South Gloucestershire and Stroud Academy Trust (SGSAT)

SGSAT inclusion and SEND policy

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Policy and Procedure Ref. No.: **Q/P**	**Version Date:** May 2016 **Review Date:** May 2019 (Subject to any legislative changes) **Upload to SGS-AT website?** Yes
Approved by:	SGS-AT Board of Trustees
Date:	13th July 2016

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	Some students may need more support than others if they are to achieve their full potential and this policy sets out how this is recognised and planned for			
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified Groups?	Implementation of this policy will promote equal opportunities for identified Groups?	Implementation of this policy will promote positive attitudes and participation between Groups?	Implementation of this policy will promote good relations between Groups?
Age	☒	☒	☒	☒
Disability	☒	☒	☒	☒
Gender Reassignment	☒	☒	☒	☒
Race or Ethnicity	☒	☒	☒	☒
Religion or Belief	☒	☒	☒	☒
Marriage	☒	☒	☒	☒
Pregnancy/ Maternity	☒	☒	☒	☒
Sex	☒	☒	☒	☒
Sexual Orientation	☒	☒	☒	☒
Carers/ Care givers	☒	☒	☒	☒
Persons in care	☒	☒	☒	☒
Specify any Groups for which there is evidence or reason to believe that some Groups or individuals could be affected differently:				
None				
How much evidence is there:	None	A little	Some	A lot
Is there any concern that the policy may operate in a discriminatory way?	☒	☐	☐	☐
	None	A little	Some	A lot
	☒	☐	☐	☐

Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	☐	☐	☐	☒	
Disability	☐	☐	☐	☒	
Gender Reassignment	☐	☐	☐	☒	
Race or Ethnicity	☐	☐	☐	☒	
Religion or Belief	☐	☐	☐	☒	
Marriage	☐	☐	☐	☒	
Pregnancy/ Maternity	☐	☐	☐	☒	
Sex	☐	☐	☐	☒	
Sexual Orientation	☐	☐	☐	☒	
Carers/ Care givers	☐	☐	☐	☒	

What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ☐	Medium ☒	Low ☐	Yes ☐	No ☒

I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required

Completed by: Yvonne Jones   *Position*: Executive Headteacher   *Date*: May 2016

Inclusion and SEND policy

Throughout this policy the term school is used to apply to any academy, studio school, special school, free school or University Technical College within the South Gloucestershire and Stroud Trust

1. Legislative Compliance

1.1. This policy complies with the guidance given in 'Statutory Instrument 2013 Special Needs (Information Regulations) Clause 64'.

1.2. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2013
- Ofsted Section 5 Inspection Framework 2012
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Bill 2013

2. Mission statement

2.1. The South Gloucestershire and Stroud Academy Trust are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students whatever their needs or abilities.

2.2. The trust believes that each student has personal and unique needs. Students are valued, respected and equal members of the school community. Some however, may need more support than others if they are to achieve their full potential and this is recognised and planned for. Working in partnership with parents/carers is central to the trust ethos. All schools in the trust listen to both parents and young people and together plan the very best provision, providing students with strategies for dealing with their needs in a supportive environment, and to provide meaningful access to the National Curriculum.

2.3. It is an expectation that teachers provide differentiated learning opportunities for all students within the schools in the trust and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the school curriculum.

2.4. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse. The trust is committed to making every effort to narrow the gap in attainment between vulnerable groups of learners and others. The focus is on individual progress as the main indicator of success. A clear distinction is made as much as is possible between "underachievement" which is often caused by a poor early experience of learning and special educational needs.

2.5.   Some students in the trust schools may be underachieving but will not necessarily have a special educational need. It is our responsibility of each school in the trust to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.

2.6.   Where students genuinely have special educational needs this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students 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 students. These will be provided, initially, through Additional SEN Support funded from the devolved schools budget.

3. Aims and objectives of this policy

3.1.   The Trust aims for inclusion policy and practice in its schools are:

3.1.1.   To provide curriculum access for students

3.1.2.   To secure high levels of achievement for students

3.1.3.   To meet individual student needs through a wide range of provision

3.1.4.   To attain high levels of satisfaction and participation from students, parents and carers

3.1.5.   To carefully map provision for all vulnerable students to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

3.1.6.   To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.

3.1.7.   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.

3.1.8.   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).

4. Intervention, assessment and provision – STAGE1

4.1.   STAGE 1: Well-differentiated, quality teaching, including, where appropriate, the use of Interventions. All vulnerable students to be included on a whole-school provision map.

4.2.   All students will have access to quality teaching.

4.3. The routine and prolonged withdrawal from mainstream of students 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.

4.4. Some vulnerable students will have access to interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN.

4.5. All vulnerable students will be included on a whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

4.5.1. Plan strategically to meet students' identified needs and track their provision.

4.5.2. Audit how well provision matches need

4.5.3. Recognise gaps in provision

4.5.4. Highlight repetitive or ineffective use of resources

4.5.5. Cost provision effectively

4.5.6. Demonstrate accountability for financial efficiency

4.5.7. Demonstrate to all staff how support is deployed

4.5.8. Inform parents, LA, external agencies and Ofsted about resource deployment

4.5.9. Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

4.6. Identification and assessment at Stage 1

4.6.1. Students' needs should be identified and met as early as possible through:

4.6.1.1. the analysis of data including entry profiles, reading ages, and other whole-school student progress data

4.6.1.2. classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)

4.6.1.3. structured conversations with parents and carers

4.6.1.4. following up parental concerns

4.6.1.5. tracking individual student's progress over time,

4.6.1.6. liaison with partner primary schools on transfer

4.6.1.7. information from previous schools

4.6.1.8. information from other services

4.6.1.9. maintaining a provision map for all vulnerable students but which clearly identifies students receiving Additional SEN Support.

4.6.1.10. 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 student's needs

4.6.1.11. Involving an external agency where it is suspected that a special educational need is significant.

4.7. Curriculum Access and Provision for vulnerable learners

4.7.1. Where students 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 students.

4.7.1.1. teachers differentiate work as part of quality teaching

4.7.1.2. staged interventions

4.7.1.3. other small group withdrawal

4.7.1.4. individual class support / individual withdrawal

4.7.1.5. bilingual support/access to materials in translation

4.7.1.6. further differentiation of resources

4.7.1.7. homework/learning support club

4.7.1.8. IFA Club

4.7.1.9. mentoring

4.8. Monitoring and evaluation

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

4.8.1.1. monitoring of agreed targets and provision

4.8.1.2. classroom observation and book reviews by the SENCO, and senior leaders.

4.8.1.3. ongoing assessment of progress made by intervention groups

4.8.1.4. scrutiny of planning.

4.8.1.5.   informal feedback from all staff.

4.8.1.6. structured conversations with students and parents/carers

4.8.1.7. student interviews when setting new targets or reviewing existing targets

4.8.1.8. student interviews when formulating individual provision maps.

4.8.1.9. student progress tracking using assessment data whole-school processes

4.8.1.10. monitoring targets, evaluating their impact on students' progress.

4.8.1.11. attendance records and liaison with EWO.

4.8.1.12. regular meetings about students' progress between the SENCO, and senior staff responsible for student progress

5. Stage 2 Additional SEN support

5.1. Students 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 on offer for all students in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

5.2. Under-achieving students and students with EAL who do not have SEN will not be placed on the list of students being offered Additional SEN Support.

5.3. In keeping with all vulnerable learners, intervention for students on the SEN list will be identified and tracked using the whole-school provision map. Where appropriate and particularly where outside agencies have been involved students on the SEN list will have a My Plan or a My Plan+ to ensure their underlying special educational need is being addressed.

Students with EHCPs should have an Individual Learning Plan, reviewed twice a year with students, parents and carers.

5.4. The Trust approach to IEPs is as follows:

5.4.1. IEPs are a planning, teaching and reviewing tool which enables focus on particular areas of development for students with special educational needs. They are working document which can be constantly refined and amended.

5.4.2. 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 students. Targets will address the underlying reasons why a student is having difficulty with

5.4.3. IEPs will be accessible to all those involved in their implementation – students should have an understanding and "ownership of the targets".

5.4.4. IEPs will be based on informed assessment and will include the input of outside agencies

5.4.5. IEPs will have a maximum of four short / medium term SMART targets set in conjunction with students, parents and carers at structured conversations

5.4.6. Targets for an IEP will be arrived at through :

5.4.6.1. Discussion between teacher and SENCO

5.4.6.2. Discussion with students, parents and carers

5.4.6.3. Discussion with another professional

5.4.7. IEPs will be reviewed at least twice a year by Teaching Assistants in consultation with the SENCO

6. Stage 3 education health and care plan

6.1. Students an Education Health and Care Plan will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

6.2. The school will comply with all local arrangements and procedures when applying for an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEN Support.

6.3. Review procedures will 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.

7. Inclusion of students with English as an additional language

7.1. **Definition:**

    7.1.1. A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of school.

    7.1.2. EAL students 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.

7.2. **Ethos:**

    7.2.1. The Trust recognises, welcomes and celebrates, linguistic and cultural diversity and has a high expectation of all students regardless of ethnic, cultural or linguistic heritage.

    7.2.2. This diversity is respected and reflected it in the school environment, curriculum, learning resources and partnership with parents.

7.3. **Admissions**:

    7.3.1. No students will be refused admission to any school in the trust on the basis of ethnicity or EAL.

    7.3.2. Students who have EAL will be admitted under the same criteria as any other students applying for a school place.

    7.3.3. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

7.4. **Provision**

    7.4.1. Students 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 interventions, where appropriate.

    7.4.2. The following provision can be expected:

        7.4.2.1. students will be placed in sets and groups which match their academic ability.

        7.4.2.2. work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their

knowledge and use of English and to participate in homework activities on an equal basis with their peers.

7.4.2.3. Additional support for students 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.

7.4.2.4. Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

8. Inclusion of pupils who are looked after in local authority care

8.1. The Trust recognises that :

8.1.1. 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.

8.1.2. 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

- Unsatisfactory educational experiences of many carers

- Too much time out of school

- Insufficient help if they fall behind

- Unmet needs - emotional, mental, physical

8.1.3. There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of the designated teacher include:

8.1.3.1. 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

8.1.3.2. ensuring that children who are 'looked after' have access to the appropriate network of support

8.1.3.3. checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

8.1.3.4. ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals

8.1.3.5. preparing a report on the child's educational progress to contribute towards the statutory review.

8.1.3.6. liaising with the child's social worker to ensure that there is effective communication at all times

8.1.3.7. celebrating the child's successes and acknowledge the progress they are making.

8.1.4. Each school in the trust will work closely with the LA which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

9. Management of inclusion within our school

9.1. All staff in school have a responsibility for maximising achievement and opportunity of vulnerable students

9.2. Headteacher

9.2.1. the Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn

9.2.2. the Headteacher and the governing body will delegate the day to day implementation of this policy to the Senior Lead with responsibility for Inclusion and the Special Educational Needs Coordinator (SENCO)

9.2.3. the Headteacher will be informed of the progress of all vulnerable students and any issues with regard to the school's provision in this regard through:

9.2.3.1. analysis of the whole-school student progress tracking system

9.2.3.2. student progress meetings with individual teachers

9.2.3.3. regular meetings with the Senior Lead for Inclusion/ SENCO/discussions with students and parents

9.3. **Senior Lead for Inclusion** will oversee the day- to-day operation of this policy in the following ways:

9.3.1. work strategically across the school ensuring a shared vision for inclusion which will have at its heart the very highest aspirations for all students.

9.3.2. determining the school's strategic direction for SEN in conjunction with the SENCO

9.3.3. close monitoring of provision and progress of all vulnerable students – including attendance and behaviour

9.3.4. sustaining an effective inclusive school culture that welcomes SEN students and their parents

9.3.5. work in partnership with other agencies within and beyond school, to meet the needs of vulnerable students

9.3.6. further developing effective processes for engaging all parents

9.3.7. monitoring the quality of Individual Learning Plans, ensuring they are used by staff and support students in making next steps in their learning

9.4. Special Educational Needs Coordinator

9.4.1. 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:

9.4.1.1. maintaining and analysing of whole-school provision map for vulnerable students

9.4.1.2. identifying on this provision map a staged list of students with special educational needs – those in receipt of Additional SEN Support and those with statements of Special Educational Need or Education Health and Care Plans

9.4.1.3. co-ordinating provision for students with special educational needs

9.4.1.4. liaising with and advising teachers

9.4.1.5. managing other classroom staff involved in supporting vulnerable students

9.4.1.6. overseeing the records on all students with Special Educational Needs

9.4.1.7. liaising with parents of children with SEN, in conjunction with class teachers

9.4.1.8. contributing to the in-service training of staff

9.4.1.9. implementing a programme of Annual Reviews for all students with an EHCP

9.4.1.10. carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEN Support, that a student may have a special educational need which will require significant support.

9.4.2. overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.

9.4.3. liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.

9.4.4. attending area SENCO network meetings and training as appropriate.

9.4.5. liaising closely with a range of outside agencies to support vulnerable learners.

9.5. Class teacher

9.5.1. Liaising with the SENCO to agree:

9.5.1.1. which students in the class are vulnerable learners

9.5.1.2. which students are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.

9.5.1.3. which students (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 students may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need

9.5.2. Securing good provision and good outcomes for all groups of vulnerable students by :

9.5.2.1. providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge

9.5.2.2. ensuring there is adequate opportunity for students 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 2014)

9.5.2.3. ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable students.

10. Partnership with parents/carers

10.1. The school aims to work in partnership with parents and carers by:

10.1.1. working effectively with all other agencies supporting children and their parents

10.1.2. giving parents and carers opportunities to play an active and valued role in their child's education

10.1.3. making parents and carers feel welcome

10.1.4. 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

10.1.5. instilling confidence that the school will listen and act appropriately

10.1.6. 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

10.1.7. agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets

10.1.8. keeping parents and carers informed and giving support during assessment and any related decision-making process

10.1.9. Holding structured conversations with students, parents and carers twice a year for all students on an education, health and care plan

11. Involvement of Students

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

11.1.1. state their views about their education and learning

11.1.2. identify their own needs and learn about learning

11.1.3. share in individual target setting across the curriculum so that they know what their targets are and why they have them

11.1.4. self-review their progress and set new targets

11.1.5. (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

12. Effective transition

12.1. Schools will ensure early and timely planning for transfer to a student's next phase of education and, will offer additional transition meetings to all pupils in receipt of Additional SEN support. 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.

12.2. A transition timeline will be produced, with specific responsibilities identified.

12.3. Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

12.4. Students 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.

12.5. Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

13. Admission arrangements

13.1. No student will be refused admission to school on the basis of his or her special educational need, ethnicity or language need.

13.2. In line with the Equalities Act 2010, the trust will not discriminate against children with learning disabilities and we take all reasonable steps to provide effective educational provision.

14. Complaints

14.1. If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the tutor and SENCO, then, if unresolved, by the senior lead for Inclusion or the Headteacher.

14.2. In the case of an unresolved complaint the issue should be taken through the Trust Complaint Policy