



Inclusion Policy 2026

Mission Statement

Our mission is to be a thriving community where everyone is valued. We will **aim high** in all tasks we undertake. We will **work hard** to always be the best version of ourselves. We will **be kind** to all to create a better society.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001), updated 30 April 2020
- *SEND Reform: Putting Children and Young People First* (Published: 23 February 2026; Updated: 27 April 2026).
- Ofsted School inspection handbook, Updated January 2026
- Ofsted Research and analysis - SEND: old issues, new issues, next steps, Published 16 June 2021
- Equality Act 2010
- Children and Families Act 2014

1. Vision and Principles

Our school operates on the principle of "One System, Not Two." We believe that inclusion is the responsibility of every staff member, not just the SENDCo. Our goal is to ensure that all students, regardless of socio-economic background, disability, or need, belong to our community and can access a high-quality, ambitious curriculum.

- Universal Design: We design our environment and curriculum to be accessible to all from the outset.
- Presence, Participation, and Progress: We measure success not just by attendance, but by the quality of a student's engagement and their academic and social growth.
- Removing Barriers: We proactively identify and dismantle physical, sensory, and pedagogical barriers to learning.

Some students need educational provision which is **additional to** and **different from** that provided for the majority of students. A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

2. The Graduated Support Model (2026 Tiers)

In line with the 2026 national reforms, our school utilises a four-tier approach to support:

Tier	Provision Level	Key Features
1. Universal	Quality First Teaching	High-quality, adaptive teaching for all students in every classroom.
2. Targeted	In-Class Scaffolding	Small-group interventions and pre-teaching (e.g., vocabulary) within the mainstream setting. Some students may be added to our monitoring list at the level or our SEND register, depending on need.
3. Targeted Plus	Specialist Input	Support involving "Experts at Hand" (SLT, EP) without requiring a formal EHCP. Students are likely to be on our SEND register at this stage.
4. Specialist	EHCP / Inclusion Base	High-level bespoke support or placement within the school's Inclusion Base. Students are likely to have an EHCP or awaiting an EHCNA.

3. Aims and Objectives

The aims of our inclusion policy and practice in Chenderit School are:

- To provide curriculum access for all;
 - To secure high levels of achievement for all;
 - To meet individual needs through a wide range of provision;
 - To attain high levels of satisfaction and participation from students, parent and carers;
 - To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
 - To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development;
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners and
 - To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.
- (National Curriculum, 2014).

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Disability Coordinator (SENDCO) and the Designated Safeguarding Lead.

The SENDCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy

The SENDCO also has strategic responsibility for the inclusion of students who have EAL and the achievement of vulnerable students.

The Designated Teacher for Looked After Children, has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

4. Strategic Pillars for Removing Barriers

A. The Inclusion Base

The Inclusion Centre (The 'Hub' Model)

Our Inclusion Centre acts as the heartbeat of our inclusive practice. It is designed to be a fluid, high-impact space that supports the "Three Pillars of Wellbeing": Mental Health, Academic Progress, and Professional Collaboration.

I. Mental Health & Emotional Regulation

- Triage and Support: The Centre provides a "soft landing" for students experiencing acute emotional distress. This includes evidence-based interventions like Cognitive Behavioural Therapy (CBT) techniques, mindfulness, and sensory regulation.
- Structured Support: While the Centre offers emergency emotional support, it primarily operates on a structured referral basis to ensure students maintain high attendance in their core subjects.

II. Targeted Academic Scaffolding

- Small Group Teaching: We utilise the Centre for "High-Impact, Short-Burst" interventions. This focuses on closing literacy and numeracy gaps that prevent students from accessing the wider curriculum.
- Pre-Teaching: A key strategy where students with SEND and/or EAL are introduced to complex vocabulary and concepts in the Centre *before* the mainstream lesson, boosting their confidence and participation.

III. Multi-Agency Collaboration (The 'One-Roof' Approach)

- Professional Intersection: The Centre serves as a designated space for external professionals (Educational Psychologists, Speech and Language Therapists, CAMHS, and Social Care).
- Integrated Case Management: By hosting these professionals on-site, we ensure that external advice is immediately translated into classroom-ready strategies, which is a key metric in the Ofsted Leadership and Management judgment.
- Internal inclusion meetings are held fortnightly and attended by the SENDCo, Head of Year and the welfare team; student progress is discussed at these meetings.

B. One-page profiles

Every student who has a need beyond ordinarily available provision will have a one-page profile created. This will be created in conjunction with the child and home and will outline areas of need and strategies for support.

- They are co-produced with the student and parents and reviewed annually.
- They aim to support class teachers with providing effective in-class scaffolding.

C. Adaptive Teaching

We move away from "differentiation by task" to Adaptive Teaching.

- Teachers provide scaffolding (writing frames, checklists, technology) that is gradually removed as students gain independence.
- Use of assistive technology (live captioning, text-to-speech) are utilised where appropriate to support students in class progress.
- Adaptive strategies to support E/K students are shared with staff and regularly reviewed.

4. Ofsted Compliance: "Inclusion as a Standalone Judgment"

Under the 2026 Ofsted framework, our school prepares for scrutiny in the following areas:

- The "Vulnerable Groups" Thread: Evaluation of outcomes specifically for SEND, FSM/PP, and students known to social care.
- Staff Training: Evidence that all teachers have completed mandatory SEND and Inclusion training.

- Culture of Belonging: Evidence that behaviour policies are inclusive and that "reasonable adjustments" are made to prevent unfair exclusions of students with SEMH or neurodivergence.

5. Environment and Sensory Regulation

To remove physical and sensory barriers, we commit to:

- Developing acoustic and lighting standards, including reduced visual clutter, clear visual support for students, reduced bells, supportive protocols for movement around school site to support students with sensory issues.
- Safe Spaces: Access to quiet zones or a breakout room for students experiencing sensory overload. Students have the opportunity to partake in sensory circuits to support regulation.
- Accessibility: Ensuring all extracurricular activities, trips, and clubs are fully accessible by design, with a target of a minimum 15% of all students engaging in activities to be in receipt of PP funding and 25% of all students participating in enrichment activities being SEND students.

6. Accountability and Leadership

- Governor Responsibility: The Governing Board will have a Lead Governor for Inclusion who monitors the Annual Inclusion Strategy.
- Staff Wellbeing: Recognising that inclusive education is demanding, leadership will conduct annual wellbeing assessments to ensure staff have the capacity to support all learners effectively. This will be supported by the annual staff survey and the half termly staff welfare group meetings.