

PRINCIPLE 1: INCLUSIVE EXPECTATIONS: <i>(Exceptional Culture and Opportunities)</i>	PRINCIPLE 2: INCLUSIVE APPROACHES <i>(Exceptional Systems & Support)</i>	PRINCIPLE 3: INCLUSIVE DELIVERY <i>(Exceptional Teaching & Curriculum)</i>
Positive Relationships and Interactions - MLT schools have an unwavering focus on the building of positive relationships to ensure a sense of belonging for every pupil; pupils are 'seen, known and supported'¹ and they feel safe, listened to and valued. - Pastoral systems are set up to respond to individual needs, with a focus on equity not equality, meaning that each school offers a supportive and highly inclusive learning environment for its pupils. - Relationships with external providers are strong, professional and collaborative to help best meet need. Communication & Information - Internal communication is efficient and effective, with staff having access to appropriate and timely personalised information about pupils with SEND; external communication is timely, clear and informative. - Teachers and pastoral staff are given personalised and high-quality information, gathered from a range of sources, (parents/carers, pupil voice, previous settings, external agencies, reports from professionals etc.) so that they can plan to most effectively meet need. - Parents/carers and pupils are given regular opportunities to share their views and participate in decisions around their provision, as well as attend information events about particular areas of need and support. - Websites for each setting clearly share support information for parents and carers, and pupils where relevant. Signposting is relevant and easily accessible. - The MLT 'SEND Pledge' outlines what parents and carers can expect from MLT schools. Working with Pupils - Peer awareness and understanding of different SEND is developed to promote inclusivity, for example through assemblies and PSHE lessons. - All groups of students are well-represented within school leadership opportunities wherever possible.	Identification of Need - SENDCos follow the <i>assess, plan, do, review</i> process (SEND Code of Practice 2014; where appropriate pupils are involved in target-setting and provision. - Early identification of need is prioritised so that subsequent intervention and classroom support are appropriate and effective, including exam access arrangements that adhere to the JCQ guidelines where appropriate. - Such needs assessment might lead to a request for an EHCP or other external support and SENDCos are proactive in their assessment of need and any subsequent funding requests. Data Analysis - SENDCos use a range of qualitative and quantitative data, including attendance, internal and external assessment, and behaviour data to analyse progress and outcomes. - Schools know precisely where each pupil is in terms of learning and development and this analysis is regularly shared with stakeholders, including parents and carers. Information Sharing - Clear systems are in place to share up-to-date information about each pupil on the SEND register, e.g. student passports, IEPs and 'one page profiles'. These are practical, accessible and regularly reviewed, using short-term smart targets, often directly linked to strong teaching and learning strategies, that allow students to make progress. Governors - Schools have an SEND governor with specific oversight of the school's arrangements for SEND; they meet termly with their SENDCo to understand SEND arrangements and to review current practice and SEND progress. SEND Action Plans - Schools have an action plan linked to these MLT SEND Principles. These are working documents that identify individual school priorities, closely linked with any overarching Trust action points.	Curriculum Intent & Implementation - Schools plan a broad and balanced curriculum for all students, with high expectations set for all groups of learners. - All classroom staff have a strong understanding of formative assessment and what adaptive and responsive teaching looks like, so that the concept of 'inclusive classrooms' is embedded and where the curriculum is a dialogue between teacher and student. - Secondary schools also have a clear focus on next steps and preparation for adulthood, with targeted support planned for independent living, participating in society and healthy adulthood. Exceptional Teaching - The MLT 'SEND Areas of Need Toolkit' is directly linked to the MLT 'Exceptional Teaching Toolkit' and identifies inclusive practice strategies and resources so as to empower and enable classroom staff to deliver high quality teaching to all groups of students. Interventions and use of additional adults - SENDCos use an evidence-based approach to interventions, both within and beyond the classroom, so that they are timely and effective and improve students' outcomes. - Additional adults are used effectively to deliver structured, high quality, evidence-based interventions. They support pupils to develop their independence and 'add value to what teachers do, rather than replace them.'² Reading - Schools across all phases have a tiered reading strategy, with whole school and intervention initiatives so all students can access the curriculum. CPD and Quality Assurance: - Inclusion within CPD and QA is the golden thread that runs throughout each school's curriculum planning and delivery. - CPD means all staff have an understanding of the four areas of need as outlined in the SEND Code of Practice 2014, recognising that an identified primary need such as communication and interaction can impact on other areas of need, such as SEMH.