



THE  
**NEW GUILD**  
TRUST

SEND and Inclusion Policy

## **POLICY**

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

**Moorpark Junior School  
Jackfield Infant School  
Alexandra Junior School  
Alexandra Infants' School**

## **Approval and Review**

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	May 2026
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	12 months
Date of Policy Review	May 2027

<b>Version Control</b>			
<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations</b>
Initial	July 2020		
	July 2021	No change	
	May 2022	No change	
	May 2023	No change	
	May 2024	No change	
	May 2025	No change	
	May 2026	No change	

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## **Inclusion and Excellence**

It is the Trust's ambition that all pupils achieve their potential during their time at school. By providing children with the right level of challenge, support and encouragement we ensure that all learners access and experience all aspects of the curriculum. Our schools make learning active, inclusive and engaging whilst setting ambitious goals for individuals. We have high expectations of our pupils, and ourselves, to continually strive to be the best we can be.

### **How do we ensure equality for all learners?**

We consider:

1. The diversity of pupils; his or her background, previous experiences, special interests and possible barriers to learning.
2. The support that pupils with special educational needs and/or disability might require to fully access the curriculum.

### **How do we do it?**

Pupils with additional needs: The SEND Code of Practice 2014 (updated 2020) sets out statutory responsibilities with regard to pupils with special educational needs and/or disabilities. Each Academy School within the Trust has produced an individual SEND Policy, Information Report and Provision Map setting out how these responsibilities are met.

## **1. Introduction**

The schools provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers, in conjunction with the SENCO, take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. The Trust ensures that curriculum planning and assessment for children with special educational needs is taken into account and the level of support and guidance that each school can offer is clearly detailed in their individual policies.

## **2. Aims and Objectives**

The aims of the Trust are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- Work with all relevant partners and agencies to ensure the best outcomes for the children;
- Enable smooth transitions from each Key Stage to ensure minimal disruption to the children's learning and meet the needs of their social and emotional development;

- Promote high levels of social and emotional wellbeing, so that the mental health needs of all children are being met.

### **3. Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

### **4. Partnership with Parents**

At all stages of the special needs process, the Trust and individual school will keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages of the Assessment, Plan, Do, Review cycle and we encourage parents to make an active contribution to their child's education. Each individual school in the Trust has made specific reference to parental involvement in their individual policies.

### **5. Teachers Respond to Children's Needs By:**

- Regularly assessing children, so that those with SEN needs are quickly and accurately identified.
- Providing a graduated and structured response cycle to ensure that additional provision can be implemented assessed, planned and reviewed.
- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Ensuring children on the SEN register are given equal opportunity to take part in all school activities and to have equal access to positions of responsibility, such as sitting on the School Council.

For more detailed information regarding each individual Academy School's SEN policy and SEN information report, please see the individual school's policies and procedures within the SEN section of their website.