



DSL

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INCLUSION POLICY

E-ACT

Responsible Officer: B Wilson SENCO Principal: Simon Cotton

Review Frequency: 1 Year

Date Reviewed: July 2016

Next Review Date: July 2017

Ratified by: Gareth Jones – Regional Education Director

Date: 5th September 2016



DSL V

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INCLUSION POLICY

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)

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Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, Parents or carers and children with reference to the following guidance and documents.

- *DSEN Code of Practice 0-25 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014*
- *Ofsted Section 5 Inspection Framework January 2014*
- *Ofsted SEN Review 2010 "A Statement is not enough"*
- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Education Bill 2011*
- *Children and Families Act 2014*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
- *Safeguarding Policy*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
- *Accessibility Plan*
- *Teachers Standards 2012*

This policy has been created by the Academy's SENCO, Regional SEND & Behaviour Leader, School Leaders, Staff and Parents of pupils with DSEN and will be reviewed as a working document at least annually with all stake holders' views being incorporated. The co-production of this policy reflects the spirit of current reform and intends to improve the outcomes for all identified pupils.

The Code of Practice states that:

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

Inclusion Statement

It is the intention of the Academy that every child, regardless of difference in mind, body or social circumstance, will be provided with the opportunities to fulfil their potential, contribute to their community and find their place within society.

Every teacher is responsible for the progress of all students in their class, including those with DSEN, and every member of the school community is able to contribute to the development of the pupils within the establishment. All students will be challenged to raise their aspirations and all staff will raise their expectations to ensure the best possible outcomes for children and young people within the setting.

- We endeavour to achieve full inclusion of all children (including vulnerable learners) whilst meeting their individual needs.



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- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for identified learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To work within the guidance provided in the DSEN Code of Practice, 2014
- To carefully map provision for all identified learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted advice, support and continuing professional development.
- To promote a "whole pupil, whole school" approach to the provision of support for DSEN.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*"Special educational provision is educational or training provision that is **additional to or different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*



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“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The New Code of Practice identifies four broad categories of need; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/ or Physical Needs. The purpose of assessment is not to place a pupil into one of these categories, but to enable the Academy to determine the most appropriate actions that will meet the identified needs and promote progress. Underachievement is not a SEN as much as any pupil is more than the DSEN they are labelled with, and so the Academy will endeavour to consider the needs of the whole child, their abilities and their circumstances in order to plan for the most suitable support or intervention. Children’s needs will be identified and met as early as possible through:

- The analysis of data including entry profiles, Ages and Stages assessment, reading ages, Cognitive Ability Tests, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review)
- Following up parental concerns
- Tracking individual children’s progress over time,
- Liaison with feeder primaries on transfer
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional DSEN Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Pupils will not be identified as SEN if they have:

- A disability that can be provided for through reasonable adjustments (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality issues
- Health and Welfare concerns
- EAL
- Pupil Premium Grant
- Looked After Child status
- A Serviceman/woman parent
- Behaviour issues

While pupils may be involved in interventions where underachievement is identified, they will not be considered SEN simply because of any of the above circumstances.



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A Graduated Approach to SEN Support

The Code of Practice (2014) suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) Pg. 88 Section 6.37.

The decision to place learners on the Inclusion register will be part of the cycle of Assess, Plan, Do, Review, which is integral to the whole-school monitoring process. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the teacher in providing for the individual needs of pupils will be supported by the SENCO and outside agencies where necessary. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. A variety of assessments may be employed to ascertain the nature of the need and possible actions to secure progress. Where persistent underachievement is identified the Academy will draw on the expertise of external agencies and professionals.

Parents/carers and the students themselves will be involved in any steps taken to remediate performance below that of their peers. Where needs are identified, the Academy will support progress with a time-limited approach which will be evaluated on an agreed date. Pupils will be placed on the Inclusion Register as a way of monitoring the effectiveness of any interventions provided. The criteria for exiting the Inclusion Register will be deemed as met when the pupil's performance is in-line with that of their peers and they themselves consider the identified issues to no longer be causing a barrier to their learning.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

The management of pupils on the Inclusion Register will reflect that of the whole-school progress monitoring system. Students will have a snapshot of their current levels taken when being entered into any intervention. Teachers will be supported to make any adjustments to the learning experience of their pupils and remain responsible for evidencing progress against agreed targets. Additionally, the pupil may also have further assessments to establish baselines regarding their specific provision such as a Numeracy assessment at the beginning of a Numeracy intervention. This will help to provide targets that will make the most impact on progress.

At the end of the intervention, the pupil will be re-assessed against the baseline to evaluate the level of progress made. Furthermore, the pupil's progress will be assessed against their whole-school data to ascertain the impact of the intervention across the curriculum.

Whole-school data is reviewed five times per year, although interventions may be reviewed every 6-12 weeks. It is the responsibility of the class teacher to enter data into the whole-school system, while the SENCO will be responsible for maintaining the Inclusion register data. The Inclusion Register will contain a record of additional provision that evaluates its effectiveness in terms of outcomes and cost.



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The level of provision will be decided by the level of need identified using a range of assessment measures. Additional provision may be required for some students and the school will work with locally commissioned agencies to ensure the correct actions are taken to support the identified needs of the pupil. This may involve an application for further funding from the High Needs Funding Block. The information required for this application will be gathered from existing information from previous schools and current school data, as well as from outside agencies. Where pupils are believed to have a SEN after additional provisions have been employed without meeting the agreed criteria, the Academy may pursue an EHC assessment and work with the Local Authority and educational psychologists to make the required assessments. Pupils and parents/ carers will be involved from the first identification of underachievement in any process that involves additional support.

SUPPORTING PUPILS AND FAMILIES

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- A Link to the Local Authority's local offer can be found at the end of this document
- Links to other agencies and support services can be found at the end of this document
- A link to the Academy's SEN Information Report can be found on the school website

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving the targets on their Individual Education Plan.



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Appendices

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club
- IEP tutorials
- Assessment for exams access arrangements



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Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the DSEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the DSEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs.
 - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.



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Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place.

Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision



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Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using Ages and Stages to record language proficiency and devise objectives to ensure future progress
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against Ages and Stages and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in Local Authority care

Our school recognises that:

- Children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in Local Authority care often fail to make expected progress at school :
 - Placement instability



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- Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - Ensuring that children who are 'looked after' have access to the appropriate network of support
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - Liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

Physical talents	sports, games, skilled, dexterity
Visual/performing abilities	dance, movement, drama
Mechanical ingenuity	construction, object assembly (and disassembly), systematic, working solutions
Outstanding leadership	organiser, outstanding team leader, sound judgements
Social awareness	sensitivity, empathy,
Creativity	artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.



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The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.



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Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see *Admission policy for the school, as agreed with the Local Authority*).

Exams Access Arrangements

Pupils identified as possibly benefitting from exams access arrangements are assessed by the Assistant SENCO and, where appropriate, applications are made to the JCQ. Access Arrangements can be applied for in a number of different circumstances to ensure pupils have any disadvantages unrelated to the requirements of the exam removed. Information for pupils and parents/ carers is available from the Academy.

Transitions

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise
- The Academy works closely with feeder schools/nursery's to ensure a positive transition into Reception and Year 6 to Secondary is achieved. Some students have additional visits as well as key staff from the Academy visiting feeder schools.
- Some students have difficulties with transitioning from class to class, and this is supported through a variety of strategies tailored to the needs of the individual.
- Connexions are involved with identified students from Year 9 onwards to ensure a focus on life beyond school is maintained and any additional needs can be provided for as early as possible.
- A Link to the Local Authority's local offer can be found at the end of this document
- Links to other agencies and support services can be found at the end of this document
- A link to the Academy's SEN Information Report can be found at the end of this document

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The Academy recognises that pupils with medical conditions may require additional measures to ensure they have full access to the curriculum, extra curricula activities, school trips and physical education. To ensure participation is as full as possible the Academy will comply with its duties under the Equality Act 2010 and work in the spirit of the DSEN Code of Practice 2014.



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- Medical conditions present in a variety of ways. Strategies to ensure pupils are supported appropriately are devised on an individual basis in conjunction with the pupil themselves as well as parents/ carers, appropriate health and social care professionals, and the relevant Academy staff.
- A link to the Academy's policy for supporting pupils with medical conditions can be found at the end of this document.

MONITORING AND EVALUATION OF DSEN

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Sampling of parent views
- Classroom observation by the SENCO and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENCO
- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring of additional provision and individual targets and evaluating the impact on pupils' progress.
- Attendance records and liaison external agencies.
- Regular meetings about pupils' progress between the SENCO and the Principal
- Principal's report to parents and governors

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils, not just those with DSEN.

TRAINING AND RESOURCES

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- All teachers and support staff will complete a DSEN induction on taking up a post. This includes a meeting with the SENCO to explain the systems and structures in place to support DSEN and discuss the needs of individual pupils.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.



INCLUSION POLICY

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The name and contact details of the SEN Co-ordinator

Ben Wilson

b.wilson@dslv.org.uk

The name and contact details of the Designated Teacher for Looked After Pupils

Silvava Quy

s.guy@dslv.org.uk

The name and contact details of the Designated Safeguarding Officers

Gareth Thomas

g.thomas@dslv.org.uk

Julie Green

j.green@dslv

Sarah Osbourne

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DSL V

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INCLUSION POLICY

Management of Inclusion within our school

The Principal and the Regional Team have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Principal and the Regional SEND & Behaviour Leader on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in Local Authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.



INCLUSION POLICY

Principal

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Principal and the Regional SEND & Behaviour Leader will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
 - Pupil progress meetings with individual teachers
 - Regular meetings with the SENCO
 - Discussions with pupils and parents

Special Educational Needs Co-ordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Assessing and applying for exams Access Arrangements where appropriate.



INCLUSION POLICY

- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the Regional SEND & Behaviour Leader keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners,

In relation to EAL learners:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- In collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the Regional Education Team keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners



INCLUSION POLICY

Class teacher

- liaising with the SENCO to agree :
 - Which pupils in the class are vulnerable learners
 - Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
 - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013).
 - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

STORING AND MANAGING INFORMATION

All documents relating to SEN are treated with strictest confidence and securely stored. Information is only shared with relevant staff and is held in-line with the Academy's policies on Information Management and Confidentiality.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.

SECTION 14: DEALING WITH COMPLAINTS

If there are any complaints relating to the provision for children with DSEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Principal. The Regional Team with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through E-ACTS complaints procedure (see separate Complaints Policy)



INCLUSION POLICY

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service: Contact Number: 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children: Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Link to the Local Authority's local offer.

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.aspx>

Links to additional Academy documents:

- SEN Information Report
- Supporting pupils with medical conditions policy
- Anti-Bullying policy
- Academy Admissions policy