



# **SEND & Inclusion Policy**

*The Chadderton Learning Centre (CLC)*

**Date of Issue:** December 2025

**Next Review:** April 2026

**Policy Creator(s):** Directors of Chadderton Learning Centre



## 1. POLICY STATEMENT & INTENT

This policy sets out how CLC will identify, support and make provision for pupils with special educational needs and/or disabilities (SEND), and how we promote inclusion for all pupils, in line with the statutory requirements of the SEND Code of Practice: 0 to 25 years, and other relevant legislation (including the Equality Act 2010).

### Philosophy and Ethos

- We believe that all pupils, regardless of ability or need, are entitled to a broad, balanced and relevant education, and should be enabled to achieve their full potential as valued members of CLC.
- We are committed to inclusion: to remove barriers to learning and participation, to value individuality, and to foster a sense of belonging, acceptance and respect for diversity.
- We recognise that needs may be lifelong or temporary; and that additional support benefits all learners, including those with SEND, by enabling them to participate fully alongside their peers.

---

## 2. AIMS & OBJECTIVES

- To ensure compliance with statutory duties under the SEND Code of Practice, Children and Families Act, Equality Act, and related legislation.
- To identify early, and as soon as possible, pupils who have SEND or who require additional support.
- To provide appropriate support and reasonable adjustments so that pupils with SEND can access the full curriculum, including extra-curricular activities, alongside peers.
- To employ a graduated, evidence-based approach (assess, plan, do, review) to meeting individual needs.
- To involve pupils, parents/carers, staff and external agencies (where needed) in planning and reviewing support.
- To monitor and evaluate the effectiveness of SEND provision and inclusion arrangements — and adapt as needed.



- To develop the knowledge, skills and understanding of all staff to meet a wide range of needs.
  - To ensure fairness of access, opportunity and treatment, and to prevent discrimination, harassment or exclusion on the basis of SEND or disability.
- 

### 3. DEFINITIONS

#### Special Educational Needs and/or Disability (SEND)

- A pupil has SEND if they have a learning difficulty and/or disability — that is, a significantly greater difficulty in learning than the majority of children of the same age; or a disability which prevents or hinders use of facilities generally provided for others of the same age in mainstream settings.
- SEND may include, but is not limited to: learning disabilities, communication and interaction needs (e.g. autism, speech & language), cognition and learning difficulties (e.g. dyslexia), sensory or physical impairments, emotional, social or mental health needs.

#### Special Educational Provision

- Educational or training provision that is additional to, or different from, that generally provided for children of the same age in mainstream schools.
  - For some pupils, this may include "reasonable adjustments" under equality/disability legislation.
- 

### 4. ROLES AND RESPONSIBILITIES

#### Directors & Leadership

- Approve the SEND & Inclusion policy, ensure it is published and reviewed annually (or as legislation changes).
- Ensure the school's SEND & Inclusion provision is resourced adequately (staffing, training, budget, physical adjustments) and that staff receive training/updates.



- Monitor, evaluate and challenge the Centre's effectiveness in supporting pupils with SEND and promoting inclusion.

#### **SEND-CO**

- Co-ordinate SEND provision across the school: identification, assessment, planning, implementation, monitoring and review.
- Maintain the Centres "SEND register" / provision map / records of needs, interventions and outcomes.
- Liaise with parents/carers, external agencies (e.g. educational psychologists, therapists), school leadership and staff.
- Ensure staff are aware of, and implement, the SEND & Inclusion policy and associated procedures.
- Report to governors/trustees on SEND and inclusion provision, effectiveness, resource usage, and outcomes.

#### **Teachers & Support Staff**

- Recognise that they are "teachers of SEND": they are responsible and accountable for the progress and development of all pupils in their class. including those receiving additional support.
- Plan and deliver high-quality, inclusive teaching ("Quality First Teaching"), including differentiated work, adapted resources, varied strategies, scaffolded support, and where necessary additional interventions.
- Work collaboratively with SENCO, support staff, parents and external specialists to implement individual support plans and monitor progress.

#### **Parents/Carers and Pupils**

- Parents/carers of pupils with SEND will be fully involved in discussions and decisions about identification, planning and support — at every stage.
- Pupils will be invited to contribute to planning their own support (pupil voice), where appropriate, and to have a say in their learning and inclusion arrangements.



- The Centre will ensure clear, accessible communication with parents/carers (including via the school website) and provide a user-friendly “SEND & Inclusion Information Report / Local Offer” describing the school’s provision and procedures.

---

## 5. IDENTIFICATION, ASSESSMENT AND PROVISION

### Identification & Referrals

- CLC does not identify pupils as having SEND independently. All pupils referred to CLC for alternative provision remain on the roll of their school, which retains legal responsibility for identification of SEND, assessment, and statutory processes.
- CLC will support schools in the identification process by monitoring and providing feedback on their time with us.
- Referrals to CLC must include detailed information about the pupil’s needs, including SEND status, existing assessments, support plans, EHC plans (where applicable), and risk assessments.
- CLC will review referral documentation and meet with the school, parents/carers, and where appropriate, the pupil, to understand needs and establish appropriate support within our setting.

While CLC does not carry out statutory SEND assessments, we will **observe, monitor and record** the pupil’s engagement, progress, behaviour and needs while attending our AP sessions. Any concerns or new emerging needs will be communicated promptly to the school’s SENCO, so they can determine next steps (including whether additional assessments or referrals are needed). CLC will contribute evidence for the school’s graduated approach (Assess–Plan–Do–Review), providing written reports or feedback as required.

CLC provides **targeted, personalised alternative provision** designed to support academic, social, emotional, or behavioural needs within an inclusive environment, aligned with our ethos of empowerment and achievement. Provision may include small-group sessions, mentoring, skills-based work, therapeutic activities, structured interventions and adapted learning opportunities. CLC staff will implement strategies recommended by the home school and external professionals, as appropriate to our setting. We will make **reasonable adjustments** to support pupils with SEND or disabilities while attending CLC sessions, ensuring access to activities, safety and participation.



### **Role in EHCP Processes**

The home school and local authority retain full responsibility for statutory EHCP duties. CLC will contribute information, observations, reports, and attend review meetings at the request of the home school or local authority. We will deliver provision agreed with the home school that aligns with the pupil's EHCP outcomes wherever feasible within an AP setting.

---

## **6. INCLUSION AND EQUAL OPPORTUNITIES**

### **Our Ethos**

CLC is committed to creating an inclusive environment where all pupils—regardless of SEND, disability, or background can thrive. We ensure that the support we provide complements and reinforces the inclusive practices of the home school.

### **Equality and Accessibility**

CLC will make reasonable adjustments so that pupils with SEND or disabilities can fully access our activities. We will inform the home school if adjustments beyond our capability or resources are required, ensuring collaborative problem-solving.

### **Curriculum and Learning Opportunities**

Our curriculum offer is flexible and tailored to each pupil's needs and reintegration/progression goals. Activities are adapted to ensure accessibility and meaningful engagement for pupils with SEND. We work closely with the home school to ensure that support at CLC does not conflict with curriculum provision, but instead enhances attendance, confidence, wellbeing and progress.

---

## **7. MONITORING, EVALUATION AND REVIEW**

CLC will maintain internal records related to attendance, engagement, progress towards AP goals, adjustments provided, and observations relevant to SEND. These records will be shared regularly with the home school, who maintains responsibility for formal SEND progress tracking. We will attend multi-agency meetings, planning reviews, and assess-plan-do-review cycles as requested. CLC conducts internal evaluations of the effectiveness of our alternative provision for pupils with SEND, reviewing staff training, resources and adaptations. Policy and practice will be updated annually, or sooner if significant legislative or operational changes occur.

---



## **8. STAFF TRAINING & AWARENESS**

All CLC staff will receive training to understand SEND needs and inclusive practice, including behaviour support, communication strategies, de-escalation, and trauma-informed approaches. Staff will also be trained in the ethos and principles that guide our inclusive practices. When a pupil has a specific or complex need, CLC will request guidance from the home school or external professionals and provide additional staff training as needed. \

---

## **9. PARTNERSHIPS WITH EXTERNAL AGENCIES**

### **Working with Schools**

Home schools retain responsibility for academic progress, safeguarding oversight, SEND provision, and statutory processes. CLC works collaboratively with the home school to ensure consistency of expectations, support and communication. Regular updates will be provided, including attendance reports, progress summaries, behaviour logs, and information relevant to SEND support.

### **Working with Parents/Carers**

While the home school remains the primary point of contact, CLC communicates with parents/carers as appropriate, especially around engagement, wellbeing, or SEND-related observations. We encourage parental involvement where beneficial to the child's experience at CLC.

### **Working with External Agencies**

CLC will welcome input from external professionals (e.g., educational psychologists, therapists, social workers), but the home school is responsible for coordinating these services. Reports or recommendations from external agencies will be followed within the capacity of an AP setting, and any challenges will be communicated to the home school promptly.

---

## **10. Review OF THIS POLICY**

This policy will be reviewed annually, or earlier if legislation, local authority guidance, or CLC practices change. Review will consider feedback from home schools, pupils, parents/carers, and professionals. Approval will be recorded by CLC leadership, and updated versions shared with partner schools and stakeholders.



## 11. POLICY APPROVAL

This Policy has been examined, approved and authorised by:

Head of Centre (DSL): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

On behalf of Directors / Proprietors: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_