

Section A: Inclusive Practice Framework

Local context, culture and leadership

Expectations of All Settings	Whole Setting Approaches	How well implemented?			When and how?
		Always	Sometimes	Not yet	
Provision for SEND, including those with additional needs and disadvantaged groups, is well-led and managed.	Leaders are ambitious for CYP with SEND and this is reflected in the school ethos.				
	Governing bodies/trusts and the leadership team prioritise effective professional development, including advice, guidance and support to understand their role in supporting CYP with SEND, additional needs and those from disadvantaged groups.				
	The school/setting enables all staff to understand their statutory responsibilities regarding SEND legislation and the Equality Act 2010.				
	The school/setting has a named SENDCo, who is part of the senior leadership team or liaises with it regularly. The SENDCo supports all staff to embed inclusive practice through the graduated approach.				
	The school/setting's own Local Offer has been co-produced and is easily accessible for parents and carers to view. All staff understand its content, development and that it is reviewed annually.				
	Staff in all schools/settings can provide examples of how an inclusive environment is created and maintained within day-to-day practice.				
	Leaders ensure that the curriculum is well planned to meet the needs of their CYP and ensure they make good progress. Plan evidence intent, implementation, and impact on individual Children and young people.				

Section A: Inclusive Practice Framework

Local context, culture and leadership

Expectations of All Settings	Whole Setting Approaches	How well implemented?			When and how?
		Always	Sometimes	Not yet	
<p>All staff understand that governing bodies/trusts monitor attendance, suspensions, and exclusions for all CYP to ensure equality of access to education.</p>	<p>Whole-school training raises awareness of the complex factors which influence attendance. Within school lesson avoidance is sought to be understood, in addition to difficulties attending school.</p>				
	<p>Leaders enable whole-school policies to be applied flexibly with reasonable adjustments to support attendance.</p>				
	<p>Relationships are maintained with the pupil when they are not attending through check-ins, phone calls, holding in mind, sending work home etc.</p>				