INCLUSION POLICY

SEND

Inclusion Team **June 2026**

This Inclusion Policy is informed by:

- SEND Code of Practice (2015)
- Equality Act 2010
- Hackney RSRT Graduated Response Framework
- SEND Reform: Putting Children and Young People First (DfE, 2026)
- SEND and Alternative Provision Improvement Plan

This policy reflects the national reform priorities of **EARLY, LOCAL, FAIR, EFFECTIVE and SHARED support**, placing children and young people at the centre of decision making.

1. THE AIMS OF OUR POLICY

1.1 Aims

Tawhid Boys School is committed to providing an inclusive, ambitious and aspirational education that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve, thrive and prepare successfully for adulthood.

In line with national SEND reform, we aim to:

- Prioritise early identification and intervention to prevent escalation of need
- Deliver support locally within mainstream wherever possible
- Ensure fair and consistent access to support without unnecessary delay
- Use evidence-based and outcomes-focused approaches
- Work in partnership with pupils, parents and wider services

1.2 Objectives

To fulfil these aims, the Inclusion Team will:

- Deliver high-quality inclusive teaching as the foundation of SEND support
- Implement Individual Support Plans (ISPs) or IEPs for pupils requiring targeted support
- Apply the Assess-Plan-Do-Review cycle consistently
- Use data and professional judgement to inform timely escalation
- Embed pupil voice and parent partnership in all planning
- Work collaboratively with Local Authorities and partner services
- Ensure staff receive appropriate training linked to SEND reform priorities

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

This policy adopts the definition of SEND set out in Part 3 of the Children and Families Act 2014 and the SEND Code of Practice: 0-25 years (2015).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools

Special educational provision is education or training that is additional to, or different from, that made generally available for children and young people of the same age.

SEND can affect pupils in a variety of ways. Needs may be long-term or short-term and may change over time. The four broad areas of need are:

2.1 Communication and Interaction

Including speech, language and communication needs, autism, and social communication difficulties.

2.2 Cognition and Learning

Including moderate learning difficulties, specific learning difficulties (e.g. dyslexia, dyscalculia, dyspraxia), and difficulties with memory, processing, organisation or understanding.

2.3 Social, Emotional and Mental Health (SEMH)

Including anxiety, emotional regulation difficulties, attachment needs, behaviour linked to underlying need, and mental health difficulties affecting learning and participation.

2.4 Sensory and/or Physical Needs

Including visual impairment, hearing impairment, multi-sensory impairment, physical disabilities and sensory processing differences.

At present, the design of the school building limits some forms of physical accessibility, and we are unable to meet the needs of pupils with very complex or highly specialist needs requiring intensive provision. However, we are actively working to improve accessibility.

The school's **Accessibility Plan** outlines how we will:

- Improve access to the curriculum

- Improve access to information
- Improve physical accessibility over time and as funding allows

All decisions are made in accordance with **reasonable adjustments** duties under the Equality Act 2010.

3. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The school recognises that pupils with English as an Additional Language (EAL) may require additional support to access the curriculum and develop English proficiency. However, EAL is not, in itself, a Special Educational Need or Disability (SEND).

Some pupils may have both EAL and SEND. Where this is the case, support will be planned holistically.

Assessment will take account of linguistic, cultural and educational background to ensure SEND is not misidentified or overlooked.

4. EDUCATION, HEALTH AND CARE PLANS (EHCPs)

EHCPs are maintained for pupils with the most complex and enduring needs.

The school will:

- Deliver provision specified in EHCPs
- Map provision to outcomes rather than hours or labels
- Review EHCPs annually with all relevant partners
- Make reasonable adjustments under the Equality Act 2010
- Ensure accessibility needs are addressed through the Accessibility Plan

5. ADMISSION AND EARLY ASSESSMENT

The school gathers comprehensive information prior to admission to ensure early identification of need.

Baseline assessments are used proportionately and ethically to inform planning, not to limit access or opportunity.

6. OUR APPROACH TO INCLUSION

6.1 Early Identification of SEND Needs

Early identification follows Hackney's Graduated Response Framework and includes:

- Teacher observation and adaptive teaching
- Data analysis
- Behaviour monitoring
- Standardised assessments

Support begins at the Universal level before escalation to Targeted or Specialist levels. (See SEND Identification & Support Pathway, Appendix A)

6.2 Graduated Response

Support is delivered through four levels:

Universal – High-quality inclusive teaching for all

This includes adaptive teaching strategies, differentiation, predictable routines, visual supports, positive relationships and restorative approaches.

Tawhid Boys School defines Ordinarily Available Provision as the inclusive practices that are consistently expected in every classroom.

All teachers are expected to provide:

- Adaptive, high-quality teaching
- Explicit instruction and modelling
- Clear routines and predictable structure
- Visual supports (timetables, instructions, success criteria)
- Scaffolded tasks and appropriately differentiated challenge
- Pre-teaching and overlearning where appropriate
- Positive relational approaches that promote belonging
- Restorative and consistent behaviour approaches
- Sensory-aware and inclusive classroom environments where needed

Targeted – Individual Support Plans (Pupil Passport)

Where a child is not making expected progress at the Universal level of support, staff will raise concerns with the SENDCo and tutor using the Cause for Concern form (See Appendix B).

A Pupil Passport will then be created, which will include:

- Cause for concern reviewed
- Additional interventions identified
- Targets developed and added to Pupil Progress Tracker
- Parents/carers and pupils informed and involved, where appropriate
- Assess-Plan-Do-Review cycle continues

Specialist Support

Where Targeted support is insufficient, specialist advice may be sought from educational psychology, specialist teachers, CAMHS, and other services.

An Individual Support Plan (ISP/IEP) will then be developed, which:

- Records the pupil's needs and the support in place
- Focuses on specific, measurable outcomes linked to progress, independence, and participation
- Is reviewed termly to evaluate impact and adjust provision as required

- Is co-produced with parents/carers and pupils, where appropriate

Statutory Support – EHCP

Requests for statutory assessment are made collaboratively with evidence of graduated support already in place.

A visual representation of the Graduated Response can be found in Appendix A (SEND IDENTIFICATION AND SUPPORT PATHWAY)

6.3 Monitoring and Review

All SEND provision is reviewed using the Assess–Plan–Do–Review cycle.

6.4 Role of Staff

- All teachers are responsible for the learning and progress of pupils with SEND
- The Inclusion Manager coordinates SEND provision
- Teachers deliver inclusive classroom practice
- Teachers and Support staff implement targeted interventions

Staff Training

Staff will receive ongoing training in:

- Adaptive teaching
- SEMH support
- Neurodiversity and inclusive practice

6.5 Parents and Pupils

The school places pupil and parent voice at the centre of inclusive practice and decision-making. We recognise that meaningful inclusion is achieved through collaboration, shared understanding, and active participation in planning and reviewing support.

Pupil voice is embedded at all stages of the Graduated Response and is used to inform both day-to-day classroom practice and longer-term provision planning.

The school will:

- Actively gather pupil views through structured methods through the Half Termly Pupil Progress Tracker and informal discussions on an on-going basis
- Engage with parents with feedback through the half termly pupils progress Tracker
- Ensure pupils are supported to express their views in accessible ways, including alternative communication formats where needed
- Involve pupils in setting and reviewing targets where appropriate and meaningful
- Ensure pupil perspectives are considered in review meetings and multi-agency discussions

6.7 IMPACT, OUTCOMES AND MONITORING

Progress is monitored through:

- Academic attainment termly and progress towards targets half termly (See Progress Tracker Appendix C & D)
- Engagement in learning
- Attendance and punctuality
- Behaviour and emotional regulation indicators
- Wellbeing and readiness to learn (PASS Survey)
- ISP/IEP outcomes
- EHCP outcomes (where applicable)

Provision is:

- Time-limited
- Evidence-informed
- Regularly reviewed
- Adjusted based on impact

6.8 LEADERSHIP, ACCOUNTABILITY AND GOVERNANCE

- The Inclusion Manager/SENDCo leads operational SEND provision
- SLT has strategic oversight of inclusion and outcomes
- The Headteacher holds overall accountability

6.10 SAFEGUARDING AND SEND

The school recognises that pupils with SEND may be more vulnerable to safeguarding risks.

All staff are trained to understand overlap between SEND, SEMH and SAFEGUARDING.

Where concerns arise:

- Safeguarding procedures are followed immediately
- The Designated Safeguarding Lead (DSL) is informed
- Inclusion and safeguarding teams work collaboratively

7. CONCLUSION

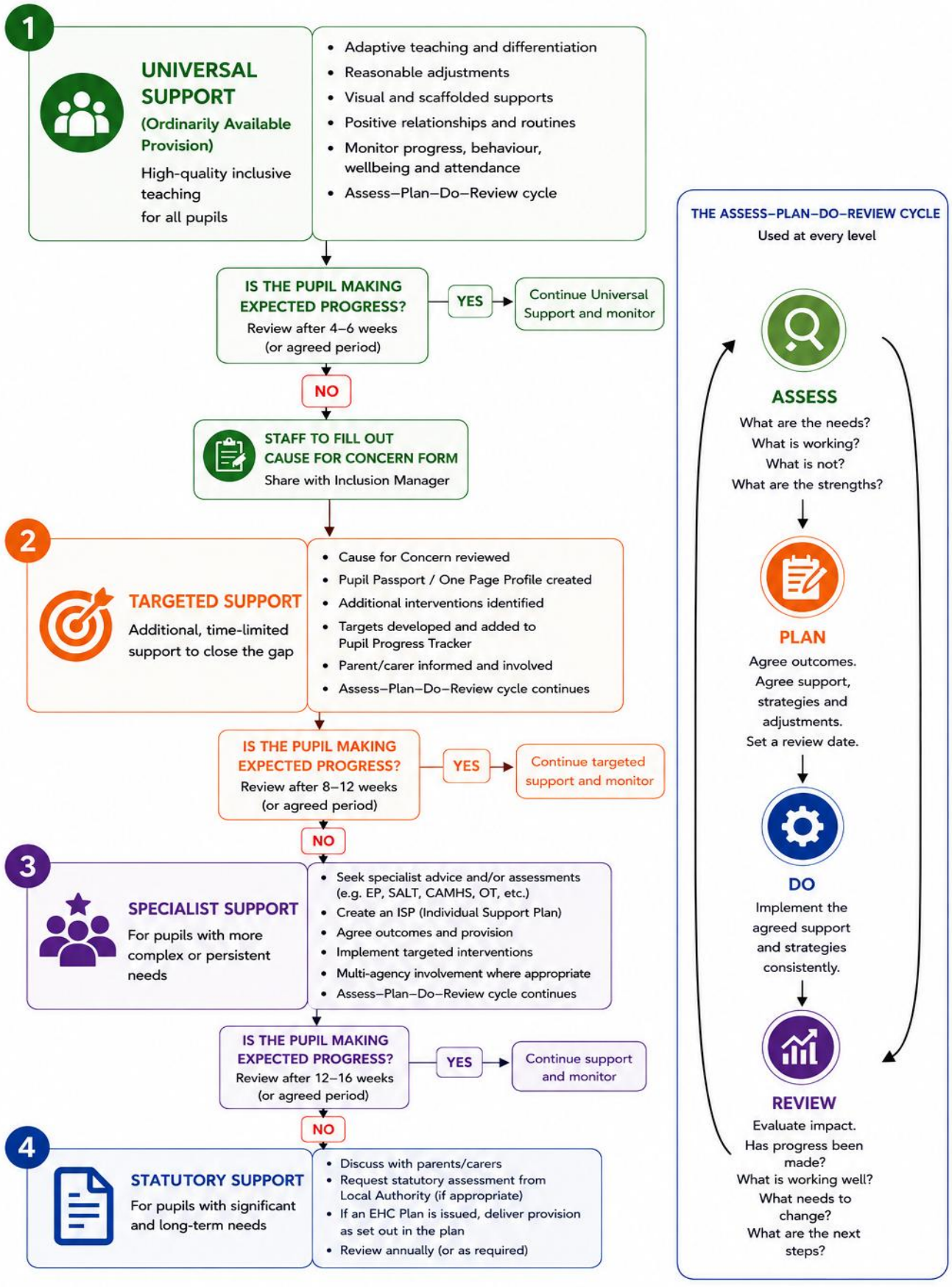
Tawhid Boys School is committed to ensuring that inclusion is embedded in all aspects of school life.

We believe every child belongs, achieves and thrives when teaching is adaptive, relationships are strong, and support is timely, fair and evidence-informed.

Inclusion is a shared responsibility across all staff and is monitored through clear accountability, pupil voice and measurable outcomes.

(APPENDIX A)

SEND IDENTIFICATION AND SUPPORT PATHWAY



CAUSE FOR CONCERN FORM (APPENDIX B)

Pupil's Name	**Date of Birth**
Class	**Year Group**
Name of teacher completing form	**Date form completed**
Cause for Concern **Summarise the reasons for concern, referencing the Broad Area of Need and Level of Need as set out in Right Support Right Time**	
Strengths and interests	
Parent/Carer Information **Have concerns been discussed with parents/carers? Summarise any additional information from discussions**	
What action has already been taken to address the child's needs? **Summarise provision that has already been put in place in the classroom, referencing Right Support, Right Time 'Do'**	
Outcome - Place on SEND Register Yes/No	
Signature of SENCo	**Date**
Signature of class teacher	**Date**

Half Termly Pupil Progress Tracker (Appendix C)

Pupil Name:	Year:	Term:	Tutor:
Teacher:	Subject:		Next Review:

Targets **Monitoring progress towards targets**	Progress towards Target
Target 1	
Target 2	

End of Half Term Review - Feedback on Progress towards target

Target	What is going well	What needs to improve
Target 1		
Target 2		

Half Termly Pupil Progress Tracker → → → → → → → → → → → → (APPENDIX D)

Pupil Name:	Year:	Term:	Tutor:	Next Review:	Subject:	Teacher

Targets Monitoring progress towards targets RAG Rate each strategy weekly Green – I achieved mostly Amber – I achieved some Red – I found this difficult	Strategies to implement in lessons (Max 2 per Target)	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Target Met?	Review Strategy Progress
Target 1 C&L SEMH S/P C/I	• →										
	• →										
Target 2 C&L SEMH S/P C/I	• →										
	• →										

End of Half Term Review – Feedback on Progress towards target

Target	What is going well	What needs to improve	New Strategies for next Half Term (Max 2 per target)
Target 1			
Target 2			

Date Completed: _____ → → BY: _____