



THE PRIORY  
LEARNING TRUST

# SEND and Inclusion Policy

**Policies approved by the Board of Trustees**

Signed:

Name: JOHN W. RICHARDSON

Date: 30.10.17

**Chair of Board of Trustees**

**Authorised for Issue**

Signed:

Name: NEVILLE WOOD

Date: 30/10/17

**Executive Principal**

## History of Policy Changes

| Date           | Version | Author     | Origin of Change e.g. TU request, change in legislation | Changed by |
|----------------|---------|------------|---|------------|
| September 2017 | 1       | Lisa Smith | Creation of policy                                      |            |
|                |         |            |   |            |
|                |         |            |   |            |
|                |         |            |   |            |

This policy applies to the following schools within the Priory Learning Trust:

- Priory Community School Academy
- Worle Community School Academy

|                     |                |
|---------------------|----------------|
| Date policy adopted | September 2017 |
| Review cycle        | Annual         |
| Review date         | September 2018 |

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## 1. Overview

At The Priory Learning Trust (PLT) we strive to ensure that **ALL** pupils are fully included in all aspects of school life. All young people in our care including those identified as having 'Special Educational Needs' (SEND) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a school we value and respect personal qualities and the needs of individual students. We are committed to providing a safe, secure but challenging learning environment where all students feel confident and able to flourish regardless of their special need or differences.

We understand that some students may require more support than others. If all students are to achieve their full potential, we must recognise this and plan accordingly. Students may have SEND either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for students with SEND takes into account the type and extent of the difficulty experienced by the child. Some of these students may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

As an academy we ensure our site is accessible to all and provides disabled facilities for those who require it.

## 2. Aims

The PLT aims to give students with SEND equal opportunities to take part in all aspects of school provision. We involve parents, carers and the students themselves in planning and supporting all stages of development. We as a school aim to ensure that all students and community users are entitled to:

- Be fully included in all aspects of school life both within the classroom and during social times.
- Be equally valued members of the school community.
- Have individual educational needs recognised and met.
- Be treated as individuals
- Be given every opportunity to reach their full potential.
- Feel empowered and experience success.
- Promote individual confidence and positive attitudes

## 3. Schools

Each school within The PLT is responsible for forming its own implementation arrangements appropriate to this policy.

## 4. Policy Review

The working of this policy will be annually monitored by the appropriate Academy Council Support annually and Conduct Committee and reviewed by the Trustees.

As well as examining specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.