



## SEND & Inclusion Policy

*\*This policy should be read alongside each school's SEND Information Report*

<b>Approved by:</b>	Trust Board	<b>Date:</b> 22/11/21
<b>Last reviewed:</b>	Autumn 2021	
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## **Eko Trust Vision**

Every member of our community is empowered to learn, to be ambitious and to be resilient.

### **Our shared values:**

- Vitality
  - All children and young people with SEND are given the opportunity to thrive and become passionate about their learning at Eko Schools
- Optimism
  - All children and young people with SEND gain hopefulness and confidence for the future through high expectations and challenge at Eko Schools
- Integrity
  - All children and young people with SEND learn the importance of being responsible, being respectful of others, being fair, being trustworthy and being honest at Eko Schools
- Courage
  - All children and young people with SEND are encouraged to try new things, embrace failure, problem-solve and build resilience at Eko Schools
- Equity
  - All children and young people with SEND are treated fairly and receive equality of opportunity at Eko Schools

### **Mission Statement:**

- Eko schools aim to empower children and young people with SEND by enabling them to meet their full potential through world class SEND practice.
- Eko schools aim to provide personalised provision for our children and young people with SEND that not only promotes progress through engaging and motivating activities but also prepares them as lifelong learners.
- Eko schools aim to create a high quality inclusive environment where all children and young people, regardless of need, benefit from shared learning experiences.
- Eko schools aim to support and challenge each other to create high expectations for all our children and young people with SEND.

Our schools serve diverse communities. Inclusion is about those with different identities feeling and/or being valued, leveraged, and welcomed within each school - "Diversity is being asked to the party. Inclusion is being asked to dance."

Inclusion is not a natural consequence of diversity. There should be a focus on what the experience is for individuals; what barriers stand in the way; and how we ensure belonging.

Equity is an approach that ensures everyone access to the same opportunities. Equity recognises that advantages and barriers exist, and that, as a result, we all don't all start from the same place. Equity is a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance.

Equity is not an outcome. Equity refers to the process that is consistently engaged in to ensure that people with marginalised identities and/or additional needs have the opportunity to grow, contribute, and develop — regardless of their identity. The focus is on everybody getting what they need in order to be successful

## **Ethos and Practice at Eko Schools**

All schools within the Eko Trust provide strong and effective provision for children and young people with Special Education Needs and Disabilities (SEND). Each school is committed to ensuring that all learners' needs are met and that they are aspirational for our most vulnerable children and young people.

Systems and structures vary between the Schools, as do learning pathways, interventions and aspects of the curriculum. All Eko Schools have teachers with specialisms and expertise in specific areas of SEND. There are commonalities across all which have real strengths, e.g. Thrive. There is a commitment to learn from each other and bring some aspects of our provisions for those with SEND in-line.

***Each school's SEND Information Report clearly identifies the offer and specifics within each school.***

This policy and each school information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association. It has been written as part of a collaborative group and with consideration of stakeholders voices.

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have 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

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.

## **Trust Aims and Implementation**

The Eko Trust aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated

The Eko Trust works to implement these aims by:

- Promoting high quality learning and exceptional attainment
- Providing high quality curriculum entitlement and a high quality learning environment
- Promoting Eko Trust Core Values to enable the children to value themselves and each other
- the Core Values are Vitality, Optimism, Integrity, Courage, and Equity
- Promoting an effective partnership with parents/carers and the wider community

At Eko Trust we know that it is important to value the individuality of all of our children and young people. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children within the Trust – regardless of their age, gender, ethnicity, attainment or background.

### **Inclusion with the Eko Trust**

***“The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit ALL children. “Inclusion” does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.” Inclusive Schools Network 2015***

- Successful inclusion should result in every child or young person feeling safe, confident and happy at school.
- Successful inclusion should see every child or young person making the best progress from their starting points of which they are able and enjoying their time at school – be that in lessons, during their play or lunchtimes or when involved in any of our Extended Schools/enrichment activities.
- Successful inclusion should promote every child and young person’s belief in themselves as a learner and valued member of our community.

***Successful inclusion is seen by Eko Trust as the responsibility of the whole community, permeating all aspects of school life and applicable to all our children and young people.***

### **Meeting Diverse Needs**

We recognise that in order to achieve the Trust aims we must actively seek to recognise and meet the very diverse needs of our children and young people by:

- Monitoring the achievement and well-being of all our children and young people and the quality/nature of the learning opportunities offered
- Tracking academic, social and emotional and EHCP target progress and using the resulting knowledge to plan provision for the individual or groups of children and young people
- Correctly identifying and then seeking to overcome potential barriers and challenging to learning or the ability to fully participate in school /community life

- Making reasonable adjustments to meet need and using a graduated response to the various levels of need
- Developing and deploying our resources to best reflect the various levels of need experienced by our children and young people
- Taking care to ensure that vulnerable children and young people, including those with additional or Special Educational Needs or Disabilities are appropriately supported
- Sharing any concerns we may have regarding a child or young person with their parents or carers and then seeking to work together with them, for the good of the child or young person
- Liaising closely with professionals from within the Trust and other Children's Services (including the LA) or Health agencies involved in the care and support of children and young people
- Providing teaching and support staff with continued professional learning and development, in order that their work shows impact and promotes the best outcomes for each child or young person

Equity of opportunity must be a reality for our children and young people. We make this a reality through providing reasonable adjustments for the different groups of children and young people within our Trust, careful assessment of starting points, planning of learning opportunities and pathways linked to targets.

The National Curriculum is our starting point for schools' own curriculum that meets the specific needs of individuals and groups of children and young people. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning, social and emotional needs
- Overcoming potential barriers to learning through assessment for individuals and groups of children and young people
- Varying learning pathways to meet needs and ensuring we set clear targets and review learning needs
- Providing other curricular and vocational opportunities outside of the National Curriculum to meet the needs of individual or groups of children, e.g. THRIVE/SCERTs
- Use of specific interventions/approaches to promote resilience and life skills within our children and young people

We achieve educational inclusion by continually reviewing what we do, through asking these key questions, whilst using data to ensure the highest quality first wave teaching and appropriate interventions that measure impact:

- Do all our children and young people achieve as much as they can?
- Are there differences in the achievement of different groups of children and young people?
- What are we doing for those children and young people who we know are not achieving their best?
- Are our actions effective?

## **Promoting and supporting Inclusion across the Trust**

- Responsibility for making the Eko Trust a truly inclusive MAT lies with the Members, Directors, CEO, Central Team, Head Teachers, Senior Leaders and Local Governing Bodies of schools – with the knowledge and commitment of all staff, that Inclusion is part of their role within the Trust.
- We aim to promote Inclusion through all our shared policies, systems and practice
- As a Trust, we believe that it is the responsibility of all within our community to ensure that all children and young people are recognised, treated with respect and giving the opportunities to achieve according to their talents, interests and academic capabilities.
- We aim to give all our children and young people the opportunity to succeed and reach the highest level of personal achievement. When planning, all staff take into account the abilities of all our children and young people – when attainment of a child or young person, whether socially/academically or emotionally, falls below the expected outcomes – staff will use the appropriate procedures to ensure that adjustments and interventions are put in place in a timely manner.
- Where the needs of our children and young people are complex and require additional resources – the Trust is committed to providing an environment that allows these children and young people access to all areas of learning, utilising the support of professional specialists with the Trust and the wider Local Authority

## **Disapplication and modification**

The Trust can, where necessary modify or dis-apply the National Curriculum and the assessment arrangements. Our policy is to do this only in exceptional and specific circumstances. The Trust makes every effort to meet the learning, social and emotional needs of all its children and young people with recourse to disapplication or modification. We achieve this through greater differentiation of the child or young person's work, or through the provision of additional resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child or young person.

In exceptional circumstances we may decide the modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents, the Local Governing Body and, where necessary, Trust Board. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. The SEND code of practice – states that a child or young person with an EHC Plan is more likely to need a personalised, targeted pathway in order to be able to take their place within society as young adults.

Inclusion within our Trust works towards this long term aim, for those with an EHC Plan and those with High Needs Funding, and will provide a pathway that is suitable for the individual. Eko Trust recognises and values working in partnership with those other professionals involved in the education and development of our children and young people. Currently, links are well established with the School Health Service, Social Care, Education Welfare Service, the Educational Psychological Service, CAMHS and Alternative Provisions.

Our two specialist schools and schools with resource provisions/bases have a clear curriculum offer with identified pathways for the pupils within the school. There is a focus on Education, Health, Care Plan targets and ensuring all areas of the SEND Code of Practice are given focussed time.

Eko Trust will follow guidelines set by the DfE, in consultation with families/carers and professional services to best meet the identified needs of all children and young people under our care.

### **Providing education for SEND pupils during the ongoing Coronavirus pandemic.**

Eko Trust and its schools are committed to providing fully for pupils with SEND throughout the continuing pandemic.

Our aim is to provide a full, school based education for all our pupils. Should a local tier 4 lockdown be introduced, or a national lockdown be reinstated, the following applies specifically to our SEND pupils.

- The DfE has directed that Special Schools should remain fully open at all times and are exempt from the tiers of operation that apply to mainstream secondary schools. Consequently, the expectation is that all pupils (unless there are exceptional circumstances) at Pathways and Eko Pathways will attend school as normal and receive their full education as normal. The same expectation applies to pupils in resource provision at Gainsborough and Rushmere Hall
- Pupils with SEND (including those with EHCPs or additional funding) in mainstream schools are considered vulnerable and are expected to attend school full time
- Risk assessments will be undertaken where there are exceptional circumstances

When SEND pupils are required to self isolate, schools are required to provide remote learning. The nature of this learning will depend on the learning needs of the pupil and must be personalised. Google Classroom can be used to upload individual programmes of work, or work and activities can be sent home - schools will decide what is most appropriate in each case.

When staff are required to self isolate, schools must make every effort to adjust their staffing model and, where necessary, hire agency staff, to ensure a continuation of provision for SEND pupils. Pupils who require 1-1 support must not be sent home due to lack of specialist staff, as schools have a legal duty to provide education for them. If a school becomes unable to stay open because of a lack of staff and an inability to source replacements, SEND, vulnerable and key worker pupils will be prioritised, as per the DfEs tier 4 model.

### **Summary**

Within the Trust, the teaching and learning, achievements, attitudes and well-being of all our children and young people are paramount. We follow the necessary regulations to ensure that we take the experiences and needs of all our children and young people into account when planning for academic, social and emotional learning.

**This policy and schools' SEND Information Report are reviewed annually.**

## Appendix A

The aim of inclusion: Equity to Justice

### Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

### Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

### Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.