

Enfield Inclusion Charter Guidance



Enfield Inclusion Charter

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- ✔ Provide clear, visible and strong leadership for inclusion
- ✔ Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- ✔ Understand that all behaviour happens for a reason
- ✔ Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives
- ✔ Celebrate difference and diversity
- ✔ Work with families, professionals and practitioners across our community to help all children and young people to thrive
- ✔ Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care
- ✔ Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations.



Enfield Inclusion Charter Guidance

By signing up to the Enfield Inclusion Charter, schools, settings and colleges are showing their commitment to provide an inclusive education.

At the heart of this guidance, is a culture where we embrace difference; where barriers are minimised or removed; and where the everyday lived experience, interests and needs of children and young people with Special Educational Needs and Disabilities (SEND) are better understood. Schools and settings who sign up to this Charter are enabling children and young people living in Enfield to receive an inclusive education in the borough in which they live. This means they can contribute to and be supported by their local community.

This guide sets out what the eight principles in the Inclusion Charter mean in practice and describes activities in schools, settings and colleges which provide evidence of inclusive practice.

A range of information, advice and support is available for schools and settings to enable them to provide a safe and inclusive environment for their pupils; and to support and empower families within the school and wider community. This includes services and support that are available to all children, young people and their families, and also targeted or specialist services where needed.

Principles	An Inclusive School will	Evidence of an inclusive school or setting
<p>Provide clear, visible and strong leadership for inclusion</p>	<ul style="list-style-type: none"> • Have a headteacher and governors who lead good inclusion practices across the school and champion a culture of inclusion. • Implement good inclusion policy and practice where everyone knows they have a role to play in ensuring inclusion for people with SEND • Make reasonable adjustments for children and young people with SEND, with the support of the local authority, health services and other relevant partners. • Annually review data from the Fair Access Protocols within the borough to ensure that access to education is secured quickly for children and young people who have no school place to ensure children and young people living in the borough can attend local educational settings. • Have governors who understand their responsibility in relation to preventing exclusions for children and young people with SEND. • Create a sense of belonging for all children and young people with SEND and other protected characteristics so that they feel welcomed, comfortable, and part of the school community. 	<ul style="list-style-type: none"> • Senior leaders record evidence that inclusive practice is a central focus for all aspects of work across the school community. • Senior leadership, SENCO and governor meetings always have inclusion on the agenda to reflect on, and further develop, good practice. • Senior leaders record staff and governor attendance at training on the Equality Act 2010. • The needs of children and young people with SEND are understood by governors when making decisions. The annual governors' skills audit evidences that the necessary knowledge and skills in relation to SEND are in place. • Governors attend training that promotes inclusion, such as SEND training for governors. • Senior leaders help children and young people learn about and understand protected characteristics by supporting their personal development and demonstrating how they meet the requirements of the Department for Education's (DfE) statutory guidance on relationships education, sex education and health education

Principles	An Inclusive School will	Evidence of an inclusive school or setting
<p>Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities</p>	<ul style="list-style-type: none"> • Understand that responsibility for children and young people with SEND spans across all teams within the school, all organisations working with children and young people across the borough, and all educational settings. • Work proactively with all partner organisations to effectively meet the needs of children and young people with SEND. • Ensure all school/setting staff are aware of the school's inclusion policy, and everyone knows that they have a clear role to play in inclusion, in line with the Equalities Act (2010), SEND Code of Practice (2014), and the upcoming SEND Review. • Enable all school/setting staff to take part in professional development so that they have expertise and confidence in SEND. 	<ul style="list-style-type: none"> • Inclusion is one of the named school values or ambitions and school staff explore what this means with children, young people and their families to understand and demonstrate inclusive practice. • Staff at all levels attend community projects and programmes that help them to learn how to be more inclusive. • Teaching staff work with all children and young people to agree on their targets and review their progress in class against these. • Teaching staff attend appropriate training, such as the Whole school SEND gateway and the SEND inclusion professional learning package as promoted on the School Hub. • Staff are trained in supporting children and young people with SEND needs, including social, emotional, and mental health.
<p>All behaviour happens for a reason</p>	<ul style="list-style-type: none"> • Foster the development of positive relationships between everyone in the school community. • Help children and young people to learn to recognise and regulate their emotions so that they can learn, play, make friends and achieve in school and life. • Maintain a curiosity about understanding and making sense of children and young people's behaviour. • Understand children and young people's life challenges and ongoing emotional needs so that they can be supported appropriately. • Let children and young people know that the school staff care, notice and value them. • Recognise that routines and rhythms create safety for children and young people who have experienced trauma and/or traumatic events. 	<ul style="list-style-type: none"> • There is clear SEND Policy that is accessible to the school/ setting staff, parents and carers, and partners. • Mental health and emotional wellbeing support are talked about in a common language that everyone understands, and school/ setting staff make use of relevant services and support in a timely way. This includes signposting to self-help resources and digital support such as KOOTH; through referrals to school-based mental health and wellbeing support; local youth counselling or relevant charities; or Child and Adolescent Mental Health Services as appropriate. • When needed, staff make a referral to the Fair Access Panel and tailor support through a Pastoral Support Plan to reduce the risk of exclusion for children and young people. • The school/ setting is engaged with the Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS) initiative, e.g. staff have attended the E-TIPSS training and identified staff access E-TIPSS implementation support. • Staff measure and monitor children and young people's wellbeing through questionnaires.

Principles	An Inclusive School will	Evidence of an inclusive school or setting
	<ul style="list-style-type: none"> • Support children and young people effectively when they are behaving in a way that is causing concern, using a shared effective response approach. • Champion emotional wellbeing and mental health as everyone's business. • Make timely contact with relevant services to help provide the right support at the right time for children and young people to support their emotional wellbeing and mental health. 	<ul style="list-style-type: none"> • Anti-bullying work is implemented. • Children and young people are encouraged and supported to develop and maintain friendships which help them to thrive. • Staff attend Autism Education Trust (AET) training available through Enfield Advisory Service for Autism (EASA). • Staff use the Enfield Children's Portal to get extra support for children and young people if needed. • Staff have the knowledge and skills to have conversations with children and young people when they are displaying behaviour that suggests they need support with their mental health and wellbeing; and to make timely contact with relevant services. • The school/ setting behaviour policy is always non-discriminatory in practice and reasonable adjustments are made, which consider the child or young person's individual SEND and lived experiences, and how this affects them on a day-to-day basis. • The school carries out an annual Whole School Wellbeing audit. This is aligned with Public Health England's 8 principles to promote children and young people's mental health and wellbeing through the Whole School or College Approach document. The school responds to the findings of the audit to improve inclusive practice.
<p>Listen and respond to children and young people's opinions and ideas when making any decision with impacts on their lives</p>	<ul style="list-style-type: none"> • Listen to children and young people and create opportunities to work together to explore their ideas. • Make the most of the opportunities to work with the Enfield community to encourage new ideas about how to make schools more inclusive. • Celebrate the ideas and achievements of children and young people with SEND. 	<ul style="list-style-type: none"> • Staff have positive working relationships with local community groups, youth centres and afterschool clubs. • Children and young people's voices inform practice and agreed outcomes set out in their Additional Needs Plans (ANPs) and SEN support plans. Staff detail children and young people's strengths, their interests, their likes and dislikes, as well as difficulties and the additional support required in support plans. • Children and young people with SEND are involved in their school council and have a demonstrable role in school decision making.

Principles	An Inclusive School will	Evidence of an inclusive school or setting
<p>Celebrate difference and diversity</p>	<ul style="list-style-type: none"> • Support everyone within the school to understand their own lived experience, in order to help appreciate, value and celebrate difference and diversity and better promote the inclusion of all children and young people. • Identify and minimise barriers to inclusion to ensure all children and young people can engage fully with the school curriculum and extra-curricular activities. • Maximise opportunities for children and young people with SEND to share their opinions and lived experiences within school structures. • Recognise the contributions made by all children and young people and the value they bring to the classroom and school. 	<ul style="list-style-type: none"> • Teaching staff use the curriculum to tackle discrimination, promote equality of opportunity and foster good relationships between children and young people with SEND and children and young people who do not have SEND. • The school/ setting celebrates the achievements and progress of all children and young people outside of academic achievements, including their contributions to after-school clubs and/or their personal interests. • School/ setting displays celebrate diversity and events such as nationally recognised SEND awareness days. • The school/ setting recognises the contributions made by all children and young people by periodically highlighting these in assemblies, in the classroom and through communication with parents and carers.
<p>Work with families, professionals and practitioners across our community to help all children and young people to thrive</p>	<ul style="list-style-type: none"> • Build positive relationships with parents, carers and families using regular and honest communication from the very beginning. • Listen to and support parents' and carers' targets and high aspirations for their children and young people. • When making decisions, work to understand the lived experiences of all children and young people and their parents, carers, and families and work together wherever possible. • Use feedback from parents, carers, children and young people to shape provision. • Ensure families have access to appropriate information, support and advice for their child's individual needs and their family circumstances in a timely way. 	<ul style="list-style-type: none"> • The school/ setting provides a range of creative opportunities to engage and work with parents and carers. • SENCOs take a key role in ensuring that parents and carers are actively included in communication and planning about the needs of children and young people with SEND. • The SEN Information Report, which outlines the school's provision for children and young people, is clear and easy for everyone in the school community to read and understand and reflects the voice of parents. • Senior leaders keep records of parent forum/support group meetings, parent consultation meetings, and any other parent feedback. • School/ setting newsletters include information on relevant universal and early help services to support parents and carers. • Parents and carers attend events on SEND to further develop their knowledge.

Principles	An Inclusive School will	Evidence of an inclusive school or setting
	<ul style="list-style-type: none"> • Monitor the school attendance of children and young people with SEND and take action to support families to improve attendance where needed. 	<ul style="list-style-type: none"> • School staff support families so that children and young people's attendance is in line with national figures; and there is evidence of an improving trend towards matching national figures for non-SEND peers for children and young people with SEND. This is achieved while also recognising that children and young people with SEND may sometimes need to miss school for medical appointments.
<p>Ensure everyone is comfortable to be open and honest about what support they need to help children and young people in their care</p>	<ul style="list-style-type: none"> • Support school staff to have the knowledge and skills to recognise SEND and the changing needs of children and young people as early as possible. • Empower school staff to share their experiences with each other and the leadership team and ask for help when they need it. • Be honest and open about potential barriers to inclusion in the school and take steps to understand them better together to find positive and workable solutions. • Encourage all school staff to be reflective and to welcome support, mentoring and professional learning opportunities. 	<ul style="list-style-type: none"> • Staff reflect on their gaps in knowledge during their performance review, and agree on how to address these gaps, with the support of senior leaders. • There is evidence in Continued Professional Development records that staff are accessing support and/or training to enable them to help children and young people with SEND. • Staff share good practise with colleagues and expand their knowledge of strategies for supporting children and young people with SEND within the school for example at INSET days and twilight training. • Health care providers advise on health matters through referrals from the school/ setting welfare team and offer medical training to teaching staff. • SENDCOs attend network and borough briefing opportunities such as the SENCO Coffee Morning. • Senior leadership networks across schools and settings to share good practice.
<p>Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want</p>	<ul style="list-style-type: none"> • Prepare young people for adulthood from the early years by promoting independence at all stages. • Value children and young people's opinions by always asking for their input, so they know that their opinion counts, and they are supported to make their own decisions. 	<ul style="list-style-type: none"> • Schools/ settings access Enfield's Local Offer to support children and young people to prepare for the future, including living independently, managing their health, making friends, building relationships and being part of their community. • Staff work with parents, carers, children and young people on the information to be shared with future educational settings as part of the transition process.

Principles	An Inclusive School will	Evidence of an inclusive school or setting
	<ul style="list-style-type: none"> • Work together to support children and young people with SEND to have high aspirations so that they can thrive, have opportunities to contribute to society and are prepared for their independence. • Understand transition as an ongoing process throughout the time a child or young person is at school. 	<ul style="list-style-type: none"> • Schools/ settings encourage parents, carers, children and young people to attend open days and onboarding meetings with future educational settings. • Staff include tracking for Preparing for Adulthood outcomes in non-academic assessments. • Schools/ settings utilise the Education Health and Care Plan (EHCP) Annual Review process to support children and young people to achieve their outcomes. • Children and young people's voices and their aspirations for adulthood are evidenced in their EHCP. • Children and young people with SEND who are receiving support and services from Adult Social Care are supported into adulthood through the Moving on Pathway (MOP). This transformation should occur as early as 14-years-old.

Enfield Council works with schools/ settings across the borough to develop best practice in inclusion. This includes support to share resources, access training and develop best practice together, through our Special Educational Needs and Disabilities Local Offer.

To find out more about services and support please visit our [Local Offer](#). Schools/ settings wanting to sign up to the Charter and access information and resources, please go to [the Hub](#).

