Yorkshire Collaborative Academy Trust (YCAT)

Special Educational Needs and Disabilities (SEND) & Inclusion Policy

Academic Years 2026–2027

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**.