

St. Ninian's High School

Inclusive Education Policy - 2025/26

Introduction

St Ninian's High School is committed to meeting the requirements of all learners by developing an inclusive education system which enables students to achieve their potential. This is achieved through critically appraising our learning environments, curriculum offer and teaching and learning.

The following principles underpin St Ninian's approach to Inclusive Education.

- The young person's views and aspirations should where appropriate be central to all provision planning
- Parents/carers should work in partnership with school to support their child
- All students should have access to a broad and balanced curriculum that meets their needs
- Teachers should set high expectations for every student.
- Lessons should be planned to address potential areas of challenge and to help remove barriers to learners participation
- Quality inclusive teaching personalised to individual needs and early universal support are the first steps to responding to learners needs
- Assessment and intervention should be proportionate to identified need and not be reliant on a diagnosis. This is often known as a Needs Led Approach

Underpinning Legislation

- ▶ DESC Inclusive Education Policy 2024
- ▶ Teacher standards

Clarifying Approach and Terminology

The progression towards inclusive education is resulting in a shift away from the use of the terminology Special Educational Need (SEN) and Additional Educational Need (AEN). The preferred terminology used for students who are not able to access learning is the phrase 'vulnerable to exclusion' This is a move to place the focus on the environment and the barriers to participation instead of implying that the child has a deficit or problem that must be fixed or accommodated.

However, the criteria for SEN in the Education Act (s18) remains relevant to children who are vulnerable to exclusion from an inclusive educational setting. The two-part test in the legislation requires there to be :-

- (1) significantly greater difficult in learning that
- (2) which calls for provision that is not ordinarily available

Where a learner meets these two statements then a personalised learning plan will be put in place to support them.

Educational Professionals' Responsibilities

Classroom teachers' responsibilities

All teachers are responsible for meeting the diverse needs of the learner's they teach. The majority of students who have challenges to participation in the classroom receive the support they need from classroom teachers through quality inclusive teaching.

It is the responsibility of all teaching staff to: -

- ▶ Take a student-centred approach in providing teaching which promotes wellbeing and support, inclusion, equality and fairness
- ▶ To maintain and promote all teacher standards
- ▶ Further personalise the learning as required for learners and / or groups of students to meet their individual needs
- ▶ Be aware of learner's profiles that relate to the students they teach
- ▶ Be aware of students who have a Personalised Learning Plan
- ▶ Ensuring Examination Access Arrangements are applied in any in class assessments
- ▶ Be responsible for the progress and development of all learners on their register, including students who may be accessing learning online or that are supported by an Education Support Officer

Middle leaders' responsibilities

- ▶ Monitor teaching practice to assure high quality inclusive pedagogy for all learners.
- ▶ Support staff to develop effective pedagogy, with a curriculum that is flexible and reflects the breadth of needs

- ▶ Review, monitor and evaluate the impact of the curriculum in their area of school
- ▶ Prioritise early identification and intervention, and develop a breadth of learning provision to meet the needs of all learners
- ▶ Ensure that the curriculum and assessment is fit for purpose and meets all needs of all learners
- ▶ Ensure all learners have their progress monitored and steps are put in place to support those who require early intervention

SENCo's responsibilities

- ▶ Review, monitor and evaluate the impact of strategies, interventions and support
- ▶ Monitor the quality of personalised learning provision through the school quality assurance process
- ▶ Maintain an accurate profile of the needs and the provision that students receive
- ▶ Develop collaborative relationships with students and families to co-construct Personalised Learning Plans
- ▶ Liaise with DESC services and/or Manx Care as appropriate to develop/review Personalised Learning Provision for learners in their school
- ▶ Ensure individual records and PLPs are accurate, appropriate, up to date and reviewed
- ▶ Ensure staff follow the school's processes and procedures regarding Personalised Learning Needs
- ▶ Determine, based on need, the level of support a learner may require

Headteachers' responsibilities

It is the responsibility of the Headteacher, who can delegate to other Senior Leaders to: -

- Establish school ethos, values and vision based on the principles of inclusion, which supports a culture and ethos of high expectations for all learners across their learner community
- Establish an inclusive educational curriculum offer
- Make available appropriate staff INSET opportunities focused on Inclusive Education
- Support school leaders to develop an Inclusive Education ethos
- Ensure Inclusive Education is monitored, reviewed, and evaluated through the School Improvement plan and Quality Assurance Framework

Assessing Need

School assessment to establish if additional support is required

School will assess any learner who they feel is at risk of exclusion and where the school is of the opinion:

- ▶ the learner has a significantly greater difficulty in learning than the majority of children of the same age, **and**
- ▶ Personalised Learning Provision is required to be made for them. Typically, this provision would be considered to be required long-term.

Notice to initiate school assessment

- Parents/carer will be informed in writing of the proposal for carry out assessments to determine need
- Parents/carers will be given the opportunity to express how their child's educational needs present and submit any evidence they may have
- In the event that parents/carer do not wish for their child to be assessed, they will be given the right to appeal
- Parents/carers will be given five working days to response, after which the assessment can proceed

▶ Request of an assessment by a parent

Where a parent/carer is concerned about their child's learning they may request for an assessment to be carried out in school. Parents can do this by completing the parental request for assessment for stating the following: -

- The concerns regarding their child's educational difficulties
- How these difficulties present
- Any evidence to support these concerns

School has the right to refuse to carry out an assessment based on the criteria below: -

1. It has previously made such an assessment, or decided not to make such an assessment

and

2. It decides that there has been no change in the student's educational needs since its previous assessment or decision.

Assessment outcomes

Following the assessment process school will feedback to the learner and their parents/carer regarding the outcome of the assessment and whether there is a need for a Personalised Learning Plan to be put in place.

DESC assessment

Where a student's learning difficulty and educational provision cannot be identified through school-based assessments, the school or parent can request a DESC assessment. This will enable the needs of the student to be identified and a Personalised Provision Plan to be establish.

Personalised Learning Plans

Decision to establish a Personalised Learning Plan

Any identified support and provision through the school assessment process will be documented in a co-constructed plan with the learner and parents/carers. This provision must be proportionate to the needs of the student.

The PLP should where necessary:

- ▶ Contain a date at which it will be start and be reviewed / amended
- ▶ Contain recommendations, actions or other comments relating to the student's needs
- ▶ State the intervention or provision that the child will now access as part of their education

Once provision is agreed a Personalised Learning Plan will be emailed to parents/carer to establish agreement to the change in timetable. The provision will then be logged on the student's school record.

The learner's views

The Learner will always be given the opportunity to provide information and express their views about their inclusive education and the support provided. They will, where appropriate be invited to participate in discussions and decisions about this support. This might involve the learner:-



- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

Parental views

Parents/carers will always be given the opportunity to express the views regarding their child's PLP. This can be in the form of written response, telephone conversation or formal meetings in school.

Where formal meetings take place, a parent can bring one other person with them to support them in the meeting. It is important to note that this person would be there to support the parent/carer and cannot give opinions or contribute to the meeting.

Decision by parents to refuse Personalised Learning Plan

In the event that a parent refuses the provision that the school is offering, this must be confirmed in writing giving reasons for the decision. This information will then be logged on the student's school record.

Decision by school to not establish a Personalised Learning Plan

If the school initiates an assessment but decides not to secure provision in a PLP, this will be confirmed in writing to the parent/carer giving reasons for the decision. This will then be logged on the student's school record.

Maintaining a Profile of Need and Provision in School

A learner that is receipt of Universal Interventions or a Personalised Learning Plan will have this logged on their school record in order to establish the profile of need and provision throughout school. The information recorded will include:

- The type of intervention received
- The area of need
- The timescale over which the intervention took place

- ▶ Whether the provision is Universal, Additional or Complex Needs Provision

Where School Cannot Meet the Needs of a Learner

There are a very small number of learners who require provision that is beyond what would be reasonable for a school to secure, this may be due to: -

- ▶ The level of specialist knowledge and skills to deliver teaching.
- ▶ The provision and resources being beyond what is ordinarily available to the school
- ▶ It would be considered unreasonable for them to secure such provision.
- ▶ The cost of the provision

In these circumstances, an Exceptional Provision Request will be submitted to DESC for further guidance and support.

Appeals and Complaints Process

Parent/carer have the right to appeal any decisions made regarding additional needs assessments or Personalised Learning Plans. The initial step would be to complete the Additional Support Appeals Form and return this to the school.

Where parent/carer have concerns about school provision, they should first raise these concerns informally via the students' Head of Year or the school's SENCo. School will try to resolve any concerns parents/carer may raise.

In the event that through initial consultation the concerns are not resolved then parent/carer may decide to make a formal complaint. This must be sent in writing to the Headteacher.

PROCEDURE	Title
Person(s) responsible for updating policy	AHT
Date approved:	Jan 2026
Date to be reviewed:	Every year
Status:	Statutory

