

Inclusion Policy

2026-2027

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

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Introduction

Inclusion at Cambrian Learning Trust is not viewed as a discrete area of practice but as a fundamental principle that underpins all aspects of school life. This policy sets out how leaders ensure that children identified as vulnerable receive equitable access to a high-quality education, alongside strong support for their personal development, wellbeing, additional needs and safeguarding. Please refer to our Child Protection & Safeguarding Policy for further information regarding safeguarding procedures.

Inclusion is central to the ethos and daily practice of CLT schools. Through strong leadership, high-quality adaptive teaching, targeted support and effective monitoring, vulnerable children are enabled to succeed academically and personally. The schools are committed to ensuring that all children, regardless of need or background, belong, matter and are supported to achieve their full potential.

Aims

At Trust schools, the core aim is to ensure that every child, regardless of background or additional need, is able to thrive academically, socially and emotionally. Inclusion is embedded within the ethos of our schools and is evident in the high expectations held for all children.

Schools aim to remove barriers to learning and participation by ensuring that teaching is adapted effectively, oracy & reading is prioritised, support is responsive to individual need and children are given access to broad and rich curriculum experiences.

Trust schools are committed to ensuring that every child feels a strong sense of inclusion, belonging & mattering within all aspects of school life. Equal access to the wider curriculum is promoted by encouraging all children can participate in trips, visits and enrichment opportunities, with financial support or subsidies provided where possible, to remove barriers.

Child voice is central to our inclusive ethos; children are encouraged to contribute through school councils, focus groups, and leadership opportunities, ensuring their opinions are valued and acted upon. We provide a wide range of opportunities for participation in competitions, clubs, and sports teams, encouraging all children to represent the school and develop confidence, teamwork, and pride. Through these approaches, we foster a culture where diversity is celebrated, every child is included, and all children are supported to thrive both socially and academically.

Legislation and Guidance

This Inclusion Policy has been developed for our schools in line with statutory guidance and national expectations for inclusive education.

[Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Every child achieving and thriving - GOV.UK](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#), [Education inspection framework \(EIF\) - GOV.UK](#)

This policy is also based on the following legislation and guidance:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND
- [Keeping children safe in education 2026: September 2026](#)
- Schools White Paper Every Child Achieving and Thriving
https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_children_safe_in_education_2026.pdf
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The governance guide for [academy trusts](#) which sets out governors'/trustees' responsibilities for children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Alternative Provision Statutory Guidance [Alternative provision - GOV.UK](#)

Equal Opportunities

Cambrian Learning Trust schools strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. Schools are committed to offering all children the chance to thrive and fulfil their potential and aspirations.

Trust schools will achieve this through practice rooted in relationships, inclusive classrooms, high-quality adaptive teaching, making reasonable adjustments to teaching, the curriculum and the school environment to ensure children with additional needs are included in all aspects of school life.

Strong emphasis is given to promoting attendance, positive relational behaviour and emotional wellbeing, recognising that these factors are essential for successful learning. Our schools are committed to ensuring that inclusive provision is not only in place but has measurable impact on children's outcomes over time.

All children should be equally valued in school. Schools have a duty to prevent discrimination, to promote equality and to foster good relations. Equal opportunities will be given to all by schools recognising the diverse and differing needs and putting supportive strategies in place to overcome barriers.

Definition of Vulnerability

Across Cambrian Learning Trust schools, vulnerability is defined broadly in line with Ofsted guidance and includes (but is not limited to):

- Children eligible for Pupil Premium
- Children with SEND
- Looked After Children (LAC) and previously LAC (Children we Care For CWCF and formerly FCWCF in Oxfordshire)
- Children with Social, Emotional and Mental Health (SEMH) needs
- Children with poor attendance
- Children identified as Young Carers
- Children experiencing safeguarding concerns, trauma, or adverse childhood experiences
- Children with EAL
- Children with medical needs
- Children with a social worker, known to social care.

Leaders recognise that vulnerability is not static. Children in our schools may move in and out of vulnerability over time depending on changing circumstances. As a result, our schools have established robust systems for early identification, including the use of

tracking systems, pastoral records, CPOMS logs and monitoring lists. This ensures that any emerging need is identified swiftly and responded to with appropriate provision.

Identifying vulnerable children

Identification of vulnerable children is an ongoing process, informed by a combination of academic assessment, staff observations, robust attendance monitoring and safeguarding information. Progress meetings also play a critical role in this process, allowing teachers and leaders to review attainment and progress data and identify children who may require additional support.

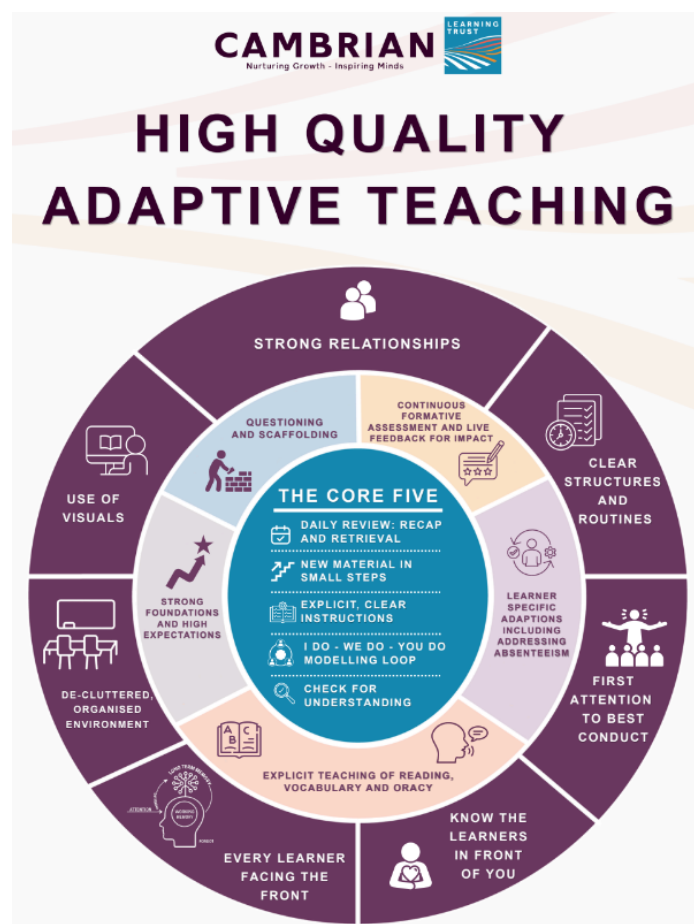
Staff are trained to recognise early signs of need and are encouraged to raise concerns promptly. Parental input is also valued and contributes to the identification process. Importantly, children do not need to have a formal diagnosis of SEND to be considered vulnerable. Our schools recognise that a wide range of contextual factors can impact on a child's ability to access learning, and provision is adapted accordingly.

Graduated approach to inclusion

Schools implement a graduated approach to inclusion, ensuring that provision is matched to need and adjusted over time. This approach is aligned with the SEND Code of Practice and ensures that support is carefully sequenced and responsive.

Universal Offer

Consistent Universal provision means all children receive high-quality teaching that is adapted to meet a range of needs. Teachers use assessment effectively to inform planning and employ a range of strategies based on the EEF 5 a day approaches – Explicit instruction, cognitive and metacognitive strategies, Scaffolding, flexible grouping, use of technology to ensure accessibility.



Cambrian Learning Trust High Quality Adaptive Teaching Guidance

Targeted Offer

Where children require additional support, targeted provision is implemented. This could include, but is not limited to, the use of targeted resources, such as the use of a device in class, or being provided with a research-based targeted intervention.

Specialist Offer

For children with the most significant needs, the specialist offer is considered. Through collaboration with the Local Authority, this may involve individualised programmes, therapeutic support, and the involvement of external agencies. Where appropriate, children may be supported through an Education, Health and Care Plan. Individualised programmes may be created for those children who require specialist support in order to supplement their mainstream offer. This may include the use of Alternative Provision or, where appropriate, admission to a school's Inclusion Base (See Appendix 3)

Throughout all stages, progress is reviewed regularly and provision is adapted to ensure maximum impact.

The Graduated Approach

1. Assess

The child's class teacher and the SENCo will carry out a clear analysis of the child's needs, through careful observation, triangulation of existing information, and targeted one-to-one diagnostic work. The views of the child and the parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention

2. Plan

In consultation with the parents and the child, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded using the school's electronic systems e.g, MS Teams and will be made accessible to staff in a child profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home

3. Do

The child's class or subject teacher retains overall responsibility for progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of support and interventions will be evaluated, based on:

- The views of the parents and the child
- The level of progress the child has made towards identified outcomes
- The views of teaching and support staff who work with the child

The teacher and the SENCo will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and the parents.

Provision and Adaptations

Provision for vulnerable children is carefully designed to address a wide range of needs. Teaching assistants are deployed strategically to complement the work of the teacher and to ensure that support leads to increased independence and progress.

Targeted interventions and personalised provision are implemented where necessary, with careful consideration given to the specific barriers each child faces. Attendance and engagement are prioritised, with systems (PRESENT strategy and Graduated response) in place to intervene early where concerns arise.

Schools also place significant emphasis on supporting social, emotional and mental health, recognising the impact a child's wellbeing has on learning and development.

Families are also supported through strong relationships with school staff, access to early help services and financial assistance where required. This holistic approach ensures that barriers both within and beyond the classroom are addressed effectively.

Interventions

Interventions form an important part of the inclusive offer and are carefully selected based on evidence of effectiveness. They are typically delivered over a defined period and are supported by clear entry and exit assessments to measure impact. Interventions offer support across all areas of need, including reading, writing, maths, speech and language, fine/gross motor skills, social development and mental health and wellbeing. More information can be found in schools' SEND Information Reports and Inclusion Strategies, which are published on our schools' websites.

Staff delivering interventions are trained appropriately and supported by the Trust SEND Lead. Staff are able to access a cycle of CPD, coaching and collaboration with staff across other Trust schools through the Inclusion (SEND) networks.

Regular review ensures that interventions remain purposeful. Where progress is strong, children return to universal provision; where progress is limited, provision is adjusted or intensified, or further support from external agencies is sought.

Interventions are offered through the effective use of our Pupil Premium strategy, with interventions delivered based on evidence based research and programs. This helps us ensure that our most vulnerable children are making accelerated progress from their starting points.

Children with SEND

Definitions

Special Educational Needs

A child has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four broad areas of need

The needs of children with SEND are grouped into 4 broad areas. However, it is important to recognise that children may have needs across more than one of these areas, as needs in one area may overlap with needs in another. The Education Endowment Foundation (EEF) refers to these as [overlapping needs](#). It is important to build an understanding of

each child and their individual needs, rather than making assumptions about the special educational provision that they may require informed solely by a diagnosis.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

Communication and Interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.
Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have:

	• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.
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Roles and Responsibilities

Trustees

The Trustees hold ultimate legal accountabilities for all outcomes for child's, including matters concerning SEND. The Board sets overall policy for SEND and Inclusion through this policy document and delegates, through a Scheme of Delegated Authority, operational and procedural SEND responsibilities to the following groups and individuals.

Local Governing Committee (LGC)

The LGC of each school, together with the Headteacher, has a responsibility for overseeing all aspects of the school's work, including provision for children with additional and/or special educational needs. The LGC is also required to do its best to ensure that the necessary provision is made for any child who has special educational needs. It should determine the school's general approach to provision for children with special educational needs and/or additional needs and establish the appropriate staffing and funding arrangements.

An appointed representative from a school's LGC (the SEND link governor) should be actively involved with the Headteacher and SEN Coordinator (SENCo) during self-review, when considering the provision for children with special/additional needs and implementation of procedures within the school. SEND & Inclusion should also be an integral part of the School Development Plan (SDP).

The Trustees and LGCs have responsibility for making sure the following duties are carried out, though it is understood these responsibilities are delegated to Trust Schools:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do everything practicable to make sure every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND

- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any child with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND policy and Inclusion funding, through the SEND information report and Inclusion Strategy
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND
- [Secondary schools only] Make sure that all children from Year 8 until Year 13 are provided with independent careers advice

Headteacher

The Headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND & Inclusion Policies, and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND/additional needs and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual children
- Make sure that the SENCo has enough time to carry out required duties

- Have an overview of the needs of the current cohort of children on the SEND register
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Head of Inclusion and SEND Lead

The Head of Inclusion and SEND Lead have Trust-wide responsibility for:

- Working with stakeholders to maintain the Trust Inclusion Policy and Strategy to ensure they are in accordance with current legislation, guidance and good practice
- Maintaining a strategic overview of SEND & Inclusion within Trust schools. This may be through, but is not limited to; SEND & Inclusion reviews, SEND learning walks, and audits of provision and audits of action plans
- Reporting Inclusion/SEND information to Trustees through the Quality of Education Committee
- Supporting the effectiveness of Inclusion provision within the schools on a needs basis
- Supporting and challenging the work of the Headteachers, SENCOs and Inclusion Teams within the schools with regard to children with SEND/additional needs
- Communicating with the Local Authority (LA) as required, to further support vulnerable children across our Trust schools
- Leading of SENCo forum meetings to inform and share best practice.

SENCo's

The SENCo at our Trust schools will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND & Inclusion Policies and provision in the school
- Inform any parents that their child may have SEND and then liaise with them about the child's needs and any provision made

- Have day-to-day responsibility for the operation of the SEND & Inclusion Policies and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet child's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that children and parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEND and the provision for them is sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Advise the LA when a child requires an EHC needs assessment, or when an EHC plan requires an early review
- Make sure the school keeps its records of all vulnerable children up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with other schools in the Trust and with national data, and use these to reflect on and reinforce the quality of teaching

- Attend SENCo forums across the Trust regularly, with the aim of sharing good practice and developments with other Trust SENCOs.

Teachers/Staff

All staff are held accountable for the outcomes of vulnerable children and are supported through ongoing professional development.

Staff are responsible for:

- Planning and providing high-quality adaptive teaching which meets child needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each child's progress and development, and decide on any changes to provision
- Ensuring they read and follow the SEND & Inclusion Policies and the SEND Information Report
- Communicating with parents regularly to:
 - Set clear outcomes for children and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the child and the school
 - Listen to the parents' concerns and agree their aspirations for the child

Parents

Parents should inform the school if they have any concerns about their child's progress or development.

Parents of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings (3 per year) to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in their child's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for their child
- Given an annual report on their child's progress in school

The school will take into account the views of the parent in any decisions made about the child.

Children

Child voice is highly valued within the Trust. Where appropriate, children will be given the opportunity to provide information and express their views about their SEND/additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be considered in making decisions that affect them, whenever possible and appropriate.

Levels of Support

Once a child has been identified as having SEND, schools will take action to remove barriers to learning and put effective special educational provision in place.

School-based SEND provision – SEN Support

Children receiving SEND provision will be placed on the school's SEND register. These children have needs that can be met by the school through reasonable adjustments and/or additional provision at SEN Support level, using a graduated response. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the school's notional SEND budget.

On the census these children will be marked with the code K.

Education, Health and Care (EHC) Plan

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these children will be marked with the code E.

Transition

Transition is carefully planned to ensure continuity of support for vulnerable children. Information is shared effectively between settings, and additional visits or transition sessions are arranged where needed. For some children, individualised transition plans are developed to support their specific needs.

Supporting children with medical conditions

The schools are committed to supporting children with medical conditions so that they can fully access all aspects of school life. Individual healthcare plans are developed where required, and staff receive appropriate training to meet child's needs. All reasonable adjustments are made to ensure inclusion in lessons, trips and physical activity.

Inclusion monitoring and evaluation

The effectiveness of inclusion is monitored through a range of processes. Leaders analyse attainment and progress data to identify trends and evaluate impact. Attendance and behaviour data are also reviewed regularly to identify areas for intervention.

Qualitative measures, including child voice, parent feedback and staff observations, provide additional insight into the effectiveness of provision. Learning walks, book scrutinies and provision reviews ensure that inclusive practice is embedded consistently across the schools.

This rigorous approach ensures that provision is not only in place but demonstrably improving outcomes.

Dealing with Complaints

Concerns relating to inclusion are taken seriously and addressed promptly. Parents are encouraged to raise concerns initially with the class teacher, followed by the SENCo or

Headteacher if required. Where necessary, concerns can be escalated to the governing body in line with the schools' complaints procedures.

Reviewing the policy

This policy is reviewed annually to ensure that it reflects current legislation, national expectations and school priorities. Updates are informed by evaluation of practice and outcomes.

Evaluating the effectiveness of provision

Trust schools evaluate the effectiveness of provision by:

- Tracking children' progress, including by using provision maps
- Carrying out the 'Review' stage of the Graduated Approach in every cycle
- Using child questionnaires/surveys to establish child voice
- Monitoring by the SENCo
- Holding annual reviews for children with EHCPs
- Getting feedback from the child and the parents

Working together across Education, Health and Care

Cambrian Learning Trust school staff are committed to joint working arrangements with education, health and care professionals to secure effective outcomes for all children in our schools.

Each school will liaise with the relevant Local Authority in developing and reviewing its local offer.

Each school will liaise with their Local Authority SEN Officers in seeking further advice/guidance and support for children with SEND.

The Trust Head of Inclusion and Trust SEND Lead will work with Trust schools and network further afield, with local and national providers, aiming to secure any services which would improve outcomes for children with SEND. These services may include for example: speech and language therapy, occupational therapy, educational psychology, mental health services and other health and social care professionals.

Attendance

Many children with vulnerabilities and/or SEND face complex barriers to attendance. Their right to an education is the same as any other child and therefore the attendance ambition for vulnerable children is the same as it is for any other child.

However, Trust schools recognise vulnerable children may need additional support.

Our approach to supporting children who are absent from school is set out in our Attendance Policy, Strategy and graduated response.

Safeguarding

We recognise that vulnerable children, particularly those with SEND, can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Schools have pastoral support on offer for children in need of this, including those with SEND. Support is also provided to help children overcome any communication barriers they face, especially with regard to safeguarding conversations.

Expertise and staff training

As a Trust we acknowledge the need for additional training for school staff when working with children with vulnerabilities, SEND and/or additional needs. Each Trust school is committed to gaining further expertise in Inclusion. The headteacher and the SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Working with parents and carers

Strong relationships with parents and carers are central to effective inclusion. Communication is regular, open and supportive, ensuring that families are kept fully informed about their child's progress and any additional provision in place.

Schools provide guidance and support to families where needed, particularly in relation to attendance, behaviour and wellbeing. School SENCo's and/or SEND teams meet regularly with parents to offer support, guidance signposting and to complete referrals to external agencies. This collaborative approach ensures consistency between home and school and supports improved outcomes for children.

Working in collaboration with other agencies

It is important for our schools to have an emphasis on multi-agency collaboration to meet the needs of all children, particularly those who are vulnerable or have additional needs. This collaboration ensures that children receive holistic, joined-up support, addressing both academic progress and wider wellbeing needs.

Trust schools recognise that they may not be able to meet all the needs of every child. Whenever necessary the school will work with external support services for example:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Inclusion and reintegration team
- Social services
- LCSS
- County Attendance Team
- LA SEND team

Admissions and Accessibility

Trust schools have an admissions policy which details information on admissions for children with an EHCP. This can be found on school websites.

Trust schools also have an Accessibility Plan in place which details the steps the school has taken to:

- Prevent disabled children from being treated less favourably than other children
- Provide facilities to help disabled children access the school, including the provision of auxiliary aids and services

The Accessibility Plan also covers how schools will:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled children

The Accessibility Plan can be found on school websites.

Complaints

Where parents have concerns about a Trust school's SEND provision, they should raise their concerns, in line with the school's complaints process i.e. informally with the class teacher. Steps may then be taken to raise further concerns with other staff such as the SENCo, Assistant Head, Deputy Head or Headteacher.

A copy of the Complaints Policy can be found on www.cambrianlearningtrust.org/our-trust/policies-and-procedures

Monitoring arrangements

This policy will be reviewed annually by the Trust Head of Inclusion and Trust SEND Lead.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

This Policy will be approved by the Trustees annually.

Links with other policies and documents

This policy links to the following documents:

- Inclusion Strategy (Template Appendix 1 in this policy)
- SEND Information Report (Trust template Appendix 2 in this policy)
- The SEND Local Offer
- Accessibility Plan
- Relational Behaviour Policy
- EDI Policy
- Supporting Children with Medical Conditions Policy
- Attendance Policy
- Child Protection & Safeguarding Policy
- Pupil Premium Policy
- Complaints Policy

Appendix A: Inclusion Strategy Template

Before completing this template, read DfE's [Developing an inclusion strategy using the IMF for school leaders](#).

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Inclusion Strategy – [insert school name]

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	

Statement of intent

You may want to include information on:

- your ultimate objectives for whole-school inclusion and meeting the needs of your pupils with additional needs and SEND*
- how your inclusion strategy works towards achieving these objectives*
- how the 7 principles of inclusion are addressed in your inclusion strategy*
- how you have worked with families and the wider school community to develop your inclusion strategy*

We suggest that you keep your statement to 500 words or below to ensure that it remains concise and purposeful. You should write in an accessible style, allowing children, young people, and parents to gain an understanding of the school's overarching aims.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	<i>Add or delete rows as needed</i>
2	

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity (noting evidence and barrier numbers addressed)	Activity type (whether it is universal or targeted)	Total budgeted cost (this should account for spend from IMF and core budget allocations)
<i>Add or delete rows as needed</i>		

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.

Appendix B: SEND Information Report Trust Template



SEND Information Report **2026 - 2027**

Insert school logo and name

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

Our school vision:

xxx

SEND at our school:

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). We provide for children and young people with a wide range of special educational needs including those with:

- Communication and Interaction needs;
this includes children who have speech, language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school catering for up to **xx** children with **xx%** of children on the SEND Register. Our primary area of need is **xxx**. Therefore, our Universal Offer includes teaching and learning strategies that we know are most likely to be

effective for all learners.

Our special educational needs co-ordinator (SENCo) is: **xxx**

Our SENCO can be contacted on: **xx**

Our governor with responsibility for SEN is: **xx**

Our SEN policy can be found here: **xx**

Our Equality Scheme and Accessibility Plan can be found here: **xx**

How we identify and give extra help to children and young people with SEND:

The school uses Oxfordshire County Council's 'SEND Indicators Tool' and 'Ordinarily Available SEND Provision' document which show:

How we identify if a child or young person has a special educational need:

- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this

Click [here](#) to access the primary and secondary SEND Indicators Tool

Click [here](#) to access the Early Years SEND Indicators Tool

Click [here](#) to read the Ordinarily Available SEND Provision document

Working with parents and children/young people:

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: ***by termly meetings, in line with parent evening meetings, using home/school diary, scheduled phone calls etc***

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by: ***feedback link on school website, suggestions box, parent focus groups, school council, young people's consultation activities etc***

Adapting the curriculum:

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan. You can read it here [xx](#)

We have a nurture group in year 1.

We use intervention programmes including xxx to support the development of language and literacy skills in year xxx.

We offer opportunities on specialist courses for young people from year 9 in association with xx college, including xxx.

Expertise we can offer:

Our SENCo holds [xx](#) qualification, and has specialist training in [xx](#)

All staff have basic awareness level training in [xx](#)

We have staff who have received enhanced training in [xx](#)

There are also members of staff who have trained at a specialist level in [x](#)

Teaching assistants are trained to support the particular needs of the children they work with.

Our Governor responsible for SEND is [xx](#)

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical need
- *Behaviour Support*
- Child and Adolescent Mental Health Services (CAMHS)
- *Oxfordshire School Inclusion Tea*
- Therapy services
- Early Intervention
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

Special Educational Needs | Oxfordshire Schools

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?:

The progress of all children/young people is tracked throughout the school through xxx

In addition for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can read it here xxxx.

Helping children and young people with SEND access activities outside of the classroom:

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the [Family Information Directory](#):

Oxfordshire's accessibility strategy can be read at: [OCC Schools Accessibility Strategy](#)

Supporting the wellbeing of children and young people with SEND:

All children have the opportunity to share their views through their school council representatives and xx

We listen to the views of children/young people with SEN by xx

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by xx.

Joining the school and moving on:

We encourage all new children to visit the school before starting. For children/young people with SEND we xx

We begin to prepare young people for transition into the next stage of their education or training by xx

Who to contact:

If you are concerned about your child xx

If you'd like to feedback, including compliments and complaints about SEND provision xx. We aim to respond to any complaints within xx days.

If you'd like impartial advice from Oxfordshire's parent partnership service SENDIASS contact [SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire](#)

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

[SEND: The Local Offer](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

Appendix C: Specialist Offer at Cambrian Learning Trust: Inclusion Bases and Alternative Provision

As part of their Specialist Offer, for children with the most significant needs, schools may explore the possibility of attending Alternative Provision or a school's inclusion base, to supplement a child's mainstream offer.

Inclusion Bases

For those schools within the Trust with an inclusion base, there is a clear statement of intent, as well as admissions criteria. These admissions criteria will be bespoke to the individual school. Some children will attend their inclusion base full-time, whereas some will attend on a part-time basis.

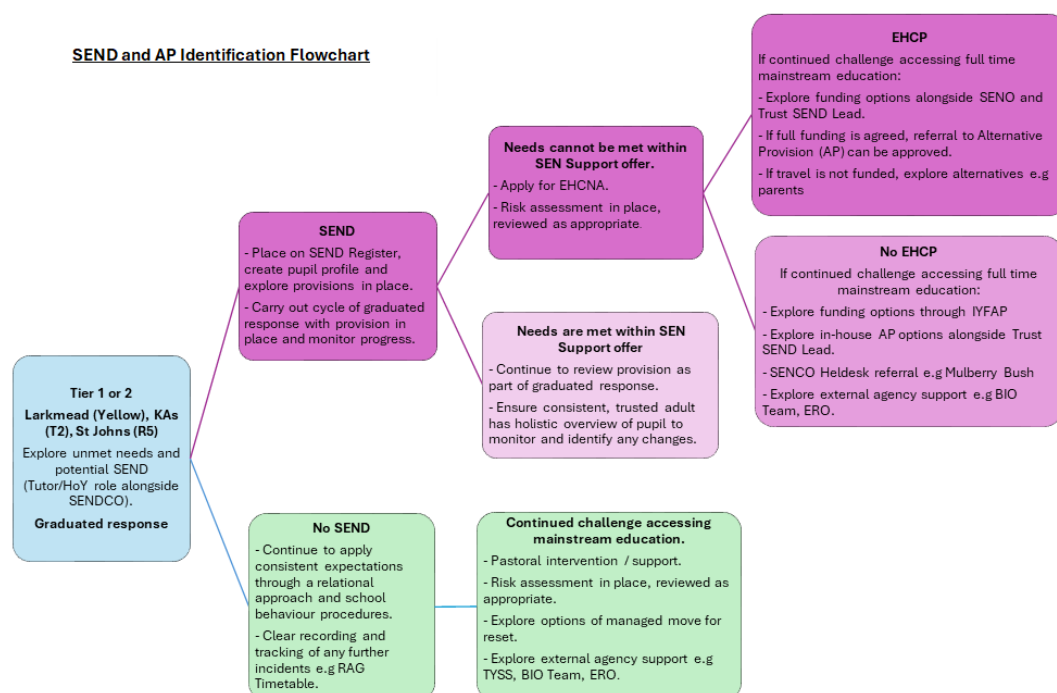
All inclusion bases within the Trust are led by a qualified teacher. Inclusion base leads are offered termly CPD through the Inclusion Base Forum, which is delivered by the Trust SEND Lead in collaboration with the Special School Outreach Team. This CPD focuses on providing base leads with specialist training but also on curriculum design, assessment and transition, ensuring our bases are an integral part of the school community and not a 'bolt-on'.

A specialist curriculum pathway is being developed, alongside an assessment framework. This ensures that our most vulnerable children are supported to thrive, through a tailored curriculum and close monitoring of learning outcomes, linked with the child's EHCP.

Alternative Provision

In some cases, it may be necessary to commission an Alternative Provision, in order to provide a specialist intervention or provision, for a child whose significant level of needs are unable to be met through their in-school, mainstream offer alone.

Schools will only consider Alternative Provision, once all in-school offers have been explored.

SEND and AP Identification Flowchart*Cambrian Learning Trust SEND and AP identification flowchart*

AP decisions follow the Assess–Plan–Do–Review cycle:

- **Assess:** Evidence of barriers, pupil/parent views, safeguarding information
- **Plan:** Purpose, duration, exit criteria, curriculum access
- **Do:** Commission only after due diligence and written agreement
- **Review:** At least every 6–8 week

Decisions around alternative provision must be lawful, rational, evidence-based and recorded.

Parents' views are always sought, but AP is not a parental opt-in. Disagreements follow Trust complaints routes or SEND Tribunal processes.

Alternative Provision will not be used to circumvent attendance duties.

Schools retain full safeguarding responsibility for children in Alternative Provision. Due diligence includes an in-person visit from a member of school staff, registration status, inspection history, safeguarding policy/training, safer recruitment/DBS, DSL contact, health & safety, insurance, SEN capability, and alignment with National Standards for Non-School AP. A written agreement is required before any placement begins.

Where an Alternative Provision Provider is not on the local authority's approved provider list, the Trust Inclusion Team will also carry out an in-person quality assurance visit.

Alternative Provision will never be used to remove a pupil from roll or encourage removal. Part-time (Reintegration) timetables used to manage behaviour are unlawful. I

Indefinite Alternative Provision is not permitted so alternative provision for any child will be reviewed regularly.