

Inclusion and SEND Policy

Version 2

This policy applies only to Pre-16 New Collaborative Learning Trust institutions.

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1.0 Principles

- 1.1 The Trust is committed to providing an inclusive learning environment, promoting high aspirations and expectations for all students. We recognise that every student is an individual who has a variety of educational and personal needs, which may change as the student develops.
- 1.2 We aim to support every student, allowing them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning.
- 1.3 We aim to encourage all students to become confident, resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations, including employment, further or higher education or training.

2.0 Legislative Framework

2.1 The Trust aims to comply with the Equality Act and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, relating to the appropriate sections of the Children and Families Act. The definitions of what constitutes a Disability and a Special Educational Need are set out in this document. We also aim to comply with the statutory guidance for Supporting Pupils at School with Medical Conditions. This policy will take into account the following legislation and statutory guidance:

- SEND Code of Practice
- The Special Educational Needs and Disability Regulations
- The SEN (Personal Budgets) Regulations
- Children's and Families Act
- Inclusive Schooling
- Education Act
- The Equality Act
- School Discipline (Pupils Exclusions and Reviews) (England) Regulation
- School Admissions Code
- Supporting Pupils in Schools with Medical Conditions
- Mental Capacity Act Code of Practice

2.2 The Trust ensures our safeguarding responsibilities in accordance with:

- Working Together to Safeguard Children
- Keeping Children Safe in Education

3.0 Policy Statement

3.1 The Trust will ensure that:

- All staff take responsibility for the identification and inclusion of students with SEND as an integral part of raising standards.
- Through its best endeavours, the special education provision requirements meet the needs of prospective and existing students.
- Robust systems are in place and reviewed to ensure young people with SEND do not feel directly or indirectly discriminated against, harassed or victimised.

- All students are identified and supported through co-operation and partnership with parents/carers and outside agencies in line with the guidance in the SEND Code of Practice: 0-25 years.
- All students, parents/carers will be fully included in the educational and social life of the Academy, and students will be involved in the development of their own learning.
- All students will be supported so that they can make academic progress and reach positive destinations in adult life.

4.0 **Definition of SEN and Disability**

4.1 Definition of disability under the Equality Act 2010 and definition of SEN under The SEND Code of Practice:

4.1.1 A student is disabled under the Equality Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is defined as more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long term' means 12 months or more e.g. a breathing condition that develops as a result of a lung infection.

4.1.2 Students have special education needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. In addition, a student has a learning difficulty or disability if they:

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

4.1.3 The SEND Code of Practice explains how the definition of disability and SEND work together:

'Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.'

4.1.4 A student does not have a learning difficulty or disability solely because the language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home.

4.1.5 A person has a disability and/or medical need if they have:

- Any physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing, and long-term medical conditions such as asthma, diabetes, epilepsy and cancer (Equality Act).

4.1.6 A student who has a medical condition may have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND but there may be some overlap of provision. Where this student also has SEND, support for their needs will be co-ordinated and planned alongside their healthcare plan. (The Children's and Families Act, Supporting Pupils at School with Medical Conditions DfE).

5.0 **Roles and Responsibilities**

5.1 Key Staff

- Trustee in support of SEND.
- Director of Inclusion and Special Educational Needs Coordinator (SENCo).
- Designated Safeguarding Lead.
- Admin Special Educational Needs Coordinator (ASENCO)/Safeguarding.
- Alternative Provision Lead
- Lead Physical and Mental Health Practitioner.
- Autism (ASD) Advocate.

5.2 The Board of Trustees will:

- Ensure the implementation and monitoring of SEND policy, including the funding of SEND provision, and that SEND is central to the Quality Improvement Plan (QulP).
- Allocate a Local Advisory Group member as a dedicated SEND link between the
- Special Educational Needs and Disability Co-ordinator (SENDCo) and the Local Advisory Group.
- Publish the Trust's arrangements for the admission of SEND students, the steps taken to prevent SEND students from being treated less favourably than those who are not, and details of the facilities provided to enable access to school.
- Participate in appropriate training.
- Monitor and review the progress of SEND students.

5.3 The Headteacher will:

- Work with the SENCo, ASENCo, inclusion staff and Board of Trustees to ensure that SEND pupils receive the appropriate provision and resourcing according to their individual and collective needs and that the quality of learning and teaching aspires to be of good or outstanding quality.
- Be responsible for the overall management of the Policy and provision for SEND students and ensure that those strategies include working with parents/carers and external agencies to encourage involvement in the students' education and learning needs.
- Monitor and review progress of SEND students.
- Monitor and review the attendance and retention rate of SEND students.

- Act as an advocate for SEND students.
- Ensure the curriculum meets the needs of SEND students.
- Provide performance management for all staff members and regularly review student progress as part of an overall Trust approach to assessment.
- Consult with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision.
- Participate in appropriate training.

5.4 Director of Inclusion/ Special Educational Needs Coordinator (SENCo)

- Leads the SEND in support of leading the strategic development of the department within the whole school setting
- Works with the Senior Leadership Team (SLT) to monitor, track and evaluate current procedure and develop practice
- Carries out the role of SENCo, working with the ASENCo to identify, meet and monitor SEND of students, liaising with other staff and parents as appropriate.
- Leads work with external agencies
- Oversees development of personalised learning plans for students.
- Works with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for such students, contributing to in-service training as required
- Advises staff on differentiation and working with students with Learning difficulties and/or English as an Additional Language (EAL), providing training as necessary.
- Manages the identification of students with Learning Support needs, their assessment, support and review.
- Organises the testing of reading and spelling ages of SEND students as necessary and for new admissions.
- Organises the provision for EAL students including testing, attending meetings, liaison with external agencies and parents, updating staff in school.
- Leads the teaching and learning in Learning Support including supporting the Learning Support Assistant (LSA) team in maintaining good practice.
- Manages and allocates LSAs to support mainstream in liaison with the ASENCO and faculties and providing training as needed.

5.5 Assistant / Special Educational Needs Coordinator (ASENCo)

- Coordinates the support provision, ensuring with the SENCO and Head Teacher that human and other resources are allocated to get best value.
- Liaises with the SLT, channelling appropriate information to them enabling this area of the school to inform strategic planning
- Takes day-to-day responsibility for the management of all paperwork appertaining to the dept. and in line with the Code of Practice assisting the Assistant Head Teacher/SENCO, in the administration of the dept. including the organisation of Annual reviews, external agencies and meetings.
- Liaises with parents ensuring that they are fully involved in all processes regarding their child's special needs and that all students are actively involved in the process.
- Has responsibility for maintaining the Grids for Learning, Provision mapping and records appertaining to Safeguarding alongside other safeguarding officers.
- Deputises in Safeguarding.

5.6 Alternative Provision Lead

- Liaises with the Director of Inclusion to identify students requiring Alternative Provision and external providers.
- Has responsibility for overseeing and implementing the provision.
- Takes day to day responsibility for ensuring all appropriate paperwork including risk assessments and visits are completed and up to date.

5.7 Lead Physical and Mental Health Practitioner

- Liaises with Child Adolescent Mental Health Services (CAMHS), other agencies and parents to support the mental health of students
- Has responsibility for overseeing and implementing interventions within The Hive (the Academy's Social, Emotional Mental Health (SEMH) provision).
- Line manages the Academy's SEMH advocate.
- Takes day to day responsibility for the medical needs of students including care plans and risk assessments.
- Updates the senior leadership team of any incidents and completes logs where necessary.

5.8 Learning Support Assistants (LSAs)

- Carries out duties under the direction and supervision of the SENCO, ASENCO, within specified curriculum areas, and the class teacher.
- With the subject teacher to understand and act upon aims, objectives and targets of both Educational Health Care Plans (EHCPs) and Support Plans and to implement the Code of Practice.
- Facilitates individual/groups of pupils' access to and progress in the curriculum, usually by assisting the pupils in class but occasionally in a withdrawal situation, supporting students for assessment purposes when appropriate.
- Assists with the preparation of resources and equipment and other clerical duties and administrative tasks.
- As a member of staff around the school, implements school policies, attends inset sessions within school as required by terms of employment and further sessions for personal development at own discretion.
- Oversee a place for vulnerable students at lunches and breaks and in homework club on a rota basis
- Acts as a Key worker for students as required.

5.9 ASD Advocate

- Supports students with ASC, and other Low incidence SEND monitoring and tracking and reporting to the Assistant Headteacher/SENCO, liaising with parents and carers attending appropriate meetings.
- Acts as a Key worker for students as required.

5.10 All Teachers

- Effective planning, teaching and support for students with SEND.
- Differentiation embedded across the curriculum, allowing all students to access the lesson.
- Liaison with SENCO where necessary.

- Annual meetings with parents via Parents Evening as well as regular communication when requested by the parent/carer.
- Aware of the Code of Practice.

5.11 Students, Parents/Carers will:

- Ensure that medical conditions are declared to the Academy during the application process including individual needs.
- Discuss their needs prior to joining the Academy, allowing for arrangements to be put in place prior to starting the Academy.
- Be encouraged to participate in the student's educational progress and discussions regarding provision of support.
- Be involved in decision making, the planning of support and review of provision.
- Be made aware of the Local Authority Offer and will be signposted to support available from universal services and targeted and specialist services for SEND students.
- Be central to decision-making about their needs, so that they are empowered to express wishes and viewpoints about their own future.
- Be encouraged to provide feedback through Student Voice.
- Provide evidence of medical conditions and/or exam access arrangements.
- Provide evidence of conditions that are identified mid-year.

6.0 **Admission Procedures**

6.1 The arrangements for admission of pupils with special educational needs do not differ from those for other students. There is no specialised resource unit in school.

7.0 **Provision**

7.1 Learning Support

- In-class support for pupils having difficulty accessing the curriculum
- Withdrawal for programmes of nurture, literacy, numeracy or skills to enable better access, usually in a small group for identified students.
- Planning of individual programmes to meet students' needs, including special arrangements for examinations
- Support and guidance to staff in working with students
- Support for parents wishing to work with their child at home by providing support and appropriate packages of work
- Access to Independent Learning Task (ILT) club
- Liaison with external agencies

7.2 In Class Support

Provided by LSAs or members of the Inclusion Department, with the aim of supporting students with Education, Health Care Plans (EHCPs) to access the curriculum in the mainstream environment. SEND students should be firstly supported by the class teacher to deliver quality first teaching.

8.0 Identification, Assessment and Review

8.1 As there is a continuum of special educational needs we use a graduated response to each child's needs in line with good practice outlined in the Code of Practice. Students identified as requiring intervention are registered on the Grids for Learning.

8.2 Identification

Students with SEND may be identified through liaising with primary schools or external agencies, staff concerns, base-line testing or progress updates, class assessment results and external examinations, parental concerns, or self-referral. Staff within the Inclusion department will continue to work alongside parents to monitor students throughout their time at the Academy. Students may develop special educational needs at any time in their school career.

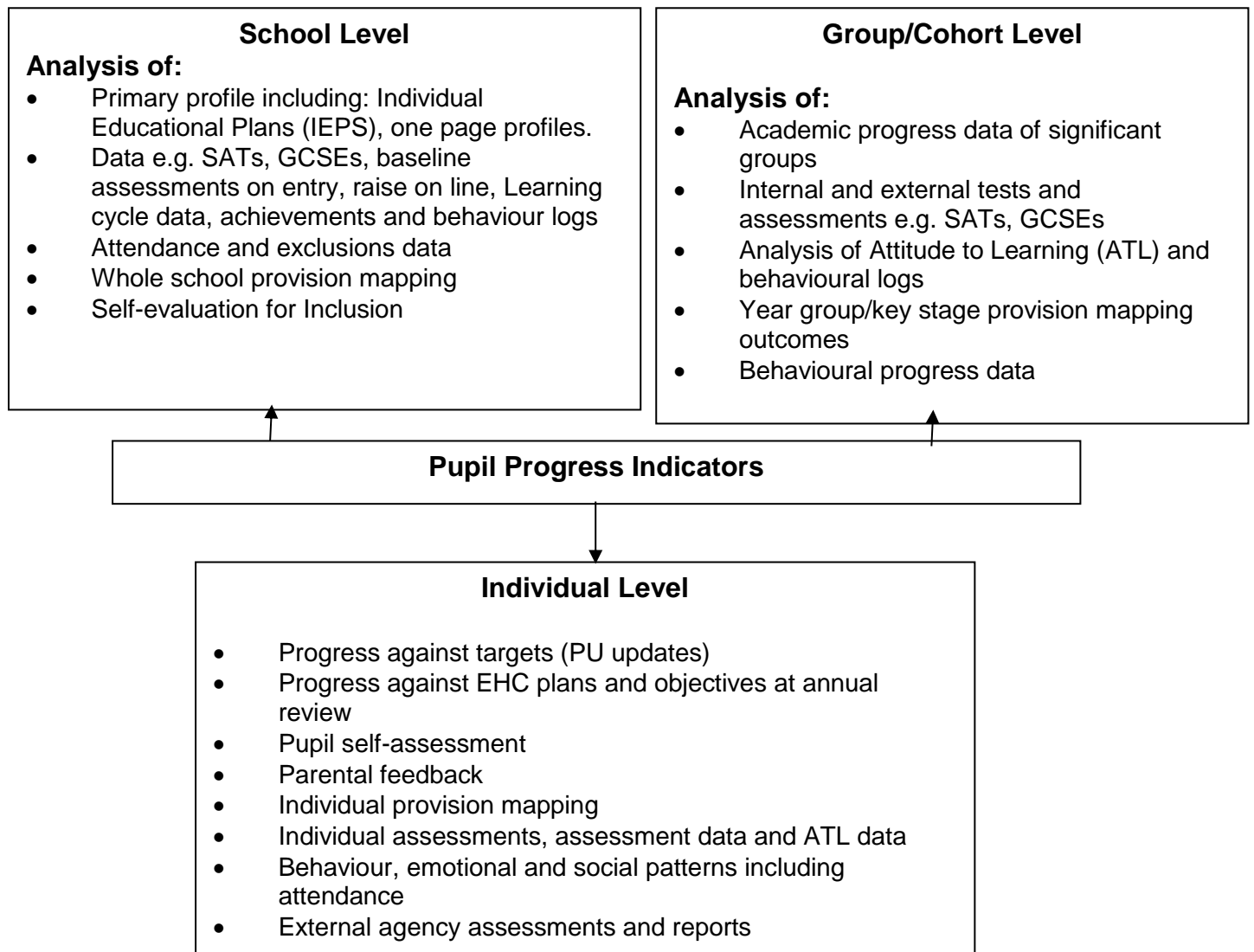
8.3 Assessment and Review

8.3.1 All students have Academy targets and class-based targets which are set through the assessment marking process. Additionally, students with an EHCP or who are on the Grids for Learning will be reviewed via pupil progress update 3 times a year (this will be based on in class work and assessment results). On analysis of progress update data the next wave of intervention will be introduced if necessary.

8.3.2 Parents/carers of students with an EHCP will be invited into the Academy annually alongside any relevant staff members to discuss the student's progress and their well-being in order to contribute to the review.

8.3.3 Parents/carers are welcome to contact the relevant Academy staff member at any time to discuss any concerns they may have.

9.0 Monitoring Pupil Outcomes



10.0 Allocation of Resources

10.1 The SEND budget is based initially on the identification of needs across the school, allocated by the LEA and is then reviewed by the Head Teacher and Board of Trustees in the light of the provision that they wish to maintain or develop. It is supplemented by additional resources from the school's budget.

10.2 Capitation is available for the daily running of the department.

The SENCO oversees the allocation of human and other resources for students with SEND respectively in light of their SEND and level of need. Occasionally specific provision is outlined in EHC plans.

11.0 Access to the National Curriculum

11.1 All students are entitled to access to a broad and balanced curriculum.

11.1.1 In some cases students' needs may be such that withdrawal from some areas of the curriculum is necessary to improve basic skills or facilitate structured interventions

with regard to emotional, behavioural and social difficulties. Some students may need the opportunity to continue their class work in the Inclusion Area/ Beehive if their needs are such that the normal classroom environment prevents them accessing the subject matter at the level of which they are capable. E.g. students with a SEMH need may need a time out and restorative work in The Beehive.

11.1.2 Technical aids are available to some students depending on need. Several students use Chromebooks or access ICT facilities based around the school. Specialised seating and equipment are obtained through Occupational Therapy (OT) or purchased on their advice, as required.

12.0 **Inclusion**

12.1 LSA support ensures that SEND students are able to access the whole curriculum, including practical subjects e.g. support is made available for pupils having difficulty getting changed for Physical Education, or who have fine motor difficulties in Design and Technology.

12.2 Special Provision for exams is provided for all years according to need. Testing for dispensations for exams including GCSEs and other external exams is carried out by an appropriately qualified person. In KS4 there is a formal application to Examination Awarding bodies for Access Arrangements.

12.3 Achievement is celebrated at individual and class level both within the teaching groups and at whole school level through the school's Rewards Policy. Awards are made at the end of each term ensuring recognition of effort and achievement.

12.4 All extra-curricular activities are open to all students. This includes the ILT (homework) club which is available to all students Monday-Thursday 3pm- 4pm.

12.5 On school visits LSA support is available to ensure that students with special needs are included. The Director of Inclusion and Head Teacher take into account risk assessments when considering students on both day and residential visits.

13.0 **In-Service Training**

13.1 The school provides INSET for all teaching staff and non-teaching staff on SEND issues and encourages all staff to take advantage of LEA and national training opportunities. Once a half term Learning and Teaching Briefings are designated to provide additional and up to date information regarding progress and support for students with SEND.

14.0 Links to Support Services

14.1 The school has extensive links with a variety of support services. This work is coordinated by the ASENCO and managed initially through scheduled meetings with appropriate agencies, subsequent to which professionals may work on an individual basis or with the school's staff in an advisory capacity. Links are also made with parents. Representatives from these agencies also attend annual reviews and other meetings.

15.0 Partnership with Parents

15.1 Wingfield Academy accords with the Code of Practice in recognising the necessity for parents to be fully involved in the education of students with special educational needs.

16.0 Links with Other Schools

16.1 During transfer from primary the Inclusion Team work with primary staff to ensure sound transitions for students with special educational needs.

17.0 Areas of Need

17.1 Children's Special educational needs fall into the following categories of need:

- Communication and interaction – including Autism (ASD).
- Cognition and learning – including those with severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties.
- Sensory and/or physical – those with sensory or physical difficulty that mean they require SEN.
- Social, emotional mental health (SEMH) – including those with Attention Deficit Hyperactive Disorder (ADHD) and a range of mental health problems and recognised needs.

17.2 Many children have complex or interrelated needs, spanning more than one category.

18.0 The Support Process

18.1 Children with SEND may be identified as requiring additional support at any time during their school career.

18.2 They may be identified through liaison with primary schools or external agencies, staff concern, base-line or learning cycle data, the student log, parental concern, self-referral.

18.3 Pastoral Leaders and Form Tutors are the first to address concerns regarding a student. Subsequently, if strategies need to be increased, a student may be referred to the Inclusion Consultation meeting for discussion and planning. These take place weekly via referrals from either members of staff or parents/carers.

- 18.4 Concerns may also be noted to any member of the Inclusion department.
- 18.5 These will be passed on to the Lead Teachers, Behaviour or Learning Support as appropriate for further assessment and intervention if required.
- 18.6 The SENCO and ASENCO are then informed of developments and updates the Grids for Learning appropriately, ensuring parents are fully involved in the process, staff are made aware of any changes.
- 18.7 Identified needs can be met through, in-class support, withdrawal for interventions from learning, behaviour support or mentoring, short-term programmes of intervention, home/school programmes, differentiation by subject teachers and support from the pastoral system of the school. When re-engagement and personalised learning programmes are implemented, a Student Support Plan (SSP) will be used to evaluate its effectiveness.
- 18.8 The SENCo, ASENCO, Pastoral Leaders and Key Workers coordinate referrals to external agencies, liaising with parents and facilitating agencies working with students as necessary.
- 18.9 In a small minority of cases the SENCO may need to consider referral to SEND Panel, completing appropriate paperwork as required and ensuring reports from external agencies are secured.

Policy Status

Policy Lead (Title)	SENCo	Review Period	Annually
Reviewed By	Trust Executive Team/ Board of Directors	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1* *This is the first version since WFA joined NCLT	TET 08/07/2021 BoD 12/10/2021			Wingfield Academy Staff, Students and Parents	Upload onto NCLT website.
Version 2 (Updated by Lauren McKay)	TET 20/09/2022 BoD 20/10/2022			Wingfield Academy Staff, Students and Parents	Upload onto NCLT website and SharePoint