



Additional Educational Needs and Inclusion Policy

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2. POLICY STATEMENT

At GLF Schools, our mission is to be a supportive community of schools where together we *grow, learn, and flourish*. We are committed to creating inclusive environments in which all pupils, in all their diversities, access high-quality education and achieve success. We strive to overcome all barriers to learning and participation.

Inclusivity is not a bolt-in; it is embedded in everything we do and is central to our ethos. We celebrate diversity, promote equity, and endeavour to remove or overcome all barriers to participation, learning and wellbeing.

Inclusivity is one of GLF's four core values.

3. GLF VISION, MISSION AND VALUES

3.1. The MAT motto, 'Grow, Learn, Flourish' is our collective GLF culture and it is built upon caring for our children and students by enabling our staff to provide the best possible education with the resources at our disposal.

3.2. GLF Schools holds an ambitious vision for education:

- All our children and young people will receive the best possible start in life.
- Every child will transition successfully to their next stage of education, training or employment.

3.3. Our values:

Our core values of respect, inclusivity, integrity and kindness help drive our daily behaviours and standards.

3.4. Our mission:

- We exist to serve our communities by providing all children and staff the opportunity to grow, to learn and to flourish.

GLF's vision and mission are inclusive by design.

4. POLICY AIMS

4.1. This policy details how the Trust's Diversity and Inclusion Policy applies to educational provision for learners in our schools. It sets out our expectations for the inclusion of all learners in all our schools and those regularly joint working with parents, local authorities, health and social care partners. These expectations ensure we are compliant with the requirements of the Equality Act (2010) and the ethos of the Special Educational Needs and Disabilities (SEND) reforms (2015) and serve to improve outcomes for all.

4.2. As highlighted by the Education Endowment Foundation (EEF) in their Special Educational Needs in Mainstream Schools: Evidence Review (2020), there are multiple practitioner and researcher definitions of inclusion. These range from physical proximity definitions (where inclusion is understood to simply mean educating learners with SEND alongside or in parallel with other learners in mainstream classrooms), to philosophical expressions (inclusion as the creation of a community with specific characteristics and values, such as equity, justice and valuing diversity; where all individuals know they belong). GLF is committed to being an inclusive community.

4.3. This policy applies to **all pupils**, including those with:

- Special Educational Needs and Disabilities (SEND)
- Disadvantage, including those:

- Eligible for Free School Meals
 - In receipt of or eligible for Pupil Premium Grant (PPG)
 - Facing financial hardship or social disadvantage
- 'English as an Additional Language' (EAL) (or plurilingualism)
- Medical or health conditions
 - Safeguarding vulnerabilities
 - 'Child We Care For' or 'Children who are Looked After' (CLA) or 'Previously Looked After'
 - Young carers and others with additional life circumstances impacting learning.
 - Children from a minority ethnic background (defined by the Department for Education as any pupil of school age from an ethnic group origin other than White British)

We acknowledge that each child will have different responses to education based on the intersectionality of their unique lived experiences. We commit to meeting the needs of each pupil individually, without assumptions or stereotypes.

4.4. When used in respect to learners in schools, inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of each learner's experience; how they are respected, supported and empowered to learn, achieve and participate fully in the life of the school and feel valued by their wider community.

"Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people." (Council for Disabled Children, 2008)

4.5. Inclusion as a process and ethos is not driven by 'labels' or identification of groups. However, when reflecting on the effectiveness of our inclusive provision, we give careful consideration to groups of children who may have historically been marginalized, experienced trauma or adverse childhood experiences (ACES) or who have underachieved. Inclusion does not mean that all learners receive identical provision, but rather that educational practices are adapted to take account of all learners' needs in order that all learners achieve ambitious outcomes and are well prepared for their next phase of education and ultimately for adulthood – this is equity in learning.

4.6. Hattie & Zierer (2018), describe how in inclusive schools accepting of diversity, every effort will be made to 'help students exceed what they think is their potential' (p167). Similarly, the teachers and other staff will ensure that they have ambitious goals for every pupil.

5. LEGISLATION AND GUIDANCE

5.1. GLF Schools are committed to creating equal opportunities for all learners to achieve ambitious outcomes, whatever their age, gender, ethnicity, impairment, attainment and background. The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching.

All pupils have the right to effective teaching and full participation in the community of a school, as set out in international agreements (the United Nations Convention on the Rights of the Child, 1989) and education law in England (the Equality Act 2010, and the Children and Families Act 2014).

All children, including those identified as having additional educational needs have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life and well prepared for their next stage of education.

5.2. All schools must operate in accordance with the law as set out in the following:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability regulations 2014
- The Special Educational Needs (Personal Budgets) regulations 2014
- The Equality Act 2010
- Education Act 1996
- Suspension and Permanent Exclusion: Statutory Guidance (2023)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (KCSiE) (2024)
- Pupil Premium Grant: Conditions of Grant (DfE)

5.3. All schools in England must have regard to the [SEND Code of Practice 2015](#) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities considering the guidance set out. Although not statutory, many local authorities expect school's to deliver the 'Ordinarily Available Provision' set out in their local SEN arrangements.

5.4. Under the [Equality Act \(2010\)](#) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage. Each school is required to publish an 'Accessibility Plan', which is reviewed annually with key stakeholders.

5.5. As detailed in the trust's [Diversity and Inclusion Policy](#), each school will complete an equality action plan on a four-year cycle to address the specific needs of their school and community that:

- addresses inequalities of outcome which result from socio-economic disadvantage, which will differ in each school
- creates a culture in which discrimination, unfair treatment and disadvantage is not tolerated
- focuses on diversity, taking proactive measures to address under-representation, or in activities that inform or influence the school diversity and inclusion plan.

5.6. The [Teachers' Standards \(2012\)](#) makes clear the expectation for all teachers to “adapt teaching to respond to the strengths and needs of all pupils”. Teachers must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.” (Standard 5)

5.7. In addition, GLF Schools expect all schools to recognise and uphold the [United Nations Convention for the Rights of the Child \(UNCRC\)](#), which stipulates the child’s right to education regardless of whether they have additional educational needs.

For example:

- **Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 15 (freedom of association)** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 23 (children with a disability)** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

6. EXPECTATIONS OF ALL SCHOOLS

6.1. Schools have wider duties to prevent discrimination, to promote equality and to foster good relations for ‘an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so

that everyone can flourish. An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be.' (Equality and Human Rights Commission , 2014)

6.2. To that end GLF actively supports all schools to continually develop and strengthen an inclusive and diverse school curriculum that includes the National Curriculum and statutory obligations regarding Religious Education (RE); Personal, Social, Citizenship, Health and Economics Education (PSHCE); Sex and Relationship Education (SRE) and Careers Education, Information Advice and Guidance, and is responsive to their local context.

6.3. In addition, in England, equality and diversity are specified factors that must be considered in Ofsted inspections.

6.4. At the heart of educational inclusion is provision which meets the needs of all pupils.

6.5. All schools are committed to:

- Delivering high-quality teaching which is inclusive in intent and implementation and meets the needs of all pupils.
- Providing an environment, curriculum and pedagogical approach that is underpinned by research and inclusive by design from the outset, rather than provision for learners with AEN only being additional or different provision that is 'bolted on' to the core offer as a remedial response.
- Effective systems for tracking and monitoring progress, so that early identification of needs and timely intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks, discussions with children and work scrutiny, across all learner groups.
- Opportunities to extend and challenge all learners, so that they can achieve their potential.
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family.
- Signposting for parents, carers and learners to provision within the 'Local Offer' that may further support a child or young person to achieve their ambitious outcomes and to participate in their local community.
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.

- Promoting an inclusive and collaborative ethos.
- Providing the School Standards Board with accurate and timely information to support the effective monitoring of inclusive provision in school.

6.6. In relation to inclusion of pupils with AEN, all GLF schools are required to publish the following on their website:

- The name and contact details of the SENCo (can be school office email address).
- Pupil Premium Strategy Statement.
- Pupil Premium Evidence of Impact Statement for the previous academic year.
- Primary PE and Sports Premium Evidence of Impact Statement for the previous academic year (Primary schools only).
- Equality Objectives and the school's Equality Action Plan (4-year plan) and annual progress summary report (See template in Appendix 1).
- Accessibility Plan.
- Annual SEND Information Report including arrangements for handling complaints from parents of children with SEND about the support the school provides.
- SEND policy unique to each school, detailing school specific SEND systems, roles and responsibilities.
- Supporting pupils who speak English as an Additional Language policy.
- Supporting pupils with Medical Conditions policy.
- A Designated Teacher for 'Children who we Look After' (LAC) policy.

6.7. All schools have a designated Special Educational Needs and Disabilities Co-ordinator (SENDCo). In most schools, the SENDCo is part of the Senior Leadership Team. Where this is not the case, a member of the SLT will be the SEND and inclusion champion to ensure inclusion is high priority (this may be the Inclusion Lead for example).

6.8. All schools have their own SEND policy which clearly identifies and communicates SEND provision and procedures at the individual school.

6.9. All schools complete an annual SEND Information Report. This report is approved by the SSB annually and reports on the implementation and effectiveness of the SEND policy including efficient use of resources. Model policies and reports are provided for schools to use as a starting point.

6.10. All schools complete a Self-evaluation and school development plan (SEFDP) with planned actions to improve outcomes for pupils who are disadvantaged, have SEND or are high prior-attainers.

6.11. It is best practice for all schools to also have the following:

- SEND Action Plan for Improvement.

- A coordinated provision map, which identifies additional support/strategies by areas of need.

7. RESPONSIBILITIES OF THE MAT

7.1. To ensure the expectations of all schools are upheld, the MAT undertakes a variety of Quality Assurance (QA) activities, from which strengths and areas of development are identified to inform best practice and priorities for improvement:

- Strategic School Review meetings (with CEO and SSB Chairs)
- Safeguarding Reviews (bi-annual)
- SEND and/or Inclusion Reviews as required
- Monitoring Visits, as appropriate, for SEND and Pupil Premium
- School Effectiveness Reviews (SERs)

All reviews are reported formally and shared with the school leadership team and the SSB, as appropriate, for further discussion and challenge.

7.2. In addition, a core offer of support is provided to all schools and may include any of the following:

- Professional networks, shared templates and resources published in Sharepoint, professional supervision to inform and share best practice
- School-to-school support brokered by the School Support Team or arranged between schools
- Staff induction, training, research projects and conferences
- External review preparation and guidance

7.3. Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the MAT to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of pupils.

8. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

8.1. There is a clear distinction between 'underachievement', often caused by a poor early experience of learning, and 'special educational needs (SEN)'. Some pupils may be underachieving but will not necessarily have a SEN; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils 'catch up'.

8.2. The [SEND Code of Practice \(2015\)](#) defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Equalities Act (2010) defines a disability as:

“a physical or mental impairment which has a substantial, long-term adverse effect on their ability to carry out normal day-to-day activities.”

8.3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.’ (pp.15-16)

8.4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014) (SEND Code of Practice, 2015, pp.15 - 16).’

8.5. The [SEND Code of Practice \(2015\)](#) identifies four broad areas of Special Education Need, these are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

8.6. However, it is important to recognise that children may have needs across more than one of these areas, as needs in one area may overlap with needs in another. The EEF refers to these as [overlapping needs](#). It is important to build an understanding of each pupil and their individual needs, rather than making assumptions about the special educational provision that they may require informed solely by a diagnosis.

8.7. In line with the Code of Practice, all schools follow the graduated approach to support the accurate identification of a pupil’s special educational needs and to explore effective and efficient learning support provision to address those needs and enable the learner to progress. This support should take the form of ‘a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a

growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes' – this is referred to as 'the graduated approach'. This approach to understanding a pupil's needs starts with class teachers, before a child's name is added to the school's SEND register.

8.8. Every GLF School publishes its own SEND Policy, detailing its clear strategic and operational approach to accurate identification of SEN, mapping SEN provision across the school and describing how it works with pupils, parents and external agencies to support pupils with SEND to grow, learn and flourish.

8.9. GLF is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all pupils in our schools.

8.10. Each school will cooperate with the relevant Local Authority/ies in developing and reviewing its local offer.

8.11. The MAT will work with our schools, local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services, other health and social care professionals.

9. DISADVANTAGED PUPILS

9.1. The Pupil Premium Grant is additional funding provided to schools with the sole aim of improving educational and wider outcomes for pupils who have been in receipt of free school meals (FSM) at any point in the last six years, children of Service personnel who have served at any point in the last six years, or pupils who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order.

9.2. GLF Schools approach for disadvantaged pupils is underpinned by the GLF Schools Guidance: Supporting the Attainment of Disadvantaged Pupils.

9.3. The GLF Guidance is informed by EEF evidence from research, DfE guidance, and NFER best practice findings. Schools are supported through the '7 Building Blocks' of the most effective ways to support disadvantaged pupils' achievement.

9.4. Schools should use the [GLF PP strategy proformas](#), based on the DfE's best practice model documents, to identify desired outcomes, barriers to learning, chosen approaches, implementation requirements and success criteria to improve outcomes for the school's disadvantaged pupils.

9.5. Before committing to a Pupil Premium strategy to raise attainment, schools should engage in a process of robust self-evaluation to accurately identify the barriers that face the children and students eligible for pupil premium. Provision should consider the 'whole child' and provide an appropriate balance of support between academic and wider outcomes.

9.6. The GLF guidance is organised under three headings from which the school should base their pupil premium strategy:

- **Tier 1: Developing high-quality teaching**
Strategies may include professional development, recruitment and retention initiatives.
- **Tier 2: Providing targeted academic support**
Strategies may include tutoring, one-to-one support and structured interventions.
- **Tier 3: Tackling non-academic barriers to academic success (Wider strategies)**
Approaches may address attendance, behaviour and wellbeing.

10. PUPILS WITH HIGH PRIOR ATTAINMENT

10.1. Teachers' Standard 5 requires that teachers adapt teaching to the strengths and needs of all pupils, including those of 'high ability.'

10.2. GLF Schools recognises that ability is not fixed. Therefore whilst our schools use assessment tracking systems and can identify pupils with prior attainment which exceeded that which is expected for their age group in one or more areas of learning, this knowledge is not used to limit a pupil's opportunity to access the curriculum, learn and attain.

10.3. The National Association for Able Children in Education ([NACE](#)) believes: Defining ability is complex and evolving. High ability includes all domains of human achievement. Many children are capable of high achievement given the right opportunities. There should be no ceiling on how many children in a school are defined as highly able. Every school should and can provide opportunities for all children to flourish and achieve. All pupils, including pupils with additional educational needs, should have the opportunity to attain highly.

10.4. Inclusive teachers do not assume that because a pupil has special educational needs or any other additional educational need, they will not be able to attain highly. Inclusive teachers use assessment for learning to build ever stronger evidence of how pupils in their classrooms learn, supporting them to adapt their teaching to secure better outcomes and improved attainment for all. Giving pupils provision that is limiting (e.g. restricting curricular access because a child has SEND or use of pre-determined differentiation) can put an artificial ceiling on learning opportunities and

risks fixing poor outcomes. Research informed, inclusive teaching strategies such as scaffolding, flexible groupings and teaching metacognition skills are beneficial for all pupils, avoid artificial ceilings on learning and can provide stretch and challenge for all.

10.5. The approach for all pupils, including pupils with high prior attainment is underpinned by the MAT core values (respect, inclusivity, integrity and kindness) and informed by evidence from research and best practice, such as that recommended by Ofsted in their 2015 report. [‘The Most Able Students – An Update on Progress since June 2013 \[Online\]’](#)

11. PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE AND PUPILS FROM MINORITY ETHNIC GROUPS

11.1. The term EAL learner is often used interchangeably with ‘bilingual learner’ (DfES 2007); the government definition of a bilingual learner is that it refers to ‘all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages’. (DfES 2003)

11.2. To ensure equity of learning for our pupils with EAL or pupils from minority ethnic groups, it is important that recognition and respect is given to the value and significance of their first language and the associated cultural expectations and norms. ‘EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs.’ (National Subject Association for EAL, 2017).

11.3. ‘Significant differences of culture, outlook, narrative and experience should be recognised and respected. It is important that all pupils should feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally. Belonging involves shared stories and symbols; a shared sense of having a stake in the well-being and future development of the wider community; a sense that one is accepted and welcomed, and that one is able and encouraged to participate and contribute.’ (Derbyshire EA 2003)

11.4. Speaking English as an Additional Language (EAL) is not considered a Special Education Need, nor is being a pupil who is ethnically diverse. Carefully scaffolded access to the curriculum and individual learning opportunities must be provided for children who are learning EAL as part of the school’s provision for pupils with additional educational needs; this may be underpinned by the approaches highlighted for disadvantaged pupils, and for pupils with high prior attainment, where appropriate.

11.5. The school curriculum, culture and ethos should include and celebrate positive examples of people who are ethnically diverse.

11.6. The Office of National Statistics (2003) states that 'in British government research, ethnically diverse groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.

11.7. Minority ethnic groups also include White minorities, for example Gypsy, Roma and Traveller of Irish Heritage groups, groups which national statistics show experience disproportionately high rates of fixed term and permanent exclusions and are statistically more likely to drop out of school or be electively home educated.

11.8. The approach for pupils with English as an additional language and those from ethnic minorities is underpinned by the MAT's core values and informed by evidence from research and best practice, such as that available through [NALDIC](#), the National Subject Association for EAL.

11.10. Every GLF school publishes an EAL Policy, detailing how pupils with English as an additional language, including new international arrivals, are supported to grow, learn and flourish in their school.

12. CHILDREN WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY (LAC) OR WHO HAVE PREVIOUSLY BEEN IN CARE/ ARE CARE LEAVERS (PLAC)

12.1. Children who are on the edge of care and are the subject of a Child Protection Plan, Looked After Children (referred to as 'Children We Look After' by some Local Authorities), previously Looked After Children, unaccompanied asylum seekers, and children and young people who are care leavers can be vulnerable to underachievement.

12.2. Many individual children and young people in care enjoy and do well at school. However, as a group, children in care or those that have left care do not perform as well in their education as their peers. Since April 2014, every local authority in England has had to appoint at least one person to fulfil the local authority's statutory duty to promote the educational achievement of its looked after children, wherever they live or are educated. Within the local authority the Virtual School Head is the statutory lead (Children and Families Act 2014) with responsibility for ensuring that arrangements are in place to improve educational experiences and outcomes.

12.3. All schools are expected to have a Designated Teacher for children and young people who are LAC. The Designated Teacher is responsible for liaising with the Virtual School within their Local Authority regarding any child or young person who is LAC. This includes sharing information about how their 'Pupil Premium Plus' grant has been used for that learner to support them to achieve their educational potential (see Section 4.7: Pupil Premium Grant).

13. YOUNG CARERS

13.1. The Children and Families Act, 2014, Section 96, defines a young carer as:

“a person under 18 who provides or intends to provide care for another person (of any age), usually a family member, who is disabled, physically or mentally ill, or misuses substances.”

This may include looking after one of their parents or caring for a brother or sister. A young carer may do extra jobs in and around the home beyond the responsibilities typically expected of someone of their age, for example helping someone get dressed or to move around, cooking all the family meals or being responsible for all the cleaning. They may give a lot of physical help to a parent, brother or sister who is disabled or ill. In addition to providing practical help, they may also be providing emotional support to their parents.

13.2 Some children start giving care at a very young age and don't realise that they are carers. Other children may become carers overnight, following a change in family circumstances. Young carers may really want to help their family members, however they should not be doing the same things as adult carers or spending so much time caring for someone that it gets in the way of them doing well in school or engaging in activities with other children and young people their age.

13.3. All disabled adults are entitled to support from their local council, depending on their needs, so parents or older relatives shouldn't have to rely on their children to care for them. Schools should be alert to changes in children's family circumstances that may result in a child becoming a young carer and offer pupils support to make appropriate referrals to social care who must visit to carry out a young carer's assessment if one is requested.

13.4. A young carer's assessment can determine whether it's appropriate for a child to care for someone else, and takes into account whether the child wants to be a carer. The assessment must also look at the child's education, training, leisure opportunities and views about their future. All stakeholders should receive a written record of the assessment. This will include whether the council thinks support is needed, what services could be provided, and whether they'll provide them.

13.5. Some Local Authorities provide additional targeted support for Young Carers, such as short breaks, respite or support groups. Many schools also provide support, such as Young Carers groups, lunchtime groups or homework support groups that help a child to complete their school work whilst also managing their young carer responsibilities.

13.6. All GLF schools should be aware of which children are young carers, and ensure that appropriate support, including support with attendance, is provided.

14. ROLES AND RESPONSIBILITIES

14.1. Roles and responsibilities applying to this policy are provided below.

Role	Responsibilities
Executive Team	<ul style="list-style-type: none">• To approve any policy before it goes for formal approval by the Trust Board
Trust Board	<ul style="list-style-type: none">• To approve the Trust's policies as determined by the Policy Schedule
SSB	<ul style="list-style-type: none">• To approve any policies that are bespoke to the school including the Equality Action Plan• To ensure all policies are correctly disseminated and training provided as required
Headteacher	<ul style="list-style-type: none">• To disseminate all policies and provide training/promote training provided by the central team• To ensure that the school specific policies relevant to pupils with Additional Educational Needs, listed above, are developed, approved, enacted and kept under review within their own school.

15. REPORTING

15.1. There are no specific reporting requirements for this policy.

15.2. Reporting arrangements relate to school-specific policies related to pupils with Additional Education Needs and the Equality Action Plan (See Appendix 1).

16. FURTHER INFORMATION

16.1. GLF [Diversity and Inclusion Policy](#)

16.2. For further information about this policy and its implementation, please contact the Regional Education Director (Children's Services) or Director for SEND, Inclusion and Vulnerable groups.

17.COMPLAINTS

17.1. Complaints relating to the contents of this policy should be dealt with using the GLF Complaints policy.

1. Appendix 1: Definitions

Commonly used terms used throughout this policy:

Term	Definition
Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association)
Diversity	Any dimension that can be used to differentiate groups and people from one another.
English as an Additional Language (EAL)	Learning in and through an additional language (English) to your first/home language, whilst also learning that language.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Headteacher	The Headteacher, Executive Headteacher or Head of School responsible for the leadership and management of a School.

Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Inclusion	A state of belonging, feeling valued, respected, and supported.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Special Educational Need (SEN)	A learning difficulty or disability which calls for special educational provision that is additional to or different

	from ordinarily available provision to be made for him or her.
School	A School within the GLF Trust.
SSB	The Schools Standards Board assigned by the Trust Board to oversee one or more Schools.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Trust Board	The Board of GLF Schools.
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>
Young carer	A person under 18 who provides or intends to provide care for another person (of any age), usually a family member, who is disabled, physically or mentally ill, or misuses substances