**Essex Inclusion Statement and SHS Response**

We stand for:

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| Strand | SHS Response |
|  SEND being positioned at the heart of school leadership and not viewed as the exclusive preserve of the SENCO. We encourage every school to be an inclusive school and to take a whole school approach to inclusion and SEND. | SENCo on SLT and part of all decisions around leadership, teaching and learning.Current focus on all students – high quality teaching for all to bring about clear outcomes.Analysis of the performance of all students and a clear understanding of the performance of groups – leading to intervention to improve attainment. |
|  Making sure that every child and young person in our schools/academies or settings, whatever their circumstance or ability, has a sense of belonging, feel respected, and is valued for who they are. | Pastoral Team care and support;Interventions Team;Safeguarding Board. |
| Delivering the right education which supports and develops children so that they become positively participating citizens in society. | Vocational Centre, Oasis Centre, KS4 Curriculum. |
| Ensuring we equip children with the skills, knowledge and confidence to enable them move on to the next phase of learning and life with success. | Year 10 Social Science Curriculum;Interview Day;Working with CYPWDS;Links with Chelmsford College for Transition;Discussions in One Plan Meeting and Annual Reviews throughout KS4. |
| Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood. | Interventions Team;Working with Outside Agencies (such as CSS). |

We recognise

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| Strand | SHS Response |
|  That an inclusive approach, including to admission and exclusion, with an appreciation of diversity, individuality and ambition for all to achieve their optimum potential is essential in raising attainment for all.  | As above;Inclusion is at the heart of what we do and our focus on all students;Students “Known and known well”. |
| That school leaders must be confident that before a decision to exclude is made, that they can show that all possible options available to them have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future.  | Low rate of Fixed Term Exclusion;Very low rate of Permanent Exclusion;Case study – Ryan Bolton. |
| That collectively we have a responsibility to provide for Essex children whatever their background and current circumstances and ensure that they receive a precise identification of their needs so that high quality teaching leads to positive experiences and outcomes for all.  | Students that we have worked with from other schools and the outcomes they have achieved – both academically and socially. |
| That sometimes we may not have the appropriate provision or capacity to meet the needs of all children who want to come to our schools / academies or settings but that we will work together to ensure that this is addressed and leads to better practice in the future.  | Constant review of our systems and provision to ensure that we can meet need;Use of external support (such as Evolve) to meet need;In school counselling provision. |
| That there are currently capacity challenges with our PRU and Alternative Provision settings and our referral systems need to be regularly reviewed and, where necessary, changed so that they are effective and responsive to local needs. | We work closely with CSS – including JCO as a Governor – and use of the Outreach Service;Oasis Centre / Vocational Provision. |

We strive

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| Strand | SHS Response |
| To ensure that all schools, academies and setting are equally and effectively inclusive. | CJH work with ASHE and other bodies to work with a wide range of schools across the county to improve all aspects of education and leadership. |

We commit

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| Strand | SHS Response |
| To challenge and be open to challenge and to show transparency in our thinking and actions, being able to clearly justify evidence-based decisions.  | Cambridge Research School Status;Parent Council. |
| To examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings.  | Cambridge Research School Status;SENCO part of the Partnership SENCo Programme. |
| To agree to work collaboratively with colleagues in schools, the Local Authority, parents/carers and health and social care to create a new way forward to meet the needs of all Essex children.  | SENCo part of the Partnership SENCo Programme;SENCo Cluster. |
| To seek and accept any learning, training and development for inclusion for our staff, engage with research and to share our own good practice generously.  | Cambridge Research School status;School INSET and CPD Programme. |
| To ensure that we follow not simply the letter of the law but also the spirit of the law so that we all put inclusive values into practice in the decisions we make. | Learning for life and inclusivity at the heart of what we do. |