

HOLY TRINITY ACADEMY



Faith, Aspiration & Unity

SEN & INCLUSION POLICY

Sen Policy in School Policies- Document Status			
Date of Policy Creation	March 2016	Named Responsibility	SENCO
Date of review completion	July 2017	Named Responsibility	Christian Character, Curriculum, & Standards
Inception of new Policy	July 2017	Named Responsibility	Christian Character, Curriculum, & Standards
Date of Policy Adoption by Governing Body	July 2017	Review Date	July 2018

Holy Trinity Academy

SEN and Inclusion Policy

“All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response” (DfES – 2001 / Ofsted 2014)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE Feb 2013 – including students with Disabilities
- Children and Families Act (2014)
- SEN and Disability Code of Practice – September 2014
- Supporting Pupils at school with Medical conditions (2014)

SENCO

Mrs Jas Gill

jas.gill@taw.org.uk

01952 386100

Medical Needs/care plans

Mr James Doust

jim.doust@taw.org.uk

01952 386100

SEND Governor

Mrs Fiona Barraclough

Vision

Every young person should be given the best chance to succeed in life, access an inclusive education, make progress and achieve their goals, through high expectations, aspirations and student voice. It is part of the fabric of this school that we are all different. Regardless of who they are, where they come from, what their background is, students will leave this school with the self-confidence and self-belief to be successful.

Rationale

“All teachers are teachers of students with special educational needs”

Holy Trinity Academy is committed to providing an appropriate and high quality education to all students living in our local area. We believe that all students, including those identified quickly and accurately as having special educational needs, disabilities and additional learning barriers have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and develop an environment where all students can flourish and feel safe.

Holy Trinity Academy is committed to Inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who have experienced learning barriers.

This does not mean we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Females and males
- Minority ethnic groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language(EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are entitled to the Student Pupil Premium: free school meals/ Ever 6 and looked after children /asylum seekers
- Others such as those who have long term medical needs; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and permanent exclusion

This policy describes the way we meet need of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, mental, emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that students learn at different rates and that there are many factors affecting achievement, including ability , emotional state , social reasons, age , and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Holy Trinity Academy we aim to identify these additional needs as they arise and provide personalised , differentiated , inclusive teaching and learning contexts which enable every student to achieve to his or her full potential . When planning, we need to provide opportunities for all students. Students bring different experiences, interests and strengths to the learning environment and these will influence their learning .Teachers need to take specific action and plan personalised additional provision to respond to students' diverse needs by:

- Creating effective differentiated learning environments;
- Securing their motivation and concentration ;
- Providing equality of opportunity through teaching approaches:
- Using appropriate assessment approaches:

- Setting targets for learning and expected / more than expected levels of progress

Definitions of special educational needs (SEN) and disability

Definition of special educational needs (SEN)

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Definition of disability

A child is disabled if he/she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11) Children Act 1989

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities (Section 6), Equality Act 2010.

Holy Trinity Academy sees the inclusion of students identified as having special educational needs, disabilities (SEND) and medical conditions as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We will try to

identify individual barriers to learning of students and look at what additional provision we need to make for each and every identified student or group of students to assist a clear focus on outcomes for children and young people and especially those with Education , Health and Care Plans , anticipating the education , health and care support they will need and planning for a clear pathway through education into adulthood, including finding paid employment, living independently and participating in their community.

Objectives

1. To ensure the SEN and Disability 2014 Code of Practice and guidance are implemented effectively across the school.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with SEND.
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
3. To continually assess and monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum *through differentiated planning by the class teachers, the SENCo, and the Learning Support staff as appropriate. (*Except where disapplication, arising from a Statement / EHCP occurs. Disapplication / alternative curriculum is very rare, and we aim to offer the full curriculum to all our students.)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those students requiring identified additional provision.
6. To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
8. To enable students to arrive from Primary School following a smooth, well structured and planned transition and then move on from Holy

- Trinity Academy well equipped in the basic skills of literacy , numeracy and social independence to meet educational / vocational demands post 16/18 and have as much independence as possible for lifelong learning.
9. To involve and engage parents/carers proactively at every stage in plans to meet their son/daughter's additional needs – to share their knowledge and understanding to embrace a Family Centred System; planning and reviewing the local offer, educational and social care provision, drawing up individual EHC plans, reviews and reassessments.
 10. To involve and engage the students themselves in their own wishes and aspirations, their own educational planning and in any decision making that affects them. Ensure "Student Voice" is heard and included, person centered planning.

Arrangements for coordinating SEN/Disability SEND provision:

1. The SENCO will meet regularly with Senior Leaders and as a department with the Learning Support Assistants weekly to discuss additional needs and to review all SEN students.
2. At other times the SENCO will be alerted to newly arising referrals via Heads of Department and Senior Leaders.
3. The SENCO will discuss the referral and carry out any further investigation and respond within one week of receiving the referral.
4. Where necessary, reviews will be held more frequently than twice a year for some students.
5. Targets arising from reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, individual student strategies.
6. The SENCO will offer planning / INSET opportunities for SEND student support for every member of staff with regard to their curriculum planning.
7. SEND support is primarily delivered by Quality First, Wave 1 teaching by Holy Trinity Academy subject teachers through personalised, differentiated inclusive teaching methods. Additional support is provided by the SENCO / Learning Support Assistants throughout the school .This is funded from the Academy's delegated funding annual budget. The support timetable is reviewed half termly by the SENCO,

in line with current student needs, educational initiatives such as literacy and numeracy strategies, and the budget. Financial decisions are made by the Head teacher together with the SENCO. Additional support is funded through the “high need” allocation from Telford and Wrekin Council.

8. The SENCO, Leadership Team, Student Support Staff, Outside Agencies, will liaise and share developments with Holy Trinity Academy Staff.

Allocation of Resources to and amongst Students

Each year we map our provision to show the cost of our SEND provision, and how we allocate support to each student.

Students diagnosed with SEN will be identified as having one / combined learning barriers from our four categories of Need:

Cognition and Learning: This is when any student has a specific or delayed learning difficulty associated with processing and understanding. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia.

Communication and Interaction: This is when any student has difficulty with a limited awareness of social communication skills and understanding and / or interaction. They may have ASD (Autistic Spectrum Disorder) or have SLCN (Speech and Language Communication Needs).

Social, Mental and Emotional Health: This is when any student displays challenging, disruptive or disturbing behaviour, which affects the social and emotional well-being of the student.

Sensory and Physical: This is when any student has a visual, hearing or multi-sensory or physical impairment that becomes a barrier to learning within the classroom or school environment.

***Remember that identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour should be described as an underlying response to a need which you as a teacher will be able to recognise and identify clearly, and plan for as you will know the child/young person well.**

Identification and Assessment Arrangements, Monitoring and Review Procedures.

- The Academy's systems (SIMS/SISRA) for regularly observing, assessing and recording the progress of **all** students is used to identify students who are not progressing satisfactorily and may have additional needs.
- The Academy's system / student linked documents include reference to information provided by:
 - Baseline assessment results
 - National Curriculum descriptors for the end of a key stage
 - Progress measured against the P level descriptors
 - Standardised screening and assessment tools
 - Observations of behavioural, emotional and social development
 - An existing Statement of SEND – (current system) leading to an Education, Health , and Social Care Plan (EHCP)- 2014
 - Assessments by specialist service, such as Educational Psychology , CAMHS, Speech and Language Therapy Services, Occupational Therapy Services, and the Learning Support Advisory Team
 - Another school or LA which has identified or has provided for additional needs

Based on the Academy's observations and assessment data and following discussions between the SENCO / Senior Leaders and parent/carer, the student may be recorded as needing either:

1. Differentiated curriculum support within the class and additional support through identified Wave 1 provision – (Inclusive Quality First Teaching for all).SEND students are the responsibility of every teacher > “Assess, Plan , Do , Review “ Cycle
2. Additional support through Wave 2 Targeted Provision – (Additional tailored interventions and support programs) to enable students to work at age – related expectations or above)
3. Additional support through Wave 3 Intensive Provision – (Additional highly personalised provisions)
4. Wave 4 – Education Health and Social Care Plan (EHCP) – including a possible “high level need “ statutory assessment / costed IPM for additional / emergency funding from September 2014

“All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response” (DfES – 2001 / Ofsted 2014)

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 and need to follow a cyclical four stage process – Assess, Plan, Do, Review must be followed by all staff. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students

Assess	PLAN	Do	Review
New Curriculum Progress Levels / criteria SIMS,SISRA, Raise Online, FFTD Standardised screening and assessment tools Specialist reports from Ed Psych/CAMHS / LSAT/ Speech and Lang and Occupational Therapy	New Curriculum accessible for all Personalised, Differentiated, Inclusive Teaching and Learning Parental Engagement Advice from SENCO as required	Every teacher will be accountable and responsible for the progress of every student Working with and listening to students on a daily basis - 'through the eyes of the learner'	Student Voice (Education, Health and Social Needs) Parental engagement SIMS SISRA Raise Online FFTD Revise plan in light of outcomes

Wave 1 Provision – Inclusive Quality First Teaching for All – Differentiated Curriculum Provision

- **Quality First (Consistently Good>Outstanding) Teaching and Learning ;Curriculum Access & Differentiation ; Positive Classroom Management techniques; School Code of Conduct**

In order to make progress student may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access additional strategies, and assessment methods.

Under these circumstances, a student's needs will be provided for within the Wave 1 whole class planning frameworks and individual target setting. Successful strategies and additional interventions may be shared or accessed via student profiles.

Monitoring of progress will be carried out by the subject teacher / Head of Department and used to inform future differentiation within whole class planning.

The student's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.

The Academy uses the definitions of adequate progress as suggested in the revised SEN *Code of Practice 2014*, that is, progress which:

- Challenges and aims to close the attainment gap between the student and their peers
- Prevents the attainment gap from growing wider
- Matches or betters the student's previous rate of progress
- Ensures full access to the Curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the student's behaviour

Where a period of curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, additional strategies which are included at the Wave 1 level may need to be made. This additional provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required
 - to develop literacy or numeracy skills
 - for emotional, behavioural or social development
 - for sensory or physical impairments
 - for communication or interaction needs

There are likely to be two groups of students recorded at **Wave 1**

1. Students who have needs similar to other students with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Students whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these students within a group, focussing on the common needs. However, there should be scope within **Wave 1** plan for each student to have an **individual target/s**.

Both groups of students will have provision for their common needs in a small group (withdrawal) as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the subject teacher and also supported by an LSA under the direction of the member of staff. The responsibility for the planning for these students remains with the subject teacher, **in consultation with the SENCO if required**. A student at wave 1 will have a Student Profile Page and those receiving additional support at **Wave 1** may also have an Individual Provision Map .This Provision Map document forms an individual record for the student and contains information about school-based observation and assessment, a summary of the student's additional needs / barriers to learning and action / strategies taken to meet them, including any advice sought from outside agencies. It also includes suggestions from staff, students, parents/carers and states any support / targets from the Learning Support Department for the student.

Monitoring will be carried out by all those involved with the student.

Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information and make adjustments to the provision for the student if appropriate.

Student Profile reviews are ongoing by all supporting LSA staff .The SENCO will oversee the review process along with key members of staff. Parents/Carers and student voice, will be invited to contribute and work together to discuss any further provision / intervention. As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the student continues to have significant needs which are not being met by first quality interventions.

Where this is the case, a decision may be made to make provision at **Wave 2** level.

Wave 2 Provision - Additional Interventions by Heads of Departments to enable students to work at Age-Related Expectations or above leading to Progress and Impact from relative starting points.

- **External Services input may begin & referral for assessments; observations; evidence collation – frequency increases as relevant**

Provision at this level begins with the increased involvement of Heads of Department and the consideration for future **specialist services**. A variety of support can be offered by HODs, SENCO and external services, such as advice to the Academy about targets and strategies, specialised assessment or some direct work with the student. The specialist services will always contribute to the planning, monitoring and reviewing of the student's progress. A student at Wave 2 may also have an Individual Provision Map, together with a Student Profile Page.

Wave 3 Provision – Additional Highly Personalised Interventions and Strategies. Individualised support within the context of an Inclusive Curriculum

- **Increased interventions from SENCO and Learning Support Staff**
- **Educational & Non-Educational Professionals in Assessment; Planning & observations**
- **Off site provision**

Funded students may have additional provision. This would be indicated where there is evidence that the level and duration of the student's additional needs is such that the student:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below that expected of students of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has Cognition and Learning needs – This is when any student has a specific or delayed learning difficulty associated with processing and understanding

- Has Social, Emotional , and Mental Health needs which regularly and significantly interfere with the student's or others learning
- Has Sensory or Physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have Communication and Interaction needs that interfere with the development of social relationships and act as a significant barrier to learning. A student receiving support at Wave 3 is increasingly likely to have a student Student Profile Page.

Monitoring will take place as for Wave 1 & 2 and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support. Updates to Student Profiles will take place when any intervention for any student occurs.

Wave 4 – Academy request for a statutory “high level needs” assessment – an Education Health and Social Care Plan (EHCP)

Statements will be replaced with a coordinated Education Health and Social Care Plan (EHCP) over a 3 year process. This will provide statutory protection for students. Proposals include integrating the many services and sectors that work to meet the student's needs, and remove conflict and contradiction.

For a student who is not making adequate progress, despite a period of support at Wave 2 and 3, and in agreement with the parents/carers, the school may submit a request / Costed IPM to the Local Authority to make a statutory assessment for a “high level need” in order to determine whether it is necessary to begin an EHCP.

The Academy is required to submit evidence to the Local Authority SEND team who then make a judgement about whether or not the student's identified needs can continue to be met from the resources normally available to the Academy.

Planning provision, monitoring and review processed continue as before while awaiting the outcome of the submission.

Statement of Special Educational Needs- current / Education, Health and Social Care Plan (2014)

The Government have:

- *Replaced the current statement of SEN or learning difficulty assessment with a single assessment process, which is intended to be quicker, more holistic and easier for parents. From this the student will receive an 'Education, Health and Care Plan', agreed by the family and all agencies involved, including education, health and social care. This would apply to children and young people from birth to age 25.*
- *Replaced the current SEN categories of School Action and School Action Plus with a single school- based SEN category for "children whose needs exceed what is normally available in schools". Following this, the Special Educational Needs Code of Practice has been revised, including guidance on identifying children who have SEN and the operation of the new SEN category (September 2014).*
- *Given parents of children with SEN statements in EHC Plans the option of personal budget allocated up front to give them greater control over their child's support. Parents may request that the local authority continue to fulfil this role.*
- *Changed the law (through the Children and Families Act 2014) to give parents of children with Education , Health and Care Plans the right to express a preference for any state-funded school, including mainstream or special schools, academies or free schools, and have their preference met by the local authority unless to do so would be :*
 - *Unsuitable to the child's age, aptitude, ability or SEN*
 - *Incompatible with the education of other children in the institution*
 - *An inefficient use of resources*

A student who had a Statement of Special Educational Needs will continue to have arrangements as for Wave 1, 2 and Wave 3 provision, and additional supports that are provided using funds made available through the Statement / High level needs submission.

There will still be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the SEND team at the

Local Authority as to whether any changes need to be made, either to the Statement / EHCP or to the funding arrangements for the student.

The School's Arrangement for SEND and Inclusion In-Service Training

- The SENCO attends training as necessary to keep up to date with developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's SIP; In-Service training and individual professional development is arranged / matched to these targets.
- In- house additional needs and inclusion training is provided through staff meetings by the SENCO in the Learning Support Area.
- All Academy staff have access to professional development opportunities and are able to attend additional needs or inclusion training where a need is identified either at an individual student or whole class level.
- Learning Support Area staff are encouraged to extend their own professional development through performance management and the SENCO will ensure "tailor-made" training where this is appropriate.
- Safeguarding and Child Protection training is given to all staff, with particular awareness of , and emphasis concerning the vulnerability of SEND and any other students.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the Academy, following discussion with the SENCO as to the purpose of the visit.
- Specialist teachers and support staff work in school to support students, both with and without Statements/EHCP, who have vision or hearing impairment. The specialist teachers work directly with students where this is indicated on a Statement / EHCP. Subject teachers can plan alongside these specialist teachers who will contribute to student reviews and suggest strategies for differentiation and inclusion.
- The SENCO liaises frequently with a number of other outside agencies. Parents/carers are informed if any outside agency is involved for example:
 1. Social Services
 2. Education Welfare Services

3. CAMHS
4. Sensory Inclusion Service
5. School Health Service
6. Speech Therapy
7. Physiotherapy
8. Occupational Therapy
9. Counselling through Relateen.

Arrangements for partnerships with parents/carers

- Academy School Staff / Learning Support Staff and parents/carers will work together to support students identified as having additional needs.
- Parents/carers will be involved at all stages of the educational planning process. An appointment will be made by the Heads of Key Stage / SENCO to meet all parents/carers whose students have been recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We can make sure that all parents/carers are given information about our local parent partnership organisation, as soon as a student has been identified as experiencing special educational needs.
- A CAF (Common Assessment Framework) will be regularly offered to support the needs of the whole family and build a significant “Team around a Child/Family “approach.
- At review meetings with parents/carers we try to always make sure that the student’s voice is heard and their strengths as well as areas for improvement are discussed. Where we make suggestions as to how parents/ carers can help at home, these are specific and achievable and that all parents/carers go away from the meetings clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Student targets will include targets to work towards at home and parents/carers are always invited to contribute their views to the review process. All reviews can be copied and sent to parents/carers after meetings, on request.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers may also

be invited to work alongside students in the classroom where this is appropriate.

- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on .Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or , if this fails to resolve the issues, the Governing Body. Our complaints procedures, are available from the Academy's website.

Links with other school/transfer arrangements

- Key Stage Leader/SENCO will meet staff from Primary feeder schools prior to students starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting at the Primary school and do as many transition visits as required to ensure the student has a successful transition. Contact is made as early as year 5, where meetings are attended.
- Key Stage Leader / SENCO will receive information from the previous schools. If there is an SEND issue the SENCO will telephone to discuss further the student's needs, details of particular needs will be communicated.

Links with Health and Social Services, Education Welfare Services

- The school regularly consults with health service professionals. Concerns are initially brought to the School Nurse by the Key Stage Leader / SENCO / Support Staff, and referrals will be made as appropriate.
- Social Services and Education Welfare Service will be accessed by Support Staff as appropriate. Academy staff will alert the Child Protection officers Sue Potts, Aishling Montgomery and Amanda Welsh if there is a concern they would like discussed, taking into account the possible vulnerability of the SEND students. In an emergency – any staff member can make a referral to Social Services, as safeguarding is everybody's responsibility.

Inclusion Agenda: 3 main challenges:

- **Setting suitable challenges** – Teachers will set high expectations for every student. They will plan stretching work for students whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers will use appropriate assessments to set targets which are deliberately ambitious.
- **Responding to student's needs and overcoming potential barriers for individuals and groups of students** – Teachers will take into account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity and religion or belief. Lessons will be planned to ensure that there are no barriers to every student achieving – SEND / EAL / Additional Provision
 - Staff at the Academy value students of different abilities and support inclusion.
 - Within the Academy, staff and students will be constantly involved in the best ways to support all students' needs within the Academy. There is flexibility in approach in order to find the best placement for each student.
 - Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support students identified with additional needs will be part of this process.
 - Students have access to pastoral support through Student Support, a range of issues, concerns and worries are dealt with through this in school service.
 - Students have access to safe spaces during social times by accessing their key stage zones.
 - When appropriate students can access social skills / social stories / art therapy during lunchtimes, as well as a variety of lunchtime and after school clubs.
 - Homework club is available each day for 1 hour after school.
 - Students can self-refer and arrange an appointment with the school nurse each week.

- For some students a personalised timetable is agreed and monitored.

Access to the Academy Environment

- The Academy is a single site school, for 900 students, aged 11-18. The Academy is built on three levels with stairs from the ground floor to the first and second floor. A lift is available to assist with curriculum access. There is wheelchair access to the Academy, the classrooms are accessed by corridors from which there is also wheelchair access.
- There are currently toilets for students and adults with disabilities.
- There is good lighting and safety arrangements for all visually impaired students. Our classrooms provide good acoustic conditions so that the effect of hearing difficulties are minimised.
- Students requiring equipment due to any impairment will be assessed in order to gain the support that they require. Specialist teams and their knowledge will be involved as required.

Arrangements for providing access to learning and the curriculum

- The Academy will ensure that all students have access to a balanced and broadly based curriculum, and the National Curriculum's programmes of study are flexible enough to meet every student's needs. (No student will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the students they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all students. Each policy has an Inclusion Statement detailing access to that curriculum area for students identified with additional needs.

- Differentiation takes a variety of forms within teacher planning. Learning outcomes / intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording can also be planned, for where this is appropriate.
- Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist
- Resources such as ICT where this is appropriate.
- The Academy will ensure that the “hidden curriculum” and extra-curricular activities / offsite local, national and international trips are barrier free and do not exclude any students.
- Safe places / zones are available for the different Key stages. If safe places are needed outside of social times these have to be agreed by either the support staff, Head of Key Stage and or SENCO.

Access to Information

- All students requiring information in formats other than print have this provided (e.g. If we ever have a student who uses Braille, this would be provided).
- We adapt printed materials so that students with literacy difficulties can access them, or ensure access by pairing students/peer support / extra adult support. Enlargement to appropriate text size.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- The Academy uses a range of assessment procedures within lessons (such as taping, role-play, drama, video, drawing) to ensure students with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Students with a statement / EHCP, can indicate school preference and this is prioritised.
- Students with additional educational needs are considered for admission to the school on exactly the same basis as for students without additional needs.

- Students identified, prior to joining the school as having additional needs will also be matched to each form to ensure balance of both provision and opportunity.
- Admission can be on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of students with a statement / EHCP of SEND or statement / EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Evaluating the success of the School's SEND and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our students with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour; major behaviour incidents and exclusions (including SLT call outs) We use this analysis to help us plan our provision map. At the same time , we set new targets for the year ahead, aiming for :
 - A reduction in the percentage of students with very low attainment
 - An increase in the percentage of students recorded as having special educational needs attaining Level 3 at the end of KS3;5 GCSE's A* - G at the end of KS4; 3 and 4 levels of progress in English and Maths over two Key Stages and positive value added.
 - A reduction in behaviour consequences / incidents and exclusions
- We report progress against these target to the Governing Body.
- For the Governors Report , the SENCO will provide information to the Governing body as to the numbers of students receiving special educational provision through SEN Support and Statements / Wave 1, 2 or 3 Provision and Wave 4 EHCP as well as any students for whom a Statutory "high level needs" Assessment has been requested. The number of students transferring to or from each type of provision will be noted. The Head will report on

any whole school developments in relation to inclusion, at the same time, and will ensure that Governors are kept up to date with any legislative or policy changes.

- The SENCO will meet with the Link Governor to discuss Inclusion and current SEND concerns.
- Individual targets for students with additional needs will be reviewed through targets, and a summary of the outcomes arising from these targets are available on request.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all students takes place annually.
- The SEN and Inclusion policy itself will be reviewed annually.