YCAT
YORKSHIRE COLLABORATIVE ACADEMY TRUST

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

Cononley Primary School

1. School details

- **School name:** Cononley Primary School
- **Headteacher:** Headteacher Catherine Pickles (also Designated Safeguarding Lead and Assistant Senco) NPQSEN
- **SENCO:** SENCO Kerrie Davis (National Award completed 2020)
- **SEND Governor / Link Trustee:** SEND Governor Julie Cawood (active monitoring role)
- **Local Authority:** North Yorkshire Council
- **Date of last review:** March 2026
- **Date of next review:** March 2027

2. School inclusion ethos

Cononley Primary School is committed to providing an inclusive environment where every child is welcomed, valued and respected. We strive to ensure that all pupils, including those with SEND, are not only present within our school community but are able to participate, belong, achieve and thrive.

We recognise that children learn in different ways and that some pupils may require additional support, reasonable adjustments or specialist provision to access learning successfully. Through high-quality inclusive teaching, early identification of need and strong partnerships with families, we seek to remove barriers to learning, participation and achievement whilst maintaining high expectations for all pupils.

SEND and inclusion are embedded across curriculum design, personal development, safeguarding practice and daily classroom routines. Parent and pupil voice are central to planning, decision-making and review processes, ensuring that support remains responsive to individual strengths, needs and aspirations.

Our approach is informed by the SEND Code of Practice (2015), current evidence on inclusive practice and the Yorkshire Collaborative Academy Trust STRIVE principles: Support, Trust, Respect, Inspire, Value and Empower.

3. Leadership and governance arrangements (school level)

SEND leadership is led by a qualified SENDCo working closely with the Headteacher and Trust colleagues. SEND is recognised as a whole-school responsibility and forms part of strategic planning, self-evaluation and school improvement processes.

SEND and safeguarding are closely aligned. Safeguarding is a standing item within staff briefings and meetings, ensuring that vulnerable pupils are identified and supported effectively. SEND

information is shared through staff meetings, safeguarding briefings and teaching assistant meetings.

Governors receive regular reports regarding SEND provision, outcomes and development priorities and provide challenge and support in relation to the school's inclusive practice.

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4. Identification of SEND – school procedures

Initial concerns

Pupils may be identified through:

- Teacher observations and ongoing assessment
- Expressions of Concern
- Parent or carer concerns
- Pupil voice
- Assessment and attainment data
- Attendance and wellbeing information
- Safeguarding processes
- Liaison with previous settings
- Advice from external professionals where appropriate

A graduated response flowchart supports consistent identification and decision-making across the school. A vulnerable pupil list is maintained and reviewed regularly to ensure emerging needs are identified promptly, and appropriate support is put in place at the earliest opportunity.

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

Assess

Assessment involves developing a holistic understanding of a pupil's strengths, needs and any barriers to learning, participation or wellbeing. Information is gathered from pupils, families, teachers, assessment data, attendance information, observations and specialist reports where appropriate. We recognise that parents know their child best and value their contribution to this process.

School-based and specialist assessment tools may include phonics assessments, reading fluency assessments, White Rose mathematics assessments, handwriting assessments, Boxall Profiles, sensory assessments and advice from external agencies.

Plan

Where additional support is required, outcomes are agreed collaboratively with pupils, parents and staff. Provision is recorded through Provision Overviews (POPs), which

identify strengths, needs, desired outcomes, provision, reasonable adjustments and pupil and parent voice. Specialist advice is incorporated into planning where appropriate.

Do

The class teacher remains responsible for the progress and development of all pupils in their class, including those receiving additional support. Provision is delivered primarily through high-quality adaptive teaching, alongside targeted interventions and specialist support where required. Teaching assistants are deployed strategically to promote access, participation and independence.

Staff training includes:

- Trust-wide SEND priorities
- EEF guidance and Five-a-Day principles
- Promoting independence
- Trauma-informed practice
- PACE approaches
- Neurodiversity-informed practice
- Safeguarding for vulnerable learners

Review

Provision Overviews are reviewed termly through collaborative discussions with staff, pupils and families. Reviews consider progress towards outcomes, pupil voice, parent feedback, assessment information and participation in school life. This process ensures that provision remains responsive to changing needs and supports continual improvement through the graduated response

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6. Adaptive teaching and classroom practice

Adaptive teaching is embedded across Cononley Primary School and forms the foundation of our inclusive provision. Our approach is informed by the Education Endowment Foundation's *Guide to Inclusive Teaching*, which recognises that inclusion is achieved through high-quality teaching, a deep understanding of individual pupils and the proactive removal of barriers to learning.

We are committed to creating inclusive classrooms where all pupils can access an ambitious curriculum, participate meaningfully in learning, and develop increasing independence. Through ongoing assessment, strong relationships and responsive

teaching, staff build an understanding of each pupil's strengths, needs and barriers to success.

These approaches are used alongside inclusive classroom practices such as effective curriculum design, clear routines, appropriate adaptations, supportive learning environments and the strategic deployment of teaching assistants to maximise participation, engagement and achievement for all learners.

Through this inclusive approach, we aim to remove barriers to learning and ensure that every pupil is supported to participate, belong, achieve and thrive within our school community.

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7. Targeted interventions

Where pupils require support beyond universal provision, targeted interventions are implemented and monitored carefully.

Interventions are:

- Evidence-informed
- Time-limited where appropriate
- Matched to identified need
- Reviewed regularly for impact
- Designed to minimise unnecessary withdrawal from the wider curriculum

Reading support remains a particular strength within the school, supported through consistent phonics, reading fluency and vocabulary approaches.

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8. Supporting disadvantaged pupils (including SEND)

The school's Pupil Premium Strategy is aligned with Education Endowment Foundation guidance and reviewed regularly. Staff recognise the potential overlap between disadvantage and SEND and monitor outcomes carefully to ensure barriers to learning, attendance and participation are identified and addressed.

Support may include:

- Removal of financial barriers
- Enhanced pastoral provision

- Specialist staffing
- Access to educational visits and enrichment opportunities
- Personalised intervention and support programmes

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9. Working with parents, carers and pupils

Strong partnerships with families are fundamental to effective SEND provision. The school operates an open-door approach and encourages parents and carers to raise concerns, ask questions and contribute actively to decision-making.

Communication may include:

- Informal daily contact
- Telephone calls
- Email communication
- SEND review meetings
- Parents' evenings
- Provision Overview reviews
- Home-school communication systems where appropriate

The views, wishes and feelings of pupils are gathered through POP reviews, classroom discussions, direct conversations and wider pupil voice opportunities. We believe that listening to children promotes confidence, independence, self-advocacy and belonging.

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10. Involving specialists and external agencies

The school works in partnership with a range of external specialists, including:

- SEND Inclusion hub experts at hand
- Educational Psychologists
- Speech and Language Therapy
- Visual and hearing Impairment Services
- Healthy Child Team
- CAMHS
- Neurodiversity Services
- Paediatric Services
- Early Help
- Social Care Services where appropriate

Specialist advice informs planning, provision, staff training and review processes.

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11. Education, Health and Care Plans (EHCPs)

The school supports pupils with Education, Health and Care Plans, pupils undergoing statutory assessment and pupils receiving enhanced specialist input. Provision is delivered in accordance with identified needs and outcomes and reviewed regularly through Provision Overviews and annual review processes.

Annual Reviews are undertaken in accordance with statutory requirements. Pupil and parent views are central to the review process and consideration is given to long-term aspirations, future transitions and preparation for adulthood.

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12. Safeguarding and wellbeing (SEND)

Safeguarding requirements are met through robust procedures, regular staff training and effective multi-agency working. Whole-school safeguarding practice takes account of the additional vulnerabilities that some pupils with SEND may experience.

Safeguarding education is adapted where required through:

- Visual supports
- Social stories
- Repeated teaching
- Structured discussion
- Contextualised examples
- Personalised approaches

The school promotes emotional wellbeing through positive relationships, personal development education, Zones of Regulation and My Happy Mind. Additional support may include mentoring, nurture approaches, SEMH interventions and support from external professionals.

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13. Data, record-keeping and confidentiality

SEND records are maintained securely and in accordance with data protection requirements. SEND information is shared appropriately with relevant staff to support effective provision and safeguarding.

The school continues to develop:

- Accurate recording of primary and secondary needs
- Provision mapping systems
- Neurodiversity-informed assessment processes
- Monitoring systems that support strategic planning

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14. Monitoring, evaluation and inspection readiness

SEND provision is monitored through:

- Learning walks
- Provision mapping reviews
- POP reviews
- Data analysis
- Stakeholder feedback
- Pupil voice
- Parent voice
- Inclusion monitoring activities

The school evaluates both academic and wider outcomes including:

- Attendance
- Participation
- Independence
- Wellbeing
- Confidence
- Engagement
- Friendships
- Sense of belonging

Actions arising from inclusion monitoring are incorporated into school improvement planning and reviewed regularly.

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15. Review and publication

This appendix is reviewed annually and updated in response to:

- Inclusion monitoring
- School self-evaluation
- Statutory guidance
- Trust priorities
- Emerging evidence on inclusive practice

The appendix is published alongside the school's SEND Policy and SEND Information Report.

This appendix provides an honest, evidence-informed and reflective account of SEND provision and inclusive practice at Cononley Primary School. It recognises strengths, identifies areas for continued development and demonstrates the school's commitment to ensuring that every pupil is supported to participate, belong, achieve and thrive within an ambitious, inclusive school community.