



Policy:	SEN and Inclusion
Policy Ref:	CM21
Review Date:	March 2025
Next Review:	March 2028
Authorised by:	Headteacher

Rationale

All students at Clare Mount Specialist Sports College have an Education Health Care Plan (EHCP). Our school is committed to providing an appropriate and high-quality education that acknowledges a common entitlement to a broad and balanced academic and social curriculum, which is fully accessible to all, and allows every student to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.

Clare Mount Specialist Sports College is committed to inclusion. Integral to the school's aims, the School Integrated Development Plan reflects strategic planning for improvement to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with additional special educational needs
- learners with literacy difficulties
- learners who are disabled
- learners who are gifted and talented
- learners who are looked after by the local authority (CLA)
- learners receiving Free School Meals (FSM)
- others such as learners who are sick; students who are young carers and those who are in families under stress
- any students who are at risk of disaffection and exclusion

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Clare Mount Specialist Sports College we aim to identify these needs as they arise and provide teaching and learning contexts which enable every young person to achieve to his or her full potential.

Clare Mount Specialist Sports College sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the Deputy Headteacher assisted school Governors and overseen by the Headteacher.

Objectives

1. To ensure the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students with special educational needs
3. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as requiring 1-1 tuition/additional support
6. To ensure that pupils are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable young people to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of adult life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the students themselves in planning and in any decision making that affects them.

This policy describes the way we meet the need of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.