



SEND and Inclusion POLICY

Adopted:	July 2026
Frequency of review:	1 year
To be reviewed by:	Board of Trustees

REVIEW RECORD

Date of review	Reason for review	Date of next review
July 2027	Policy Review Cycle	

1. Policy statement and purpose

The Yorkshire Collaborative Academy Trust (YCAT) is committed to inclusive education where **every child is supported to Achieve, Belong and Thrive**. This policy sets out how YCAT meets its statutory duties for Special Educational Needs and Disabilities (SEND) while embedding the **STRIVE Inclusion Vision** consistently across all schools.

This Trust-wide policy applies to all YCAT primary schools and should be read alongside each school's SEN Information Report and Accessibility Plan. It is written to be clear, transparent and accessible for parents and carers.

2. Our Inclusion Vision – STRIVE at YCAT

At YCAT, inclusion is not an add-on. It is how we work every day.

Through **STRIVE**, we commit to:

- **Support** – we provide tailored support to ensure barriers to learning are identified early and addressed effectively.
- **Trust** – we work in partnership with children, families and professionals through open, respectful relationships.
- **Respect** – we value individuality, recognise each child's strengths and listen to pupil and parent voice.
- **Inspire** – we nurture curiosity, ambition and enjoyment of learning through high-quality teaching.
- **Value** – we celebrate diversity and embed fairness and equity in policy, practice and curriculum.
- **Empower** – we develop confident, resilient learners who are active participants in school life.

STRIVE ensures that inclusion is felt in classrooms, corridors, playgrounds and partnerships with families.

3. What Inclusion Means at YCAT

Inclusion at YCAT means:

- All children are welcomed into their local mainstream school wherever possible.
- High expectations are held for every learner, including those with SEND.
- Difference is expected and respected.

- Barriers to learning are anticipated, reduced or removed through strong teaching and reasonable adjustments.
- Support focuses on outcomes, independence, confidence and participation – not just processes or paperwork.

Inclusion does not mean all children are treated the same. It means children are given what they need to access the curriculum and succeed.

4. Legal and statutory framework

This policy is informed by:

- Children and Families Act 2014
- SEND Code of Practice (0–25 years) 2015
- Equality Act 2010
- SEND Regulations (including amendments)
- Keeping Children Safe in Education (2025)
- Ofsted Education Inspection Framework and Inspection Toolkits (2025)

5. Identification of SEND and the Graduated Approach (APDR)

YCAT schools follow a consistent Assess–Plan–Do–Review (APDR) cycle.

Assess

Children are identified through ongoing assessment, careful observation, discussion with parents and pupils, and consideration of progress over time. Concerns are explored after high-quality adaptive teaching has been in place.

Plan

Clear, child-focused outcomes are agreed with families. Planned support may include classroom adaptations and targeted interventions.

Do

The class teacher remains responsible for the child's progress. Support staff are used to supplement, not replace, quality teaching.

Review

Progress is reviewed at least termly, focusing on impact. Support is adapted, stepped up or stepped down where appropriate.

6. Adaptive Teaching and Curriculum Access

Our Expectations

Adaptive teaching is the primary way needs are met at YCAT. It ensures equity of access without lowering ambition. All teachers are teachers of pupils with SEND.

Core expectations include:

- Anticipating barriers during lesson planning
- Clear modelling, scaffolding and structured routines
- Pre-teaching and revisiting key vocabulary
- Flexible ways for pupils to record understanding
- Calm, predictable learning environments

What this looks like in YCAT primary schools

Early reading and phonics

- Consistent routines and explicit modelling
- Sound mats, visuals and extra practice for pupils who need it

Writing

- Shared and modelled writing
- Writing frames, oral rehearsal and assistive technology where appropriate

Mathematics

- Concrete–pictorial–abstract approaches
- Manipulatives, worked examples and overlearning of key facts

Foundation subjects

- Visual supports, timelines and hands-on learning
- Alternative ways to show understanding while learning goals remain the same

These approaches are part of everyday classroom practice for all children, not just those on the SEN register.

7. Strong Foundations: Language, Reading, Writing and Mathematics

YCAT believes that strong foundations are the cornerstone of inclusion.

- Spoken language underpins learning, wellbeing and relationships.

- Early, high-quality phonics and reading instruction is prioritised.
- Writing is supported through explicit teaching of transcription and structure.
- Mathematical understanding is developed through conceptual teaching and practice.

Securing these foundations reduces future barriers and supports independence across the curriculum.

8. Working in Partnership with Children and Families

YCAT values open, honest and respectful relationships with families.

Parents and carers can expect:

- Clear communication without jargon
- Regular opportunities to discuss progress and support
- Their views to be listened to and considered

Children and young people are encouraged to:

- Share their views
- Understand their own strengths and needs
- Take increasing ownership of their learning and support

9. Roles and Responsibilities (Summary)

- **Trust Board** – strategic oversight and accountability
- **Local School Committees** – monitoring and challenge
- **Headteachers** – inclusive culture and curriculum access
- **SENCOs** – strategic leadership, guidance and quality assurance
- **Teachers** – progress and outcomes for all pupils
- **Support staff** – promoting independence and inclusion

10. Inspection Readiness – Ofsted 2025

YCAT schools are inspection-ready through strong everyday practice, not additional paperwork.

Inspection evidence focuses on:

- Early identification and effective classroom practice
- Impact on learning, behaviour, attendance and belonging
- Case sampling of pupils with SEND

Schools use the Ofsted inspection toolkits as part of self-evaluation and improvement planning.

11. Preparing for SEND Reforms

The SEND system is evolving. YCAT is proactively preparing while fully meeting current statutory duties.

Key principles include:

- Inclusion as the default
- Strong mainstream provision
- Consistent systems across schools
- Clear communication with families
- Focus on outcomes and impact

Trust-wide actions include workforce development, strengthened adaptive teaching, robust APDR practice and transparent data use.

12. Monitoring, Review and Transparency

This policy is reviewed annually or sooner if guidance changes. Each school publishes an up-to-date SEN Information Report and Accessibility Plan on its website.

YCAT is committed to continuous improvement so that every child is supported to **Achieve, Belong and Thrive**.

YCAT School-Level SEND Appendix (Template)

This appendix must be used alongside the Trust SEND & Inclusion Policy 2026–2027.

It sets out how this school implements YCAT’s Trust-wide expectations at a local level.

1. School details

- **School name:**
 - **Headteacher:**
 - **SENCO:**
 - **SENCO qualification (NPQ/NASENCo):**
 - **SEND Governor / Link Trustee:**
 - **Local Authority:**
 - **Date of last review:**
 - **Date of next review:**
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2. School inclusion ethos

Briefly describe how the **STRIVE** inclusion vision is lived out in your school. This should reflect:

- How pupils are helped to **Achieve, Belong and Thrive**
- How inclusion is visible in classroom practice, routines and relationships
- How pupil voice and parent voice are promoted

(Suggested length: one short paragraph)

3. Leadership and governance arrangements (school level)

Explain how SEND leadership operates within the school, including:

- SENCO’s strategic role within the leadership team
 - How SEND is monitored by senior leaders
 - How governors provide challenge and oversight
 - How SEND contributes to the school development plan
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4. Identification of SEND – school procedures

Describe how concerns are identified and recorded in line with the Trust APDR framework.

Initial concerns

- How teachers log and raise concerns (e.g. cause for concern process)
- How and when parents are informed

- How concerns are reviewed prior to SEN Support

(Insert local flowchart or process here)

5. SEN Support – Assess, Plan, Do, Review (APDR)

Set out the school's SEN Support processes, including:

Assess

- Assessment tools used (classroom-based, standardised, observation)
- Role of the SENCO in supporting assessment

Plan

- How outcomes are written (child-centred, measurable)
- How parents and pupils are involved
- School documentation used (e.g. IPM / provision plan)

Do

- How support is delivered in class
- Role of teaching assistants
- How independence is promoted

Review

- Frequency of reviews
 - How impact is evaluated
 - How decisions are made to step support up/down/end
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6. Adaptive teaching and classroom practice

Explain how adaptive teaching expectations from the Trust policy are implemented in this school.

Include examples of:

- Planning for barriers
 - Vocabulary support
 - Scaffolding and modelling
 - Flexible recording methods
 - Support for regulation and attention
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7. Targeted interventions

Describe:

- Types of interventions used (academic, language, SEMH, regulation)
- How interventions are selected
- Entry and exit criteria
- How impact is monitored

(Interventions should be time-limited, evidence-informed and reviewed regularly)

8. Working with parents, carers and pupils

Explain how the school:

- Communicates with parents about SEND
 - Involves pupils in planning and review
 - Responds to concerns and feedback
 - Signposts to SENDIASS and the Local Offer
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9. Involving specialists and external agencies

Set out:

- Criteria for involving specialists
 - Consent and information-sharing processes
 - How advice is implemented and reviewed
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10. Education, Health and Care Plans (EHCPs)

Describe how the school ensures:

- Provision in Section F is delivered
 - Class teachers remain responsible for progress
 - Reviews and annual reviews are completed on time
 - Pupils and parents are involved meaningfully
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11. Safeguarding and wellbeing (SEND)

Explain how the school supports pupils with SEND who may be more vulnerable, including:

- Safeguarding processes
 - Behaviour and regulation support
 - Attendance and engagement
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12. Admissions, accessibility and reasonable adjustments

Briefly outline:

- Arrangements for admitting pupils with SEND
 - Accessibility adjustments in place
 - How reasonable adjustments are agreed and reviewed
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13. Data, record-keeping and confidentiality

Describe:

- Where SEND records are stored
 - Who has access
 - How information is shared during transition
 - How GDPR requirements are met
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14. Monitoring, evaluation and inspection readiness

Explain how the school reviews the quality and impact of SEND provision, including:

- SENCO monitoring activities
 - Governor oversight
 - Preparation for Ofsted inspection and case sampling
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15. Review and publication

- This appendix is reviewed annually.
 - It is published alongside the Trust SEND & Inclusion Policy.
 - Updates are made promptly where guidance or practice changes.
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This appendix must always be read in conjunction with the YCAT SEND & Inclusion Policy 2026–2027.