



## Inclusion (SEND) Policy

This policy was approved and ratified by the Board of Trustees of

Cox Green School

On

20<sup>th</sup> May 2025

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Board of Trustees	15/7/2014	1/9/2014	July 2015
1.2	Board of Trustees	7/7/2015	1/9/2015	July 2016
1.3	Board of Trustees	18/10/2016	18/10/2016	July 2017
1.4	Board of Trustees	27/6/2017	27/6/2017	June 2018
1.5	Board of Trustees	10/7/2018	10/7/2018	June 2019
1.6	Board of Trustees	25/5/2021	25/5/2021	May 2022
1.7	Board of Trustees	17/5/2022	17/5/2022	May 2023
1.8	Board of Trustees	23/05/2023	23/05/2023	May 2024
1.9	Board of Trustees	2/7/2024	2/7/2024	July 2025
1.10	Board of Trustees	20/5/2025	20/5/2025	May 2026



Cox Green School provides an enriched and broadly balanced curriculum which aims to include all students within the school.

## 1. Introduction

Inclusion at Cox Green School is a whole-school approach which is child-centred. Part of this is the Inclusion department, which is a provision that allows students who have a cognition and learning, communication and interaction, sensory or physical difficulties to access the National Curriculum in a mainstream school.

This document sets out how Cox Green School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response cycle to providing support, which will enable all our students to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Cox Green School will meet these requirements. This document does not replicate the legislation or the statutory guidance. RBWM has produced detailed documents which sit alongside this policy guidance.

The Children and Families Act is wide-ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

As per the Children and Families Act (2014), all SEND students are categorised into two tiers: those with an Education, Health and Care Plan (EHCP) or those on the single pre-statutory stage called 'SEND support'.

Schools and Governing Boards have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning.

At Cox Green School, we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

Many children and young people who have special educational needs may also have a disability. The Equality Act (2010) defines disability as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long-term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs, and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational



setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHCP). Some of these children and young people with long-term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions', which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

### **Preventing Radicalisation and Extremism**

The Prevent Duty Guidance: for England and Wales (HMG 2015) came into force on 1 July 2015. The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. In particular, the Prevent Duty requires providers to 'have due regard to prevent people from being drawn into terrorism' and, as with any other safeguarding risk or concern, the provider must take action if they observe behaviour that concerns them. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

As a school, we have a heightened awareness that students with SEND are four times more likely to be subject to safeguarding concerns. Therefore, we are aware of the need to protect those students with SEND.

## **2. Inclusion at Cox Green School**

The type of provision provided by the Inclusion Department will vary, depending upon the complexity and severity of the needs of the student. The four main areas of need are centred on:

- Cognition and Learning, including Moderate and Specific Learning Difficulties;
- Social, Emotional and/or Mental Health;
- Communication and Interaction;
- Sensory and/or Physical Needs.

Behavioural difficulties do not automatically lead to the identification of a special educational need. At Cox Green School, we will ensure that we meet the needs of students through the provision we have available and the advice and support of other specialist professionals and practitioners and ensure that we have the resources available.

Our main aim is to support the SEND students in the mainstream curriculum, so that they can access the content of the lessons and have the opportunity to produce work at a level that is indicative of their cognitive skills.

Sometimes the nature of a SEND difficulty is so complex that we may have to offer a creative or bespoke curriculum in order for them to succeed. This may include a balance of core subjects with some optional subjects, which aims to enable students to make progress in nationally recognised qualifications and life skills. This would be assessed on a case-by-case basis.

## **3. The Key Principles of Inclusion**

We recognise that Inclusion is:

- A process (reviewed using the 'graduated response'), not a fixed point to be reached;



- About the rights of the child and social justice;
- Valuing each child as an individual, not just tolerating them;
- Removing the barriers to learning and increasing their participation;
- Enabling them to be part of our whole school;
- Giving them a sense of belonging to our school;
- Recognising that all children have equal and unique gifts to offer.

#### 4. Inclusion in the Classroom

Inclusion in the classroom involves valuing all of the students and staff. We can do this by increasing the participation of students in, and reducing their exclusion from the culture, curriculum and community that is Cox Green School.

The learning environment is the responsibility of all teachers and should cater for all students in their lessons. The subject teacher has to make sure that they plan for and prepare suitable learning resources to meet the needs of all of the students.

The **SEND Register** is a resource on SIMS used by the subject teachers and pastoral staff to gain insight into the learning needs of students. It shows the range of categories that have to be provided for within the school environment:

- Cognition and Learning, including Specific Learning Difficulties;
- Social, Emotional and/or Mental Health;
- Communication and Interaction;
- Sensory and/or Physical Needs.

Staff also have access to thorough class profiling on SIMs, as well as other information regarding students to help inform their planning and matching work to needs. This also includes:

- Looked After Children;
- Traveller Children;
- Students with Complex Learning Needs;
- Students from Armed Forces Families or those who have Free School Meals;
- Students who have English as an Additional Language;
- Students who are More Able.

Students with **Special Educational Needs** and subject to an Educational Health Care Plan or identified as School Support, have a **STEPS plan (Student Teacher Evaluation Program)**. This outlines their individual needs and provides staff with information about their special educational needs. We offer a range of strategies that can be used in the classroom environment, thereby offering consistency in our management of the students with special needs.

Students with special educational needs are assessed and identified by the following methods:

- Key Stage 2 results;
- Year 6 to 7 Transition through information provided by Primary School;
- Reading Comprehension Tests;
- Handwriting Tests;
- Spelling Tests;
- CAT tests;



- Educational Psychologist Assessment and Report;
- Speech and Language Therapist Assessment;
- Teacher feedback and referrals;
- Consultant/CAHMS report.

Where our assessment has identified that a student is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response', and we ensure that **Provision** is then coordinated by the Inclusion Department, according to the severity of the student's learning needs.

All **teachers** are asked to:

- Use the performance data and information for planning purposes;
- Differentiate the structure, delivery and resources for their lessons;
- Provide additional support to meet the student's needs;
- Track the student's performance in their subject and through each key stage, to monitor progress and identify any difficulties;
- Complete a referral to the Inclusion Department or SAFE Managers;
- For persistent difficulties, identify the difficulty and strategies used so far before referring to the Inclusion Department.

**Heads of Year** should:

- Liaise with the SENDCo if there are ongoing concerns about a student;
- Liaise with the SENDCo regularly, to ensure that the SEND register is up to date.

**Subject Leaders** should:

- Review the SEND Register once a half term, during a departmental meeting with the subject teachers, to highlight any growing needs and make appropriate adjustments in their provision.

**SENDCo** is required to:

- Analyse progress levels to provide information for teaching staff;
- Analyse the reading performance of each year group, to identify any student with a deficit;
- Disseminate that information to Heads of Year, Subject Leaders, Subject Teachers and Progress Assistants;
- Provide a range of support groups or interventions for students' specific learning needs;
- Inform parents if their child is on the School Support List and give clear guidance on how they can support their child at home.

**Inclusion Senior Leader** is required to:

- Assess students for special arrangements during examinations, using a range of cognitive and skills-based tests;
- Support the SENDCo and Inclusion Manager with parental consultations as required.

Provide strategic direction to continually improve the support available to all disadvantaged students.

Cox Green School has been able to make suitable provision for the students who attend our school. However, we do not have any specialist provision in the form of a unit, resource centre or SEN class, nor is it a designated school for a specific area of need.



**5. Communication of Policy**

This policy will be published on the Cox Green School Website and on the staff intranet.

**6. Review of Policy**

This policy shall be reviewed annually by the Board of Trustees of Cox Green School.

**7. Other Relevant Policies Include:**

- Safeguarding Policy;
- Accessibility Policy;
- Medical Condition Policy;
- Preventing Extremism and Radicalisation.