TOGETHER for Children and Young People

Together we will make Cheshire East a great place to be **young**

Inclusion Framework

School Name:
Attendees:
Date:



Context	
School Name	
Trust – if applicable	
Head Teacher	
CEO – if applicable	
SENCO	
Trust SEND Lead – if applicable	
SEND Governor	
Trust Governor – if applicable	
Number on Roll	
Primary SEND area of need? **Secondary SEND area of need?**	
School Context	
What makes your setting unique?	



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Key data		
SEND Notional Budget	£	
Number of EHCPs (E code)		% *National 5.3%*
Number of EHCNAs		%
Number of CYP on SEN Support (K code)		% *National 14.2%*
Number of CYP known to the EP service		%
Number of CYP known to the CEAT service		%
Number of CYP known to the SI service		%
Number of CYP with EAL		%
Number of Pupil Premium CYP		%
Number of CYP in care		%
Number of CYP with a Social Worker		%
Number of CYP at Early Help		%
Number of previously known to social care CYP		%
Number of pupils with severe absence (less than 50%)		%
Number of pupils with persistent absence (less than 90%)		%



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Key data

(note time period e.g. last year, since start of academic year, last term)	SEND	NON-SEND	Comments on other vulnerabilities	
Number of Permanent Exclusions				
Number of Suspensions				
Number of Internal Exclusions				
Number of incidents resulting in physical intervention				
Number of children on part time / transition timetables				
Number of instances off – site direction				
Number of managed moves in/out				
Number of fair access applications – refusals/accepted				
Number of pupils now Electively Home Educated (school can't meet needs)				
Number of pupils aged retained				
Number of Young Carers				



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Key information	
Virtual school designated teacher – attended recent training?	
Designated Safeguarding Lead – attended recent training?	
SENCO on leadership team - has qualification?	
Pupil premium lead identified – Strategy in place? Are you a RADY school?	
Neurodiversity aware – Are you a PINS school/ ND tool trained?	
Mental health lead identified – Are you a MHST school?	
SEND/Inclusion staff development planned throughout year	
Inclusion data analysed and used to inform policy and practice	
Whole School Provision map in place (or equivalent)	
Assessments and interventions in place across 4 broad areas of need	
Clear expectations of QFT (OAIP) and good practice evident	
Trauma informed/relational approaches training is in place (and this informs our school policies)	
Number of ELSA/MELSA trained staff	
Pupil Premium funding also used to support improvements in inclusion, attendance and engagement.	
Clear process for recording and reporting physical intervention – linked to Risk Assessments	
Do you have a SEND Unit/ resource provision/ internal provision?	
Parental engagement around inclusion in place	
Pupil voice around inclusion is in place	



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Inclusion Support		
Role	Name	Email address
Strategic Lead for Inclusive Mainstream Practice	Sarah Clough	Sarah.clough@cheshireeast.gov.uk
Inclusion Support Officer		
Transition officer		
CEAT link		
EP link		
Hearing impairment link		
Vision impairment link		
Early years inclusion link (PQIP)		
Outreach link		
Mental health link		
Partnership early help officer		
Virtual school adviser		



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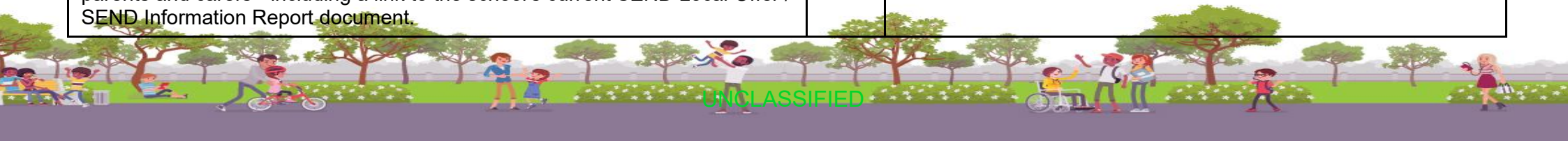
Role	Name	Email address
NEET Adviser		
Attendance adviser		
SEN case worker		
SEN senior case worker		
SEN locality manager		
Parent link		



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Belonging

Belonging: Every single member of our school community has a sense of belonging. We know it because…	RAG	Notes and links
We have a co-produced vision statement, aims and values linked to inclusion.		
We have whole school systems in place to promote a sense of belonging (such as house groups, clubs, teams etc).		
We ensure all children feel welcome and welcome any new families who are considering applying for a place with us.		
We have clear, co-produced and timely transition arrangements for all vulnerable learners and ensure they are shared with all involved.		
We consider alternative options to suspensions and exclusions where they can be avoided to support inclusion.		
We have a clear process, including a supportive reintegration plan, following a suspension or period of low attendance.		
Where there are repeated suspensions or persistent low attendance, we consider unmet needs; develop an effective plan, making necessary referrals.		
We analyse learners who become Electively Home Educated or who move to a different mainstream school due to unmet needs in our school.		
We regularly review and monitor reintegration plans for all part-time (transition) timetables.		
We ensure all of our learners are able to successfully access social times and we provide additional support and intervention to support, if necessary.		
We actively encourage and support staff and pupil wellbeing.		
Our website is accessible and provides links and information to support parents and carers - including a link to the school's current SEND Local Offer / SEND Information Report document.		



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Responsibility		
Inclusion is everyone's responsibility EVERY Teacher/ Leader is a teacher/ leader of SEND	**RAG**	**Notes and links**
Our SENCO is on the school leadership team and the SENCO and the leadership team are aware of our SEND notional budget amount and spend.		
We have a named SEND governor who is aware of all relevant information linked to SEND and who provides supportive challenge to the leadership team. They visit the school to specifically review SEND/inclusion at least three times a year and engage in training.		
Our SENCO has sufficient time and resources to be able to undertake the role effectively.		
Our support staff are regularly trained in supporting needs of SEND learners and their deployment ensures best outcomes, including independence skills.		
Our staffing structure and numbers are adequate to support the needs of the vulnerable learners in the school.		
Our SENCO has oversight over our early years/post-16 learners and supports with their inclusion in the same way as all other SEND learners.		
We have a clear communication process in place to ensure ALL staff involved in supporting SEND learners are aware of the individual plan and support/approach.		
Our SEND and vulnerable learners make good progress from their starting points across all areas.		
Our SENCO and school leaders are aware of, and utilises, research and evidence-based practice to inform support and provision ensuring any relevant information is disseminated appropriately.		
All staff understand the Graduated Approach and their role to support it; they are confident about their responsibilities in relation to SEND and vulnerable learners – from identification of need through to positive outcomes.		
Our SENCO works alongside teachers and subject leads to support and ensure curriculum development and access to curriculum content for SEND learners.		
All vulnerable learners know who their identified key adult is in school.		



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Opportunities		
Opportunities: Every member of the school community has equal opportunities. Differences are always mitigated.	**RAG**	**Notes and links**
We specifically plan activities and learning opportunities to prepare all learners, especially SEND /vulnerable learners, for their adult life (linked to PfA).		
We ensure that all of our SEND / vulnerable learners are able to participate in all school activities, including trips, events and clubs etc.		
Our leadership team regularly reflect on the SEND notional spend to ensure it is enabling inclusive opportunities for our SEND learners.		
Our curriculum is designed to ensure inclusive practice and equal opportunities for all learners, including our SEND / vulnerable learners.		
Quality First Teaching (OAIP) and adaptive teaching includes reasonable adjustments at a universal level in all lessons.		
We ensure our SEND and vulnerable learners are able to take part in extracurricular opportunities, E.g. school council, peer mentoring, wellbeing ambassadors etc.		
We ensure our SEND and vulnerable learners are able to take part in work experience opportunities if they are part of the curriculum.		
All learners, including those with SEND or who are vulnerable, are actively prepared to become responsible citizens in society; developing resilience, compassion, self-regulation etc. A graduated approach from universal to specialist ensures this.		
Relationships, sex education and wellbeing linked to exploitation etc is appropriately adapted to ensure it is suitable for all needs and abilities.		
All of our teaching staff have opportunities to spend time to directly work with our SEND and vulnerable learners on a regular basis.		
We ensure any provision and support is needs led rather than diagnosis led.		



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Celebration		
Celebration: The school community is proud about its diversity and finds ways to celebrate interests and successes of all pupils.	**RAG**	**Notes and links**
We celebrate diversity and inclusion to ensure all pupils understand and embrace differences.		
Everyone in our school community is proud of how inclusive we are. We are proud to say that inclusion is a golden thread through everything in the school.		
We have a system in place to monitor achievements and progress so that we can actively celebrate the successes of our SEND and vulnerable learners.		
We promote and celebrate the importance of exercise and eating healthily in relation to mental health and well-being.		
We celebrate the achievements of our staff.		
Parents and carers are routinely contacted regarding their child's success including effort, progress, academic and wider achievements.		



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Flexibility		
Flexibility: The school environment should fit the child, NOT expecting the child to fit the school where it is reasonable to do so.	**RAG**	**Notes and links**
We consider the needs of our SEND learners in the physical and sensory environment and make adaptations accordingly.		
We complete an environmental audit/review annually and all staff adapt the environment accordingly.		
We provide alternative timetables/provision for children who are unable to access the mainstream classroom full time.		
We ensure our displays etc around school are inclusive and accessible for all of our learners.		
We provide regulation time for all children throughout the day and ensure that those children who require more than the universal offer have further opportunities to regulate so they are ready to learn.		
The whole school understand the Equality Act 2010 and pre-emptively make reasonable adjustments.		



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Identification		
Identification: School systems are in place to identify any emerging needs as early as possible in line with the four broad areas of need from the Code of Practice.	**RAG**	**Notes and links**
Our class teachers have a good knowledge of the learning and development needs of all the learners in their class, including those with SEND or who are vulnerable.		
Our class teachers explicitly plan the delivery of the learning for SEND learners to ensure learning opportunities are maximised.		
We have a clear process to support, record and monitor the identification of emerging additional needs.		
We use a range of individualised assessments and sources to support early identification such as transition information, screening tools etc.		
We recognise a range of communication methods including behaviour and seek to understand and support any unmet need proactively.		
Our class teachers and the SENCO liaise with parents/carers and outside agencies to ensure accurate and early identification of needs.		
Our SENCO and other staff access the universal support offer available from Cheshire East services		
Our support staff are also aware of the identification of emerging needs and the process to follow.		
Our staff are aware of a range of factors that could impact progress and/ or engagement and are able to identify needs effectively and correctly.		

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Provision		
Provision: A clear, graduated approach is followed and monitored with appropriate support and intervention beyond what is ordinarily available. This should be monitored and reviewed.	**RAG**	**Notes and links**
We use evidence-based interventions and monitor the impact of these to ensure they have positive impact across the four broad areas of need.		
Our SEND learners have clear plans demonstrating interventions and support, following 'assess, plan, do, review' process three times a year.		
Our learners with an EHCP have a timely annual review.		
We ensure SEND learners have an appropriate balance of whole class, small group and individual intervention and support in line with their specific needs.		
We monitor the progress and well-being of all learners, especially those who are vulnerable or have SEND, who are identified as being at risk of exclusion or low attendance and plan appropriate proactive interventions to support.		
We access the appropriate funding streams and support services to support the needs of our SEND and vulnerable learners.		
We are clear about our development areas in terms of interventions, environment and provision and have plans to outline next steps.		
We have a provision map to demonstrate a graduated approach to intervention, support and provision across the four broad areas of need.		
We ensure risk assessments / well-being plans (including RAMPs) are in place, appropriately shared and regularly reviewed to ensure proactive and reactive mitigations are planned. These are regularly reviewed with all concerned.		
We use technology to support access and inclusion for learners who require it.		
Where pupils alternative or off-site provision, a named staff member regularly monitors suitability of the provision, has contact with the provision and regularly reviews the impact on the pupil.		
We use off-site direction to improve future behaviour as part of an effectively planned curriculum.		



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Coproduction		
Co-production: Involvement of children and young people and their families is essential. Their voice is vital.	**RAG**	**Notes and links**
A clear SEND development plan is in place which regularly considers, reflects and responds to pupil progress, staff skills, CPD and child and parent views.		
We use appropriate services to support the development of inclusive practice in school at a universal, targeted, specialist level.		
We involve children/young people and their parents/carers in contributing to discussions about any planning, support and intervention.		
Pupils know their voice is heard. We regularly collate feedback from children/ young people, so that we are clear about their views on inclusion in our school and ensure this information informs our policy and practice linked to SEND and Inclusion.		
Parents know their voice is heard. We regularly collate feedback from parents/ carers, so that we are clear about their views on inclusion in our school and ensure this information informs our policy and practice linked to SEND and Inclusion.		
Our learners feel that they can make a positive contribution to our school community.		
Our learners feel confident to raise issues, worries, concerns at any time with adults who support them and they know these will be responded to.		
Our staff feel listened to, supported, valued and well equipped to carry out their roles to support inclusive practice.		
We have a process for parents/carers to share their concerns or complain about provision for their child.		
Appointments to meet with the SENCO are easily available for all parents/carers to discuss concerns etc.		
We make sure one-page profiles are in place and updated at least twice a year for all SEND learners.		
We actively promote the use of the Local Offer for SEND to support children, young people and their families.		



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Inclusion Impact Plan

Over the next year, we will improve inclusion by focusing on…

(Date)

- *What will pupils be doing differently?*
- *What will staff be doing differently?*
- *What measurable outcomes will show success?*

3-month actions…	Who?	Intended impact	Outcome (Date)
6-month actions…	**Who?**	**Intended impact**	**Outcome (Date)**
12-month actions…	**Who?**	**Intended impact**	**Outcome (Date)**
Additional notes			



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