



SEND and Inclusion Policy

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Signed	
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Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (DfE 2021). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

"inclusion is about much more than the type of school that children attend: it is about the quality of their experience; how they are helped to learn, achieve, and participate fully in the life of the school." (www.parliament.uk)

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015), and with reference to guidance from the Equality Act (2010); Children and Families Act (2014); Education Act (2011).

Rationale

Raise Education and Wellbeing School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and learning style. All pupils have access to a broad and balanced curriculum and staff set high expectations for every pupil, whatever their prior attainment using appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset and pupils are always encouraged to develop their strengths. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement, including the provision of off-site learning to address specific challenges an individual learner may be facing. Raise Education and Wellbeing School will:

- Regularly review and evaluate the breadth and impact of the support they offer or can access.
- Co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer.
- Collaborate with other local education providers to explore how different needs can be met most effectively.
- Have due regard to general duties to promote equality and inclusion.

Raise Education and Wellbeing School understand that they have duties under the Equality Act 2010, towards individual children and young people and make reasonable adjustments to prevent them being put at a substantial disadvantage, this includes the implementation of appropriate exam access arrangements in agreement with the relevant examination board.

These duties are provided using an anticipatory approach with thought given in advance as to what children and young people might require and what adjustments might need to be made to prevent any disadvantage. Raise Education and Wellbeing School endeavour to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives:

This policy is in keeping with the school's ethos, aims and teaching and learning strategies and its focus on educational inclusion. The Directors, governing body and staff at the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum which will be differentiated to meet individual needs both on and off-site. The objectives of Raise Education and Wellbeing School in making provision for pupils with special educational needs are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To raise the aspirations and expectations for all pupils in our setting with special educational needs and disability (SEND) including social, emotional and mental health difficulties (SEMH).

- To operate a 'whole person, whole school' approach to the management and provision of support for special educational needs, behaviour and wellbeing. Including temporarily educating individuals off-site to support their emotional regulation and other difficulties.
- To develop and maintain partnerships and high levels of engagement with parents/carers, local authorities and other external agencies.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND and/or Special Educational Mental Health (SEMH).
- To enable pupils with SEND and/or SEMH difficulties to maximise their achievements by working with their strengths towards the achievement of their aspirational goals.
- To ensure that the needs of pupils with SEND and/or SEMH difficulties are identified, assessed, provided for in an appropriate manner, with regular reviews of progress and adaptation of the curriculum to meet their needs.
- To ensure that all pupils with SEND and/or SEMH difficulties are offered full access to a broad, balanced and relevant curriculum, wellbeing and therapeutic support and the academic curriculum as appropriate.
- To ensure successful preparation for independence in adulthood, including successful transition planning for pupils with SEND and/or SEMH difficulties.
- To take the views and wishes of pupils, parents/carers into account using a person-centred approach to planning.
- To work within the guidance provided in the SEND (Special Educational Needs and Disability) Code of Practice 0 – 25 Guidance January 2015. Along with the Children's and Families Act and the Disability Regulations, 2014 and the Equality Act, 2010.
- To provide support, training, and development of staff in regard to special education needs and inclusion of learners.

Supporting the inclusion of learners with SEND and/or SEMH difficulties:

In addition to the academic support that is outlined in this document, the social and emotional needs of learners at Raise Education and Wellbeing School are determined through observation, assessment, information gathering and reviewing processes. Staff meet specific identified needs through processes based on our emotional literacy assessment and star assessments outcomes; core SEND principles and the aims of our SEND and inclusion policy. All staff at Raise Education and Wellbeing School understand that other factors that are not SEN may have an impact on academic attainment and the development of emotional wellbeing skills. Therefore, regular attendance of pupils is supported through a graduated approach that includes the use of proactive communication with each learner, restorative justice techniques, pastoral care, close and regular liaison with parents/carer and multi-agency support. The health and wellbeing of pupils is supported by staff that are able to offer tier 3 drug and alcohol misuse counselling, practical support and appropriate and timely referral to outside agencies.

Consideration is also given to the ability of the young person to access learning within the school at any specific time. In certain circumstances, it is appropriate to deliver learning in an alternative setting for a specific amount of time, based on the needs of the learner. The school have close links with all learners' home local authorities and are able to seek support for learners for whom English is not their home language; who are in the care of the local authority (through regular Personal Education Plan (PEP) and Looked After Child (LAC) meetings); the children of service personnel or those from transient families. Raise Education and Wellbeing

School takes into account each learner's individual needs and works to support them and their families in the way which suits them best. We work closely with health professionals, social services, and other teams within the local authority where needed, in order to ensure and maximise each learner's potential and positive learning experience. In addition to the academic curriculum, Raise Education and Wellbeing School support inclusion by developing skills in our learners to empower them to manage their own wellbeing. This is done by various therapeutic interventions that include:

- Mindfulness and Emotional Freedom techniques
- Lego therapy
- Wilderness therapy
- Equine assisted development
- Therapeutic arts, crafts and baking
- Therapeutic expressive arts
- Rebound therapy
- Therapeutic horticulture
- Thrive and Motional assessments and interventions

Each of the learners have a detailed behaviour plan and pupil passport which supports their development and enables the review of progress in terms of behaviour and self-regulation and the impact that has on the removal of barriers to learning. It gives staff a point of referral to enable effective behaviour management and enables appropriate information sharing with the local authority during annual reviews of education, health and care plans (EHCPs) and PEP meetings. The school believes in the entitlement of the learner to the curriculum rather than exclusion from it and we recognise that the school support structures must be based on flexibility rather than rigidity.

Improving the basic skills of pupils is an essential element of Raise Education and Wellbeing School's remit. This is particularly true when raising ability through embedding functional skills in all teaching and learning. All students have access to Literacy and Numeracy based interventions such as My Maths, Lexia, DASH – Handwriting, Rapid Reader Plus, and IDL Literacy and Numeracy interventions which support students with additional learning needs including Dyslexia and Dyscalculia. Teaching and learning is organised to give the highest possible level of support to learners, including one to one and small group support and planned off-site learning where appropriate (with the provision of a reintegration plan). Staff are aware of the importance of behaviour support within the classroom and at less structured times of the school day, such as social learning times. All lessons are supported by a teaching assistant, with members of the wellbeing team and the duty manager also available to help to re-engage pupils in learning when they are struggling to focus, or during planned movement breaks in lessons. Social learning times, such as break and lunchtimes and therapeutic interventions, are supported by members of the wellbeing team, teaching assistants and teaching staff in addition to the duty manager. Provision is reviewed on an on-going basis and as part of daily communications; changes can be made very quickly to ensure we respond dynamically to variations in learner behaviour, both academic and emotional.

Roles and Responsibilities of the directors, deputy principal, staff and governors:

Provision for children with special educational needs is a matter for the whole school. Each teacher has a responsibility to provide for the SEND needs of the learners in their classes and to be aware that these needs may vary depending on the learning situation. All staff have a responsibility for helping meet an individual's special educational needs and for following the agreed school procedures for identifying, assessing and making provision to meet those needs. All staff have a responsibility to identify learner's strengths and difficulties; outcomes and required provision as set out in the Education, Health and Care Plan (EHCP).

The deputy principal, governing body and directors have a legal responsibility for setting, and reviewing annually, the policy and provision for pupils with SEND. The governing body maintains a general overview with the Senior Leadership team to ensure that all pupils who need support receive it in an appropriate and timely manner.

The deputy principal has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with and supporting the deployment of resources relating to SEND within the school
- ensuring that the implementation of this policy and the effects on the school of all inclusion policies are monitored and reported to governors

The Governing Body will ensure:

- SEND and inclusion provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND in order that they are fully included in the schools teaching, learning and wellbeing curriculum
- all staff are aware of the need to identify and provide for pupils with SEND and how to support their inclusion
- the inclusion of pupils with SEND in school activities, as far as is reasonably practical, compatible with their needs and taking into consideration of the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (January 2015) and the Children and Families Act (2014) along with The Disability Regulations Act (2014)
- parents/carers and local authorities (where appropriate) are notified if the school decides to make special educational provision to promote the inclusion of an individual learner, whether that be on or off-site learning
- they are fully informed about SEND and inclusion issues so that they can play a key part in the school self-review
- appropriate staffing and funding arrangements are in place
- they oversee the school's work for pupils with SEND ensuring clear approaches for the inclusion of all
- the quality of SEND provision is regularly monitored
- that the building is assessed regularly to ensure that it is in line with the Equality Act and it meets all expectations for access ability, Health and Safety and all risks are identified
- they, and the whole school, are involved in the development and monitoring of this policy.

Inclusion is at the very heart of Raise Education and Wellbeing School's ethos, aims and special educational needs provision. We are very proud of our growing reputation for supporting and responding to the needs of some of the most vulnerable and challenging young people in the Greater Manchester area. This includes learners with very specific barriers to learning that includes global development delay, those with diagnosed behavioural and mental health difficulties and those with autistic spectrum conditions. Staff are aware of their responsibilities with regards to all our pupils and how their practice is informed by guidelines set in the SEND Code of Practice (January 2015).