



Inclusion Policy

	Name	Role
Reviewed by	Nicola Baker	School Operations Lead
	Zoe Phillips	SENCo
	Sion Hughes	School Business Manager
	Dympna Woods	Executive Headteacher
	Gary Woods	Group Headteacher
	Stuart Howarth	Proprietor
Approved by	Chair of Governors, Proprietor, Executive Head, Headteacher	
Last reviewed	June 2026	
Next review	June 2027	
Statutory basis	KCSIE 2025 Working Together 2026 ISSR 2026	

This policy applies to all sites: Marsh Green | Standish | Holly House (Warrington) | Lancashire

CONTENTS

1.	The Vision and Context of Infinite Schools
2.	Definitions and Identification of SEN
3.	Implementation of Legislation
4.	Infinite Schools Approach to SEN
5.	Aims for SEN Provision
6.	Provision
7.	Roles and Responsibilities
8.	English as an Additional Language (EAL)
9.	Admission to Infinite Schools
10.	Graduated Approach
11.	Pupil Passports
12.	Parents and Carers Partnership
13.	Review of the SEN Policy
14.	Complaints Procedure

1. THE VISION AND CONTEXT OF INFINITE SCHOOLS

Infinite Schools are a specialist educational school operating across 2 sites in Wigan-Marsh Green and Standish-and 1 in Warrington.

At Infinite Schools, Inclusion underpins all aspects of school life and reflects our commitment to equality, diversity, and respect. We want for every young person at Infinite, regardless of their previous experience or their level of need, to have a sense of belonging. Our commitment as a school is to create a safe, nurturing and respectful environment that lives and breathes our core values of care, connection and trust where every individual young person is valued. We recognise and celebrate the diversity of all young people, providing an inclusive and ambitious experience to support and enable them to achieve their full potential. Our vision is for inclusion not to just be about placement, but about meaningful participation, high expectations and a sense of belonging for all. Our policy drives everything we do so no child is left behind and we continuously strive to remove barriers to learning, participation, and achievement.

We believe that effective inclusion goes beyond access to education; it is about ensuring that every young person feels a sense of belonging, is understood as an individual and has equitable opportunities to succeed academically, socially and emotionally. Through high-quality first teaching, personalised support, therapeutic approaches and strong relationships, we remove barriers to learning and participation, enabling young persons to engage positively with education and prepare successfully for adulthood.

Our curriculum is designed to be ambitious, relevant and accessible, supporting young persons to develop the knowledge, skills and confidence needed for future education, employment and independent living. We work collaboratively with families, local authorities and external professionals to ensure that provision is responsive to individual needs and reflects the aspirations of young persons and their families.

We promote a culture of dignity, respect and acceptance, where diversity is celebrated and young persons are encouraged to develop resilience, independence and self-advocacy. By fostering positive relationships and maintaining high expectations for all, we aim to ensure that every young person experiences success, feels included within our school community and is empowered to thrive both now and in the future.

Key Principles

- Every young person is valued as an individual and has the right to feel safe, respected and included.
- High aspirations and expectations are maintained for all young people.
- Barriers to learning, participation and achievement are identified and addressed proactively.
- Teaching and learning are adapted to meet individual needs.
- Emotional wellbeing, mental health and personal development are integral to inclusion.
- Young people are supported to develop independence, resilience and preparation for adulthood.

- Families and external agencies are valued partners in supporting positive outcomes.
- Diversity is celebrated and discrimination of any kind is not tolerated.
- Inclusion is the responsibility of all staff and underpins all aspects of school life.

2. DEFINITIONS AND IDENTIFICATIONS OF SEND

This policy refers to children and young people with special educational needs and disabilities (SEND) including why and how Infinite works with them. The guiding principle informing this policy is ensuring that children and young people with these additional needs are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of Infinite Schools learning community.

The legal definition of a child or young person with Special Educational Needs (SEN) as set out in the Children and Families Act 2014 and the SEND Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child 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**
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or colleges.

At Infinite Schools, we are committed to identifying and understanding students' needs as early as possible to ensure that appropriate support is in place. In accordance with the SEND Code of Practice, we adopt a graduated approach to assessing, planning, implementing and reviewing provision for students with Special Educational Needs (SEN).

A student is identified as having SEN where they have a learning difficulty or disability that calls for special educational provision to be made that is additional to or different from that ordinarily available to students of the same age.

Identification of SEN is a continuous process that draws upon a range of information, including:

- Information provided by parents/carers and the student.
- Previous educational records and attainment data.
- Education, Health and Care Plans (EHCPs), where applicable.
- Reports from external professionals and agencies.
- Classroom observations and assessments.
- Attendance, behaviour and wellbeing information.

- Progress monitoring and response to intervention.

The school follows the Assess–Plan–Do–Review cycle to ensure that support remains responsive to a student's changing needs and outcomes.

When the school receives a consultation from a Local Authority regarding a prospective young person with an EHCP, a thorough assessment of need is undertaken to determine whether the school can appropriately meet the individual's needs and whether placement would be compatible with the efficient education of our existing students.

This assessment may include:

- A detailed review of the EHCP, professional reports and supporting documentation.
- Consideration of the student's identified strengths, needs, outcomes and required provision.
- Evaluation of the student's social, emotional, mental health, communication, sensory, physical and learning needs.
- Analysis of any identified risks to the student, peers or staff.
- Consideration of curriculum access requirements, therapeutic needs and staffing implications.
- Discussions with parents/carers, the Local Authority and current educational placement, where appropriate.
- Visits, transition meetings or observations where sufficient information is not available through documentation alone.

The school considers the level, complexity and intensity of support required and evaluates whether this can be delivered consistently within the resources, expertise, environment and curriculum available. Particular consideration is given to:

- The extent to which the school's provision can meet the needs specified within the EHCP.
- The availability of appropriately trained staff and specialist interventions.
- The suitability of the peer group and learning environment.
- The impact on the efficient education, wellbeing and safety of existing students.
- The school's ability to provide a safe and sustainable placement over time.

Following assessment, the school will provide a response to the Local Authority outlining whether it believes it can meet the student's needs and, where relevant, any factors that may affect its ability to do so.

This process ensures that placement decisions are informed, transparent and centred on achieving the best possible outcomes for both the prospective student and the wider school community.

Identifying Special Educational Needs and Disabilities

In line with the SEND Code of Practice, Special Educational Needs and Disabilities (SEND) are broadly grouped into four areas of need. While these categories help to identify and plan appropriate support, individual students may present with needs across more than one area.

- **Communication and Interaction** – including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder. Students may experience difficulties with understanding and using language, social communication, social interaction and forming relationships.
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD), such as dyslexia, dyspraxia and dyscalculia. Students may require support to develop learning skills, process information and access the curriculum.
- **Social, Emotional and Mental Health (SEMH)** – where students experience difficulties that affect their emotional wellbeing, social development or mental health. This may include challenges relating to emotional regulation, anxiety, low mood, attachment difficulties, attention and concentration, or behaviours that impact on learning and relationships.
- **Sensory and/or Physical Needs** – including Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and physical disabilities or medical conditions that affect access to learning and the school environment.

At Infinite Schools, we recognise that students' needs are often complex and interconnected. Therefore, assessment and provision are planned holistically to ensure that support is responsive to each student's individual strengths, needs and aspirations.

3. IMPLEMENTATION OF LEGISLATION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (Jan 2015) and has been written with reference to the following legislation and guidance documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disabilities Regulations 2014
- The Disability Discrimination Act 1995
- The Children and Families Act 2014

The introduction of the Children and Families Act 2014 and the accompanying SEND Code of Practice brought significant changes to the way children and young people with Special Educational Needs and Disabilities (SEND) are identified and supported within educational settings. These reforms, implemented from September 2014, place children, young people and their families at the centre of decision-making and support planning.

The key principles underpinning the legislation are:

1. **Person-centred planning** – Children, young people and their families are actively involved in decisions about the support they receive. Their views, wishes and aspirations are sought, valued and used to inform planning, provision and review processes.
2. **Education, Health and Care Plans (EHCPs)** – EHCPs replaced Statements of

Special Educational Needs. Where a statutory assessment is required, the Education, Health and Care needs assessment process is followed to identify needs and determine the provision necessary to achieve agreed outcomes.

3. **A graduated approach to SEND support** – The previous categories of School Action and School Action Plus were removed and replaced with a single category of SEN Support. Within our specialist setting, all students are recorded on the SEND register and receive provision matched to their individual needs. Levels of intervention are organised through a graduated model of support, enabling provision to be tailored according to the complexity and intensity of need (see Section 10).

4. INFINITE SCHOOLS APPROACHES TO SEND

At Infinite Schools, we are committed to providing a fully inclusive, person-centred approach to Special Educational Needs and Disabilities (SEND). We recognise that every student is unique and that effective provision is built upon understanding each individual's strengths, needs, interests and aspirations.

Our approach is underpinned by high expectations for all students and a commitment to ensuring that every young person can access a broad, balanced and ambitious curriculum. We seek to remove barriers to learning, participation and achievement through high-quality teaching, personalised support and appropriate adaptations to the curriculum, environment and learning experiences.

We adopt a graduated approach to SEND, following the **Assess–Plan–Do–Review** cycle outlined in the SEND Code of Practice. This ensures that support is responsive, evidence-based and regularly reviewed to meet changing needs. Decisions regarding provision are informed by ongoing assessment, student voice, parental views, progress data and advice from external professionals where appropriate.

As a specialist independent secondary school, we recognise that many students present with complex and overlapping needs. Our provision is therefore holistic, taking account of educational, social, emotional, mental health, communication, sensory and physical needs. Support may include curriculum adaptations, targeted interventions, therapeutic approaches, specialist teaching strategies and preparation for adulthood opportunities.

We believe that positive relationships are fundamental to successful outcomes. Staff work collaboratively with students, families, local authorities and external agencies to ensure that support is coordinated, consistent and focused on achieving meaningful progress. Students are encouraged to participate actively in decisions about their education and are supported to develop independence, resilience, self-advocacy and confidence.

Through this approach, we aim to ensure that every student feels safe, valued and included, and is equipped with the skills, knowledge and qualifications needed to thrive in education, employment and adult life.

5. AIMS FOR SEND PROVISION

The aims of SEND provision at Infinite Schools are to:

- Ensure that all students with Special Educational Needs and Disabilities (SEND) have access to a broad, balanced and ambitious curriculum that enables them to achieve their full potential.
- Identify and assess students' needs as early and accurately as possible to ensure appropriate support is put in place.
- Provide high-quality, personalised provision that is responsive to individual strengths, needs, interests and aspirations.
- Remove barriers to learning, participation and achievement through appropriate adaptations, interventions and specialist support.
- Promote positive outcomes in academic achievement, attendance, behaviour, wellbeing and personal development.
- Foster independence, resilience, self-confidence and self-advocacy, preparing students for adulthood and life beyond school.
- Support students' social, emotional and mental health needs, enabling them to feel safe, valued and ready to learn.
- Encourage students to actively participate in decisions about their education and support.
- Work collaboratively with parents/carers, local authorities and external professionals to ensure a coordinated and holistic approach to meeting need.
- Ensure that Education, Health and Care Plans (EHCPs) are implemented effectively and reviewed regularly to support progress towards agreed outcomes.
- Promote an inclusive school culture where diversity is respected, individual differences are valued and all students experience a sense of belonging.
- Equip students with the knowledge, skills, qualifications and experiences needed to successfully transition into further education, employment, training and independent living.
- Deliver specialist provision that meets the complex social, emotional, mental health, communication and learning needs of our students.
- Provide a therapeutic and relational approach that supports students to engage positively with education and develop the skills required to regulate emotions, build relationships and succeed in adulthood.
- Prepare students for successful post-16 pathways through personalised curriculum planning, careers education and preparation for adulthood opportunities.

6. PROVISION

Infinite Schools are committed to providing high-quality, personalised provision that enables all students with Special Educational Needs and Disabilities (SEND) to access learning, participate fully in school life and achieve positive outcomes.

Provision is tailored to individual needs and is informed by assessment, student voice, parental views, professional advice and ongoing review. Support is delivered through a graduated approach and may include adaptations to teaching, targeted interventions, specialist resources,

therapeutic support and reasonable adjustments to the learning environment.

Provision may include:

- High-quality adaptive teaching that responds to individual learning needs.
- Personalised learning programmes and curriculum adaptations.
- Support for communication, interaction and language development.
- Social, emotional and mental health support, including relational and therapeutic approaches.
- Sensory and environmental adaptations to reduce barriers to learning.
- Targeted interventions delivered individually or in small groups.
- Support to develop independence, organisation and self-regulation skills.
- Access arrangements and reasonable adjustments for assessments and examinations where appropriate.
- Preparation for adulthood, including careers education, employability skills and independent living opportunities.
- Support from external professionals and specialist services where required.

The effectiveness of provision is monitored through the Assess–Plan–Do–Review process. Support is reviewed regularly to ensure that it remains appropriate, responsive and focused on achieving meaningful outcomes for each student. Provision is adjusted as necessary in response to progress, changing needs and feedback from students, families and professionals.

The school works collaboratively with students, parents/carers, Local Authorities and external agencies to ensure that provision is coordinated, person-centred and designed to enable students to achieve their full potential.

7. ROLES AND RESPONSIBILITIES

Staffing: Roles and Responsibilities

The SEN team in Infinite comprises of:

Proprietor:	Stuart Howarth
SEND	Governor:
	Va
	ca
	nt
Headteacher:	Dympna Woods
Lead SENCo:	Zoe Phillips

Role and Responsibilities

Governing Body

The Governing Body has a strategic responsibility for ensuring that the school meets its duties towards students with Special Educational Needs and Disabilities (SEND) and promotes an inclusive culture throughout the school.

The Governing Body will:

- Ensure that the school complies with the requirements of the Children and Families Act 2014, the SEND Code of Practice and the Equality Act 2010.

- Monitor the effectiveness of the school's Inclusion policy and provision, ensuring that ALL students, not just those with SEND, are able to access a high-quality education and make appropriate progress.
- Ensure that sufficient resources, staffing and training are available to meet the needs of students, in particular those with SEND.
- Appoint a member of the Governing Body with oversight of SEND and inclusion.
- Receive regular reports from the Headteacher and SENDCo regarding the quality of SEND provision, student outcomes and statutory responsibilities.
- Ensure that arrangements are in place to support students with medical conditions and disabilities.
- Promote equality of opportunity and ensure that students with SEND are not disadvantaged or discriminated against.
- Support the development of an inclusive school culture in which all students are valued and able to participate fully in school life.
- Ensure that the school publishes and reviews information relating to SEND as required by legislation.
- Monitor the implementation of Education, Health and Care Plans (EHCPs) and the effectiveness of provision in meeting identified needs and outcomes.
- Hold school leaders to account for the quality and impact of SEND provision and for the progress and wellbeing of all students, and in particular those with SEND.

The Governing Body works in partnership with the Headteacher, SENDCo, staff, parents/carers, local authorities and other professionals to ensure that the school's SEND provision is effective, compliant and focused on achieving the best possible outcomes for all students.

The Executive Headteacher/ Headteacher/ Heads of School

The Executive Headteacher and Heads of School are responsible for the day-to-day leadership and management of SEND provision and for ensuring that the school's inclusive ethos is reflected in all aspects of school life.

They will:

- Promote a culture of high expectations and inclusion for all students, including those with Special Educational Needs and Disabilities (SEND).
- Ensure that the school's SEND policy is implemented consistently and reviewed regularly.
- Work closely with the SENDCo to ensure that students' needs are identified, assessed and supported effectively.
- Ensure that appropriate provision, staffing, resources and interventions are in place to meet the needs of students with SEND.
- Monitor the quality and effectiveness of SEND provision and evaluate its impact on student outcomes, wellbeing and engagement.
- Ensure that all staff understand their responsibilities in relation to SEND and receive appropriate training and professional development.
- Oversee the implementation of Education, Health and Care Plans (EHCPs) and ensure that statutory duties are fulfilled.
- Ensure that reasonable adjustments are made to enable all students, and in particular those with SEND, to access learning, the curriculum and wider school opportunities.
- Promote effective partnership working with parents/carers, local authorities and external agencies to support positive outcomes for students.

- Ensure that students' views, wishes and aspirations are considered when planning and reviewing support.
- Allocate resources appropriately to ensure that provision is responsive to students' identified needs.
- Report to the Governing Body on the effectiveness of SEND provision and the progress of students with SEND.
- Ensure that safeguarding, attendance, behaviour and wellbeing systems take account of the needs of students with SEND.

The Executive Headteacher and Heads of School work collaboratively with the SENDCo, staff, families and external professionals to ensure that every student receives the support required to achieve their potential and prepare successfully for adulthood.

SENDCO

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for the strategic development, coordination and monitoring of SEND provision across the school. The SENDCo works closely with the Executive Headteacher, Heads of School, staff, parents/carers, local authorities and external agencies to ensure that ALL students, and in particular those with SEND, receive appropriate support and achieve positive outcomes.

The SENDCo will:

- Oversee the day-to-day operation of the school's SEND policy and provision.
- Coordinate the identification, assessment and review of students' special educational needs.
- Maintain an accurate and up-to-date SEND register.
- Ensure that a graduated approach is implemented through the **Assess–Plan–Do–Review** cycle.
- Monitor the effectiveness of SEND provision and evaluate its impact on student progress, wellbeing and engagement.
- Provide advice, guidance and support to staff regarding strategies, adaptations and interventions for students with SEND.
- Work collaboratively with teachers to ensure that provision is responsive to individual needs and enables students to access the curriculum.
- Coordinate the implementation, monitoring and review of Education, Health and Care Plans (EHCPs).
- Liaise with parents/carers to ensure they are fully involved in planning, reviewing and evaluating support.
- Ensure that students' views, wishes and aspirations are considered when making decisions about provision and support.
- Coordinate referrals to, and liaison with, external agencies and professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS and Local Authority services, where appropriate.
- Support the effective transition of students into, through and beyond the school.
- Identify staff training needs and contribute to the development of SEND knowledge and practice across the school.
- Monitor and support the implementation of reasonable adjustments to promote access, participation and inclusion.
- Contribute to statutory reviews, annual reviews and consultations with Local

Authorities.

- Maintain accurate records relating to students with SEND and ensure compliance with statutory requirements.
- Provide regular updates to senior leaders and governors regarding SEND provision, student outcomes and areas for development.

The SENDCo plays a key role in promoting an inclusive culture across the school and ensuring that provision is person-centred, evidence-based and focused on achieving the best possible outcomes for students with SEND.

Teachers

Teachers are responsible and accountable for the progress, development and wellbeing of ALL students in their classes, including those with Special Educational Needs and Disabilities (SEND). High-quality teaching is the first step in responding to students' needs and forms the foundation of effective SEND provision.

Teachers will:

- Maintain high expectations for all students and promote an inclusive learning environment.
- Deliver high-quality, adaptive teaching that enables all students to access learning and make progress.
- Identify and respond to emerging needs through ongoing assessment, observation and monitoring of progress.
- Implement agreed strategies, interventions and reasonable adjustments to support students with SEND.
- Contribute to the **Assess–Plan–Do–Review** process and work collaboratively with the SENDCo to review the effectiveness of provision.
- Ensure that the provision specified within Education, Health and Care Plans (EHCPs), support plans and student profiles is consistently implemented.
- Monitor and record students' progress, engagement, attendance and wellbeing, using this information to inform future planning.
- Create a positive, supportive and structured learning environment that promotes engagement, independence and achievement.
- Support students' social, emotional and mental health needs through positive relationships and consistent approaches.
- Work collaboratively with teaching assistants and other professionals to ensure support is coordinated and effective.
- Communicate regularly with parents/carers regarding progress, achievements and any concerns.
- Encourage students to contribute to discussions about their learning, support and aspirations.
- Participate in relevant SEND training and professional development to enhance their knowledge and practice.

Teachers play a central role in ensuring that students with SEND are fully included in school life, have equitable access to learning opportunities and are supported to achieve the best possible educational, social and emotional outcomes.

Support Staff

Support staff play a vital role in helping students with Special Educational Needs and Disabilities (SEND) access learning, develop independence and achieve positive outcomes. They work under the direction of teachers and senior leaders to deliver high-quality support that complements and enhances classroom teaching.

Support staff will:

- Support the delivery of high-quality teaching and learning by implementing agreed strategies and interventions.
- Assist students in accessing the curriculum, participating in learning activities and engaging in wider school life.
- Promote students' independence, confidence and self-esteem, encouraging them to take increasing responsibility for their learning.
- Support the implementation of provision outlined in Education, Health and Care Plans (EHCPs), support plans and student profiles.
- Provide appropriate social, emotional and behavioural support in line with the school's relational and therapeutic approaches.
- Support students to develop communication, interaction, emotional regulation and social skills where required.
- Monitor and record observations relating to students' progress, engagement, wellbeing and responses to support.
- Share relevant information with teachers, the SENDCo and other professionals to inform planning and review processes.
- Contribute to the implementation and evaluation of interventions and support programmes.
- Promote inclusion by supporting students to participate fully in lessons, enrichment activities and the wider life of the school.
- Foster positive relationships with students, acting as trusted adults who provide consistency, encouragement and support.
- Support the development of safe, structured and nurturing learning environments.
- Participate in training and professional development to develop knowledge, skills and understanding of SEND and effective support strategies.
- Maintain confidentiality and adhere to safeguarding, behaviour and SEND policies at all times.

Support staff work collaboratively with teachers, the SENDCo, senior leaders, parents/carers and external professionals to ensure that students receive effective, consistent and person-centred support that enables them to achieve their individual outcomes and prepare successfully for adulthood.

The named person with responsibility for the day to day co-ordination of Inclusion is **Zoe Phillips, Head of Inclusion.**

Statement of Intent

At Infinite Schools, we are committed to providing a high-quality, inclusive education that enables all students, regardless of their Special Educational Needs and Disabilities (SEND), to achieve their full potential. We recognise that every student is unique and are dedicated to understanding and responding to individual strengths, needs, interests and aspirations through a person-centred approach.

Our intention is to create a safe, supportive and ambitious learning environment where students feel valued, respected and able to thrive academically, socially and emotionally. We are committed to removing barriers to learning and participation through high-quality teaching, personalised provision and appropriate support that promotes engagement, progress and wellbeing.

We believe that successful outcomes are achieved through strong partnerships between students, families, staff, local authorities and external professionals. By working collaboratively and maintaining high expectations for all, we ensure that support is tailored to individual needs and focused on achieving meaningful and sustainable outcomes.

Through a graduated approach to SEND, informed by ongoing assessment and review, we strive to equip students with the knowledge, skills, qualifications and personal resilience needed to succeed in education, employment, independent living and their wider communities. Our provision is designed not only to meet students' current needs but also to prepare them for successful and fulfilling adult lives.

In line with the principles of the SEND Code of Practice, we are committed to promoting inclusion, celebrating diversity and ensuring that every student has the opportunity to participate fully in school life and realise their potential.

8. ENGLISH AS AN ADDITIONAL LANGUAGE

At Infinite Schools, we recognise that some students may have English as an Additional Language (EAL) and may require support to develop their proficiency in English in order to access learning effectively. We value and celebrate linguistic and cultural diversity and are committed to ensuring that students with EAL have equal access to the curriculum and all aspects of school life.

The identification of EAL should not be regarded as an indicator of Special Educational Needs and Disabilities (SEND). However, where concerns arise regarding a student's progress, the school will carefully assess whether difficulties are primarily related to language acquisition, SEND, or a combination of factors. Assessment will take account of the student's age, previous educational experiences, proficiency in their first language and exposure to English.

The school will provide appropriate support and reasonable adjustments to enable students with EAL to develop their English language skills and participate fully in learning. This may include differentiated teaching, visual supports, vocabulary development, adapted resources, opportunities for structured communication and, where appropriate, involvement from specialist services.

The progress of students with EAL will be monitored regularly to ensure that they are able to access the curriculum, achieve positive outcomes and participate fully in the life of the school.

9. ADMISSIONS TO INFINITE SCHOOLS

Upon admission, all students undergo an initial assessment process to identify their strengths, needs and any barriers to learning. This is carried out in the form of Baseline assessments using GL's, as well as completing a Pupil Passport. Information is gathered from parents/carers, previous educational settings, Local Authorities, Education, Health and Care Plans (EHCPs), professional reports and other relevant agencies where appropriate.

The school reviews each student's academic attainment, social, emotional and mental health needs, communication and interaction skills, sensory and physical needs, attendance history and any safeguarding considerations. Baseline assessments and observations may be completed to establish a clear understanding of the student's starting points and to inform provision planning.

Where a student has English as an Additional Language (EAL), the school will assess their level of English proficiency and consider any support required to enable them to access the curriculum effectively. Careful consideration will be given to distinguishing between difficulties arising from learning English and those associated with Special Educational Needs and Disabilities (SEND).

Information gathered during the admission process is used to develop an appropriate package of support, identify any reasonable adjustments required and ensure that effective transition arrangements are in place to promote a successful start at the school.

10. GRADUATED APPROACH MODEL

Graduated Approach (Waves of Support)

As a specialist setting, all pupils on roll have identified Special Educational Needs and Disabilities (SEND). The school uses a graduated model of provision, often referred to as **Waves of Support**, to ensure that the level of intervention is matched to the complexity, intensity and frequency of need.

Pupils may move between waves of support over time as their needs change. Decisions regarding the level of support required are informed by the Assess–Plan–Do–Review process, progress monitoring, pupil voice, parental views and professional advice.

Wave 1 – Universal Provision

Wave 1 support is available to all students and forms the foundation of inclusive practice. This includes:

- High-quality adaptive teaching.
- A structured, predictable and supportive learning environment.
- Quality-first teaching strategies.
- Differentiated resources and teaching approaches.
- Clear routines, expectations and behaviour support.
- Universal wellbeing and pastoral support.
- Access to enrichment, careers education and preparation for adulthood opportunities.
-

Wave 2 – Targeted Provision

Wave 2 support is provided for students who require additional intervention to address specific areas of need. This support is delivered alongside universal provision and may include:

- Small group or targeted interventions.
- Additional support for literacy, numeracy or communication skills.
- Targeted emotional wellbeing and social skills programmes.
- Behaviour support and emotional regulation interventions.

- Mentoring and pastoral support.
- Additional monitoring and review of progress.
- Short-term interventions designed to address identified barriers to learning.
-

Wave 3 – Specialist Provision

Wave 3 support is provided for students with the most complex or significant needs who require highly personalised and intensive intervention. This may include:

- Individualised programmes of support.
- Provision specified within an Education, Health and Care Plan (EHCP).
- Specialist teaching approaches and bespoke curriculum adaptations.
- Intensive therapeutic, emotional or behavioural support.
- Multi-agency involvement and specialist professional input.
- Enhanced staffing arrangements and personalised risk management strategies.
- Frequent review and monitoring of progress towards agreed outcomes.

The majority of student's needs can be met through high-quality first teaching, reasonable adjustments and SEND Support. However, where a student continues to experience significant difficulties despite appropriate support and intervention, it may be necessary to consider whether an Education, Health and Care (EHC) Needs Assessment is required.

An EHC Needs Assessment may be considered when:

- A student has severe, complex or long-term needs that significantly impact their ability to access education.
- The provision required to meet the student's needs is beyond that which can reasonably be provided through the school's ordinarily available provision.
- Progress remains limited despite sustained and evidence-based interventions delivered through the graduated approach.
- Specialist advice indicates that a higher level of coordinated support across education, health and/or social care services may be required.

The school regularly reviews the effectiveness of provision within each wave through the Assess–Plan–Do–Review cycle. The aim is to ensure that support remains proportionate, responsive and focused on enabling pupils to achieve positive academic, social, emotional and preparation for adulthood outcomes.

11. PUPIL PASSPORTS

The school uses Pupil Passports to ensure that all staff have a clear understanding of each student's strengths, needs, aspirations and the strategies required to support them effectively. Pupil Passports provide a concise, person-centred profile that helps to promote consistency of approach across the school and ensures that support is tailored to individual needs.

Pupil Passports are developed in collaboration with the student, parents/carers and relevant professionals where appropriate. They are reviewed regularly and updated to reflect changes in needs, provision and outcomes. Each student is set targets for attendance, behaviour, personal development, academic and Inclusion.

Pupil Passports also include:

- Historic information-All About Me
- An Individual Positive Behaviour Support Plan
- Academic Progress Tracker
- The student's strengths, interests and aspirations.
- Identified special educational needs and disabilities.
- Key barriers to learning and participation.
- Effective teaching, learning and support strategies.
- Reasonable adjustments and adaptations required.
- Communication preferences and interaction needs.
- Sensory, emotional and wellbeing considerations.
- Information relating to regulation, behaviour and pastoral support.
- The student's views and what is important to them.

All staff are expected to familiarise themselves with the Pupil Passports of the students they support and to implement the recommended strategies consistently. Pupil Passports form an important part of the school's graduated approach and contribute to ensuring that provision remains personalised, effective and focused on achieving positive outcomes.

Reviewing Pupil Passports

Pupil passports are reviewed every 2 weeks during pupil progress meetings. These are held by Heads of School and are contributed to by all members of staff.

12. PARENTS AND CARERS PARTNERSHIP

Partnership with Parents and Carers

The school recognises that parents and carers play a vital role in their child's education and wellbeing and are key partners in the identification, planning, delivery and review of Special Educational Needs and Disabilities (SEND) provision.

We are committed to developing positive, collaborative and respectful relationships with parents and carers, ensuring that their views, knowledge and aspirations for their child are valued and taken into account when making decisions about support and provision.

The school will:

- Involve parents and carers in discussions regarding their child's strengths, needs and progress.
- Maintain regular communication regarding attainment, wellbeing, attendance and engagement.
- Consult with parents and carers when planning, reviewing and evaluating SEND provision.
- Ensure that parents and carers are involved in the Assess–Plan–Do–Review process.
- Invite parents and carers to review meetings, annual reviews and other relevant discussions concerning their child's support.
- Share information about interventions, strategies and outcomes in a clear and accessible manner.
- Work collaboratively with families to support consistency between home and school.
- Signpost parents and carers to relevant services, support networks and external agencies where appropriate.
- Encourage parents and carers to raise concerns, share information and contribute to decision-making processes.

The school recognises that parents and carers have unique knowledge and understanding of their child. By working in partnership, we aim to ensure that provision is person-centred, responsive to individual needs and focused on achieving the best possible outcomes for every student.

Where disagreements or concerns arise, the school will seek to resolve these through open communication, collaboration and a shared commitment to supporting the student's educational, social and emotional development.

13. REVIEW OF THE POLICY

Review of this Policy

This Inclusion Policy will be reviewed annually by the Executive Headteacher, Heads of School and SENDCo to ensure that it remains compliant with current legislation, statutory guidance and best practice.

The policy may also be reviewed and updated at any time in response to:

- Changes in legislation, statutory guidance or regulatory requirements.
- Changes to the school's structure, provision or staffing.
- Findings from quality assurance activities, audits or inspections.
- Feedback from pupils, parents/carers, staff, governors or external agencies.
- Evaluation of the effectiveness of SEND provision and outcomes for pupils.

The Governing Body will be informed of any significant changes to the policy and will monitor its implementation and effectiveness as part of its strategic oversight responsibilities.

The school is committed to ensuring that this policy remains reflective of its inclusive ethos and continues to support the effective identification, assessment and provision of Special Educational Needs and Disabilities (SEND), enabling all pupils to achieve their full potential.

14. COMPLAINTS

Complaints

The school is committed to working in partnership with students, parents/carers and external agencies to ensure that concerns are addressed promptly, fairly and constructively.

Parents and carers who have concerns regarding the provision made for their child are encouraged, in the first instance, to discuss these with the relevant member of staff, Key Worker, SENDCo, Head of School or Executive Headteacher, as appropriate. The school will make every effort to resolve concerns informally and at the earliest opportunity.

Where concerns cannot be resolved through informal discussion, parents and carers may make a formal complaint in accordance with the school's Complaints Policy. Details of the complaints procedure are available from the school and on the school website.

Parents and carers may also seek advice and support from their Local Authority's SEND Information, Advice and Support Service (SENDIASS), which provides impartial information and guidance regarding Special Educational Needs and Disabilities (SEND).

Where a student has an Education, Health and Care Plan (EHCP), parents and carers have the right to request mediation and, where appropriate, appeal to the First-tier Tribunal (Special Educational Needs and Disability) regarding decisions made by the Local Authority relating to assessments, plans or provision.

The school values feedback from students, parents and carers and views concerns and complaints as opportunities to reflect upon and improve the quality of provision and support offered to students with SEND.

