



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

Leyburn Primary School

1. School details

- **School name:** Leyburn Primary School
 - **Headteacher:** Sarah Beveridge
 - **SENCO:** Corie Dales (National Award completed 2014)
 - **Designated Safeguarding Lead (DSL):** Sarah Salonga
 - **Looked After Children Lead:** Sarah Beveridge
 - **SEND Governor / Link Trustee:** Phillipa Turner
 - **Local Authority:** North Yorkshire Council
 - **Date of last review:** September 2026
 - **Date of next review:** September 2027
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2. School inclusion ethos

Leyburn Primary School is committed to inclusive practice and to ensuring that all pupils are supported to achieve academically, socially and emotionally. Inclusion monitoring evidences a strong emphasis on **early identification**, **collaborative working with families**, and **high expectations for pupils with SEND**.

Inclusive values are promoted through PSHE, safeguarding education and curriculum delivery, with teaching adapted using multisensory approaches and visual scaffolding to ensure accessibility for all learners.

3. Leadership and governance arrangements (school level)

SEND leadership is led by a highly experienced SENCO who works closely with senior leaders. SEND is embedded within whole-school leadership discussions, including safeguarding, vulnerable pupils and curriculum development.

SEND information and data are shared with governors, including oversight of pupils with SEND, disadvantaged pupils and those known or previously known to children's social care. Ongoing development focuses on strengthening confidence in SEND data analysis and use of Arbor.

4. Identification of SEND – school procedures

Initial concerns

Pupils may be identified through **Expressions of Concern**, learning conversations with parents, teacher observation, assessment information or safeguarding processes. Learning conversation records provide an ongoing chronology and inform POP targets.

An open-door policy supports early communication with parents, and pupils with POPs are given additional opportunities to share their views during review meetings.

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

Assess

Assessment draws on a wide range of tools, including expression of concern forms, Verbo, neurodiversity and sensory checklists, Salford reading tests, Sandwell maths, Little Wandle phonics assessments, SDQs and SENCO observations.

Inclusion monitoring identifies **specific learning difficulties (SpLD)** as the highest area of need, followed by **SEMH**, with **speech, language and communication needs (SLCN)** remaining an important area of focus, particularly in the early years.

There are currently **28 pupils on the SEND register**, including **6 pupils with EHCPs**.

Plan

Support is planned using **Provision Overviews (POPs)**, which clearly set out strengths, difficulties, quality first teaching adaptations and targeted provision. POPs include parent and pupil voice and are used as working documents.

Specialist advice (for example dyscalculia support or SALT guidance) is incorporated into POPs and shared with teaching staff.

Do

Provision is delivered primarily through adaptive teaching approaches, supported by trained teaching assistants. Staff have received training on:

- The graduated approach (Assess, Plan, Do, Review)
- EEF 5-a-day principles
- Oracy and communication strategies
- Autism- and sensory-informed practice
- EEF – 7 steps to independence
- Sensory Inclusive schools – sensory training
- EEF Inclusive teaching – scenario based training

Reasonable adjustments are evident for pupils with dyscalculia, sensory needs and SEMH, including environmental adaptations and alternative recording methods.

Review

POPs are reviewed termly and annotated throughout the term. Changes are shown through strike-through rather than deletion, clearly evidencing the graduated response and progress over time.

6. Adaptive teaching and classroom practice

Adaptive teaching is a strength at Leyburn Primary School. Inclusion monitoring and learning walks evidence:

- Scaffolded tasks and structured support
- Visual and concrete resources to reduce reliance on verbal input
- Same-day interventions to address misconceptions
- Use of technology, photographic evidence and adapted writing scaffolds

Ongoing refinement of learning environments is in place to reduce cognitive overload and sensory distraction.

7. Targeted interventions

Targeted interventions are carefully planned to support pupils without reducing access to the wider curriculum. Reading support includes Little Wandle keep-up and catch-up interventions, NGRT and NGST assessments, Reading plus and targeted fluency support.

There are currently no pupils accessing alternative provision. Individualised plans are in place to support pupils with significant attendance or emotional needs, with close multi-agency involvement.

8. Supporting disadvantaged pupils (including SEND)

A significant proportion of pupils with SEND are also disadvantaged. Inclusion monitoring identifies the need to further strengthen staff understanding of the pupil premium strategy and its specific links to SEND provision.

Actions are in place to improve clarity around:

- Numbers of disadvantaged pupils
 - Overlap between pupil premium and SEND
 - Matching of resources to pupil need and outcomes
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9. Working with parents, carers and pupils

Strong relationships with parents underpin SEND provision. Communication includes regular meetings, learning conversations, POP reviews and informal discussions.

Pupil voice is gathered systematically and used to inform planning, particularly for pupils experiencing anxiety, SEMH or attendance barriers.

10. Involving specialists and external agencies

Leyburn Primary School works with a range of external professionals, including:

- SEND Advisor (specialist teacher)
- Speech and language therapists
- Educational Psychology
- Early Help
- Specialist teachers at the NYC SEND HUB
- SEMH services
- Educational Psychologist trainee (Sophie Tennant)

The SENCO attends local and trust-wide SEND networks to maintain up-to-date local knowledge.

11. Education, Health and Care Plans (EHCPs)

There are currently six pupils with EHCPs on roll. Provision is delivered in line with Section F, with POPs used to evidence implementation, review and progress.

12. Safeguarding and wellbeing (SEND)

Safeguarding is embedded within SEND practice. Safeguarding scenarios, PSHE teaching and adapted safety lessons support pupils with SEND to understand risk and keep themselves safe.

Staff work closely with families and other professionals for pupils with high levels of need or vulnerabilities related to attendance and mental health.

13. Data, record-keeping and confidentiality

SEND records are stored securely. SEND and vulnerable pupil data are reviewed termly and shared with staff and governors. Development priorities include:

- Strengthening staff confidence in using Arbor for SEND analysis
 - Clear recording of primary and secondary needs
 - Improved use of data to evaluate impact across all vulnerable groups
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14. Monitoring, evaluation and inspection readiness

SEND provision is monitored through learning walks, POP reviews, case sampling and inclusion monitoring. Recent actions focus on:

- Improving outcomes in writing for pupils with SEND
 - Ensuring all needs are accurately identified and recorded
 - Strengthening inclusion data analysis
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15. Review and publication

This appendix is reviewed annually and updated following inclusion monitoring, self-evaluation and changes in statutory guidance. It is published alongside the YCAT SEND & Inclusion Policy and the Leyburn Primary School SEND Information Report.

This appendix provides an honest and evidence-based account of SEND practice at Leyburn Primary School, reflecting both strengths and clearly identified development priorities as evidenced through inclusion monitoring.