



Creative Inclusion

LEARNING STUDIO

Creative Inclusion: An Independent Alternative
Specialist Provision

Special Educational Needs and Disability (SEND) Policy

Effective Date: July 2025

Approved by: Advisory Board August 2025

Review Date: July 2027

Rationale

At Creative Inclusion we are committed to ensuring equal treatment and opportunities for all children and young people and are committed to offering an inclusive curriculum to ensure the best possible progress for all learners whatever their needs or abilities.

The Special Educational Needs and Disabilities Code of Practice (2015) states that all learners and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals, living fulfilling lives
- Make a successful transition into adulthood whether into employment, further or higher education or training

The Code of Practice also provides an overview of the range of needs which is divided into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and, or Physical Needs.

Creative Inclusion believes that all learners with a Special Education Need or disability (SEND) must have their needs recognised, assessed and appropriate and effective intervention put in place. All staff have due regard, as part of their professional standards and duties, to promote equality.

Definition Of Special Educational Needs And Disabilities (SEND)

Children with special educational needs (SEND) all have learning difficulties or disabilities that make it more difficult for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Special education needs could mean a child has difficulties with:

- Academic work
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately
- organising themselves
- sensory or physical needs.

(Ref: DfE Special Educational Needs Code of Practice)

At Creative Inclusion, our experienced staff use; observations, extensive SEND knowledge and experience and the advice and recommendations from external professionals to identify and assess learner's individual needs. This enables us to plan bespoke and personalised education for all of our learners.

Inclusion

Inclusion: providing effective learning opportunities for all learners. The three principles for inclusion are:

- ✓ Setting suitable learning challenges
- ✓ Responding to learners' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of learners

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

Teachers respond to children's needs by:

- ✓ providing support for learners 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 learners to manage and own 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.

Safeguarding

We are committed to create and maintain a safe learning and working environment for all learners and staff and, where there are child welfare concerns, taking action to address them, working in partnership with other organisations and agencies, where this is appropriate.

Our core standards for promoting the welfare of Creative Inclusion community are listed in our Safeguarding and Child Protection Policy.

Purposes & Objectives

- ✓ To provide a secure and caring environment where every learner is encouraged to reach his/her potential
- ✓ To provide an approach to promote positive behaviour and emotional well being
- ✓ To identify the specific needs of every learner and have a team approach to meeting the need through EHC Plans and (SMART)Targets, to ensure that all learners make the best possible progress

- ✓ To provide a broad, balanced and relevant curriculum, reflecting the national curriculum but adapting it, along with differentiation, to cater for the academic, physical and emotional needs of the learners
- ✓ To enhance the formal curriculum by providing a wide range of experiences, to prepare learners for their transition to specialist provisions or re-integration to mainstream.
- ✓ To promote all possible opportunities to enter for external examinations and achieve accreditation
- ✓ To facilitate diagnosis and assessment which can inform decision-making about continuing and future careers
- ✓ To promote a multi-agency approach in addressing the diverse and complex needs of some of our learners
- ✓ To involve parents/carers and encourage their participation in decision-making related to future educational provision
- ✓ To take into account the views of the learners and involve them in decision-making, as far as is feasible

SEND CODE OF PRACTICE – <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Creative Inclusion follows the guidelines of the Code of Practice 2015

- ✓ The Code of Practice (revised 2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND
- ✓ There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- ✓ There is a stronger focus on high aspirations and on improving outcomes for children and young people
- ✓ It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- ✓ It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- ✓ There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood - DfE SEND Code of Practice – Guide for Parents and Carers Aug 2014

Education Health Care Plans (EHCP)

An EHCP is a legal document, which was introduced with the principle of a person-centred approach to supporting children and young people aged 0-25 years. The EHCP is a single document that describes the child's strengths and needs in a multi-disciplinary and holistic way. The voice of the child and the caregiver is fundamental in the application for an EHCP; they must be co-creators in the process.

The purpose of an EHCP is to make special educational provision to meet the SEND of the child or young person so as to secure the best possible outcomes for them across education, health and social care, and to prepare them for adulthood.

Procedures In Creative Inclusion

The Advisory Board have identified a member to have oversight of special educational needs provision in Creative Inclusion to ensure that they are kept informed of how Creative Inclusion is meeting the statutory requirements. The identified Director – David Marley, will meet regularly with the Head of Provision (For roles of Advisory Board CoP Section 1:16 - 22, 1:39.) to ensure that Creative Inclusion is adhering to Government Legislation.

The Head of Provision is Joanne Vance, and she is Creative Inclusion's "responsible person" and manages Creative Inclusion's special educational needs work.

The Head of Provision will work closely with the special educational identified director and staff to ensure the effective day to day operation of Creative Inclusion's special educational needs policy. The Head of Provision will identify areas for development in special educational needs and contribute to Creative Inclusion's development plan. The Head of Provision will co-ordinate provision for SEND learners (See CoP Section 5:30, 6:32)

All teaching and non-teaching staff are responsible for differentiating the curriculum for learners with special educational needs and will monitor learner's progress (see Quality First Teaching). All teachers will review and monitor the progress made by learners in their group and the effectiveness of resources and other curriculum material. All staff will work closely with the Head of Provision.

SEND Representative (Board of Directors) is David Marley

Special Educational Needs Coordinator (SENCo)

The named SEND coordinator for Creative Inclusion is **Joanne Vance**.

The responsibilities of the SENCO are:

- ✓ Supporting staff with implementing a Graduated Response - APDR (Assess, Plan, Do, Review)
- ✓ Managing and monitoring the review of SEND learners
- ✓ Arranging MAM (multi agency meetings) for SEND learners
- ✓ Completing and distributing invites to all colleagues involved with the learner
- ✓ Supporting staff with the written reports (EHCP)
- ✓ Monitoring the reports
- ✓ Distributing minutes of the meeting to colleagues via LearnTrek
- ✓ Liaising with and giving support to teachers in relation to meeting the educational needs of learners
- ✓ Liaising with parents/carers
- ✓ Liaising with other professional agencies concerned with the learners
- ✓ Coordinating, monitoring and evaluating SEND interventions.

Referrals

- ✓ Referrals are made to Creative Inclusion via schools and the Local Authority

Admission Arrangements

The responsibilities of the SENDCo in relation to the pre-admission procedures are as follows:

- ✓ Having received the information of the EHCP of a learner who meets admission criterion, determining the availability of a place in Creative Inclusion.
- ✓ Liaise with Inclusion Support/EOTAS/ referring school to arrange pre-admission meeting for the parent/carer, the learner, and other professionals if appropriate, to attend a solution focused meeting.
- ✓ An observation of the learner within their current setting
- ✓ Creative Inclusion is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.
- ✓ An induction meeting will be arranged to work closely with parents and learner.

Identification, Assessment And Review Arrangements

The SENCO Head of Provision will:

- ✓ Support and work closely with parents, child and all other professionals involved in the EHCP.
- ✓ Keep parents/carers and the learners informed at all stages.

Access Facilities

- ✓ We have produced an accessibility Plan to support our learners.

Access To The Curriculum

- ✓ Support is available to aid learners in accessing all aspects of the curriculum.
- ✓ Assessment, planning and review (graduated approach for SEN learners). Identifying emerging needs, assessing, planning and reviewing is part of Quality First Teaching.
- ✓ Grouping for teaching purposes – availability of place, information from original school records, Preadmission assessment, parents/carers and the learners are considered before a learner is allocated to a group.
- ✓ All learners receive inclusive quality first teaching that is differentiated to meet individual need.
- ✓ All learners will have section F of their EHCP implemented
- ✓ All learners should have access to a broad and balanced curriculum including enrichment activities to add breadth of study and relate to individual needs.

Quality First Teaching

The class/subject teacher should:

- ✓ Set high expectations which inspire, motivate and challenge learners
- ✓ Promote good progress and outcomes for learners
- ✓ Plan and teach lessons in which teaching responds to the strengths and needs of learners
- ✓ Work closely with support staff in the planning and monitoring of interventions
- ✓ Make accurate and productive use of assessment to inform the four-part cycle
- ✓ Manage behaviour effectively to ensure a good and safe learning environment
- ✓ Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- ✓ Communicate effectively with parents regarding learner's achievements and learners' wellbeing

Allocation Of Resources

- ✓ The Advisory Board will ensure that the needs of learners are met.
- ✓ The Head of Provision will use the child's EHCP to identify the areas of learner need and make appropriate provision.
- ✓ Time will be identified for staff to review learner progress, discuss learner curriculum needs and to transfer information between classes and phases. The Advisory Board will ensure that finances are set aside to develop resources in curriculum areas.
- ✓ In addition, the Advisory Board will ensure that staff are kept fully up to date about SEND issues and undertake training. For example: CPD for all staff/ Special Educational Needs Cluster Groups/ subscriptions to SEN networks.
- ✓ Resources in CREATIVE INCLUSION are for the use of all learners. If it is identified that a resource/material/aid is needed to meet a specific need, then the specialist resource will be obtained.
- ✓ Support staff are allocated to each teaching group to support the learning of all learners in the group.

Access To The Full Life Of Creative Inclusion

All learners will be involved in the full life of Creative Inclusion. We strive to ensure that all learners regardless of their individual needs will be able to access (with differentiated support), the following activities:

- ✓ Trips
- ✓ Plays/productions
- ✓ Sport
- ✓ Curriculum enrichment

This is a fundamental element to Creative Inclusion meeting their responsibility under the SEN and Disability Act 2001.

Partnership With Learners

We believe that children and young people's participation in their own learning is enhanced when:

- ✓ Creative Inclusion structures are designed to encourage and support participation
- ✓ The relationship between teachers and learners is seen as a partnership for learning
- ✓ We show mutual respect
- ✓ Teaching is responsive to the needs and interests of learners and creates space for a learning dialogue to occur
- ✓ Learners are able to exercise choice in all aspects of their learning
- ✓ Learners have opportunities to participate in local authority and school decision making and their views are regularly sort and taken into consideration for future planning
- ✓ Everyone, including learners, is encouraged to engage in systematic inquiry and reflection focusing on the nature of learning and the experience of schooling

Learners are key players in school self-evaluation, an ongoing process embedded at classroom, school and community levels

Partnership With Parents

To develop good communication and involve parents/carers in the education and progress of their child with parents/carers we:

- ✓ Invite parents to an induction meeting prior to a learner beginning a placement
- ✓ Have an open-door policy, where parents/carers feel free to telephone or visit at any time
- ✓ Telephone parents/carers weekly to report on progress and/or concerns and make more regular calls where necessary
- ✓ Telephone or text on first day of a child's absence
- ✓ Invite them to the periodic review of their child's progress, with the opportunity to express their views
- ✓ Offer the support of the pastoral manager where non-attendance is an issue
- ✓ Provide easy access to CREATIVE INCLUSION to support their child's health and well-being
- ✓ Encourage parents/carers to become members of the parent forum.
- ✓ Ask parents to provide regular feedback on our practice and share their views via a parent/ carer questionnaire

Partnerships In The Local Authority/ Outside Agencies

The Head of Provision will maintain strong, positive relationships with external agencies to ensure that learners have access to the appropriate support. We will work closely and share information with professionals including; CYPS, Health Care professionals, Primary Mental Health, Educational Psychologists, EHA, SEN (including Speech and Language, Autism and Behaviour support).

In addition to this, Creative Inclusion will endeavour to make links with the LA to promote joint initiatives, share expertise/ resources and continually develop the curriculum provision for SEND. Parents will be informed of any referrals and permission requested to encourage partnership working in the best interests of the learner. An invite, to the originating school, is sent prior to transition, the learner's records are shared and support from a classroom assistant is offered when appropriate.

Looked after children (LAC)

- ✓ SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.
- ✓ The designated member of staff for looked after children is Mrs Kris Marley

Local Offer

The SEND Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. A link to Sunderland's Local Offer can be found in the SEND section of our school website. Alternatively, the information can be found by searching the local offer through their website.

Medical Conditions

Creative Inclusion will follow the recommendations of The Children's and Families' Act (2014) with regard to arrangements to support children with medical condition.

Complaints Procedure

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance discuss this with the class teacher. If the concern continues then parents/carers will follow Creative Inclusion's agreed procedures for complaints as outlined in the Complaints Policy.

Send Training

The Advisory Board will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Chair of the Board and the Head of Provision.

The Head of Provision and teaching teams will keep fully up to date about special educational needs issues through attendance at training.

Policy Review/ Evaluation

This Policy will be reviewed every two years or earlier when necessary to follow new legislations or guidelines legislation or guidelines. The Advisory Board will hold the Head of Provision to account regarding the quality of SEND provision.