounds, including race, gender, disability, religion or belief, age, or sexual orientation.

3.5 Key components of our equity-based education include:

- The use of High Quality Inclusive Teaching
- The creation of Inclusive learning environments to remove individual barriers to learning

4 Neurodiversity and Individual Needs

4.1 We seek to create a school environment, culture and curriculum which challenges stereotypes and celebrates diversity in all its forms. In relation to SEND, we focus on promoting a culture of neurodiversity and reflecting on how we can change and adapt to meet the diverse needs of our student population, as opposed to the medical model of Inclusion which places the focus on a child's "disability".

We believe our role as educators is to provide a holistic, world class, child-centred education which ensures inclusion, not by treating all pupils in the exactly the same way, but through the process of identifying, understanding and finding creative solutions to remove or reduce individual barriers to learning and participation so that all pupils can thrive on their learning journey. Through this process we strive to achieve equity and set high aspirations for all our children.

4.2 We advocate child and parent voice through the active participation of children and parents in all stages of the graduated approach: assess, plan, do, review.

4.3 Whenever possible we encourage children to take a lead in identifying next steps in their learning journey, choosing what activities and resources could help them and reviewing their own progress.

4.4 We ensure strong collaborative practice and liaise closely with external professionals and members of the local community, in order to establish Inclusive learning environments, expand teaching and learning opportunities within the school and create a strong team around individual children who require additional support.

Please see your school's SEND information report for current details of the SEND team and information relating to staff training on Inclusion and SEND.

5 Roles and Responsibilities

5.1 Trust Leadership

- Trustees hold the Trust's executive leadership to account and offer scrutiny and challenge in relation to the implementation of this policy and the SEND information reports.

5.2 The Trust Inclusion Lead

- Works with Trust and Academy Leaders to determine the strategic development of the SEND and Inclusion Offer and provision for Academies.
- Holds Academy Leaders accountable for the data analysis of SEND learners.
- Provides a range of tailored support and CPD to ensure staff can meet the needs of all learners.

5.3 The Regional Hub Lead

- Monitors the quality and effectiveness of SEND and Inclusion provision within the school and updates the Trust Leaders on this through data meetings, TATA, RAP or any other professional meeting as noted in the Academy Improvement Strategy.

5.4 The Trust Headteacher:

- Works with the SENCO to determine the strategic development of the SEND and Inclusion policy and provision in the school.
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.5 The SENCO (Special Educational Needs Co-ordinator)

- Has day-to-day responsibility for the operation of this SEND and Inclusion policy and the SEND information report, including the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Liaises with the relevant Designated Teacher where a looked after pupil has SEND.
- Advises on the graduated approach to providing SEND support.
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaises with parents of pupils with SEND.
- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Is a key point of contact with external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Leads staff in ensuring that the school keeps the records of all pupils with SEND up to date.

5.6 School staff

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All staff, where appropriate, are responsible for

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Contributing to a school culture and environment which embraces neurodiversity and actively removes or reduces barriers to learning and participation.
- Ensuring they follow this SEND and Inclusion policy and the SEND information report.

6 Implementation and Support

6.1 St. Chad's Academies Trust supports each of its Academies with a tiered approach to support. Trust professionals and external providers work with Trust Headteachers and SENCOs to ensure support and training are of the same high standard across the Trust and to share expertise across all of St. Chad's.

6.1 Graduated Approach: Schools follow cycles of assessment, planning, intervention, and review to identify barriers and provide tailored support.

6.2 Curriculum and Environment: Inclusive teaching, differentiated learning, and a culture that celebrates diversity are central to enabling all pupils to thrive.

6.3 Collaboration: Policies emphasise working with parents, local authorities, and external professionals to ensure coordinated support and positive outcomes.

6.4 Monitoring and Evaluation: Trusts maintain SEND leadership groups to evaluate provision, track progress, and ensure effective deployment of resources

DRAFT