We endeavour to achieve maximum inclusion of all young people (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the young people within the academy and provide materials appropriate to young people’s interests and abilities.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Most pupils in our academy may be underachieving and are identified as requiring SEN support.
- Other pupils will have special educational needs that may require statutory assessment to meet their needs.

## Aims and Objectives of this Policy

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

- provide individual timetables to meet need;
- secure high levels of achievement;
- meet individual needs through a wide range of provision;
- carefully monitor provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- 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;
- “promote young people’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, 2014).
The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

In collaboration with SLD, the Designated Teacher for Looked after Young People has strategic responsibility for the inclusion of young people who are adopted or in local authority care.

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

As an inclusive AP Academy we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- BESD
- ADHD
- ASD
- ODD
- Dyslexia
- Many young people who attend CE Academy suffer Attachment Disorder

In admitting young people with statements of SEN or EHCPs we would expect to have informative discussions with the local authority to ascertain the suitability of our provision. If appropriate we would arrange individual timetables for young people whilst the LA sought appropriate provision. As an AP academy, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school.

**Stages of Provision**

**STAGE 1 - Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions**

- Learners will have access to quality first teaching
- Learners will have access to carefully differentiated activities or approaches
- Learners will have a key tutor who along with SLT, SENCO and Vocational Manager will:
  - plan strategically to meet pupils’ identified needs and track their provision;
  - audit how well provision matches need;
  - recognise gaps in provision;
  - highlight repetitive or ineffective use of resources.
Identification and Assessment at Stage 1

Young people’s needs should be identified and met as early as possible through:

- the analysis of data including reading ages, other pupil progress data identified on referral form;
- classroom-based assessment and monitoring arrangements (cycle of planning, action and review);
- following up parental concerns;
- tracking individual young people’s progress over time;
- information from previous schools;
- information from other services;
- information from parents/carers;
- involving an external agency where it is suspected that a special educational need is significant;
- Key Tutor involvement.

Curriculum Access and Provision for learners

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

- teachers differentiate work;
- small group teaching;
- individual class support/individual withdrawal;
- access to materials in translation;
- further differentiation of resources including learning aids – coloured paper/overlays;
- IEPs.

Monitoring and Evaluation

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

- classroom observation by SLT;
- ongoing assessment of progress made by key tutors, subject teachers and curriculum groups;
- informal feedback from all staff;
- daily debriefs;
- campus meetings;
- pupil views when setting new IEP targets or reviewing existing targets;
- monitoring IEPs and IEP targets;
- attendance records and liaison with Education Entitlement Service;
- regular meetings about pupils’ progress between the teachers/support/SENCO/, SLT including the Headteacher.
STAGE 2 - Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the academy ie they have a special educational need as defined by the SEN Code of Practice 2015.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2015, is as follows:

  **Our IEPs:**
  
  - are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for young people with special educational needs - they are seen as working document which can be constantly refined and amended;
  - will be accessible to all those involved in their implementation – young people should have an understanding and “ownership of the targets”;
  - will be based on informed assessment and will include the input of outside agencies;
  - have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly;
  - will be time-limited – at termly review, there will be an agreed “where to next?”;
  - will have a maximum of four short/medium term SMART targets set for or by the pupil.

  **Targets for an IEP will be arrived at through discussion:**
  
  - between teacher and SENCO;
  - wherever possible, with parents/carers and pupil;
  - with another professional namely the Educational Psychologist (particularly where it is deemed an RSA might be necessary).

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

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

- Our academy will comply with all local arrangements and procedures when applying for an Education Health and Care Plan.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
**Roles and Responsibilities**

**Headteacher**

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn;
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO);
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the academy’s provision in this regard through:
  - pupil progress meetings with individual teachers;
  - regular meetings with the SENCO;
  - discussions and consultations with pupils and parents.

**Special Educational Needs Coordinator**

The CE Academy SENCO: Steve O’Hara/01933 445 837

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- co-ordinating provision for young people with special educational needs;
- liaising with and advising teachers;
- managing other staff involved in supporting learners;
- overseeing the records on all young people with Special Educational Needs;
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support;
- liaising closely with a range of outside agencies to support vulnerable learners.

**Key Tutor/Teacher**

- Liaising with SLT and SENCO;
- securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities;
  - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets;
  - ensuring effective deployment of resources – including support assistants - to maximise outcomes for all groups of learners.
Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- The progress of our pupils will be assessed and reviewed through:
  - the academy’s generic processes for tracking the progress of all pupils;
  - termly evaluation of the effectiveness of interventions through review meetings;
  - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

- As far as possible curriculum experiences are available to all pupils in the academy (eg educational visits, extra-curricular activities), we never ask for a voluntary financial contribution from parents in order for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class.

- Young people are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom.

- In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our academy and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- All staff will be trained in how to best support all learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils may be commissioned by the academy from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

- All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.
Partnership with Parents/Carers

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

- working effectively with all other agencies supporting young people and their parents;
- giving parents and carers opportunities to play an active and valued role in their child’s education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform us of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that we will listen and act appropriately;
- focusing on the child’s strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the academy can help their child;
- agreeing targets for all pupils, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

Involvement of Young People

We recognise that all young people have the right to be involved in making decisions and exercising choice. All young people are involved in monitoring and reviewing their progress. We endeavour to fully involve all young people by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their Individual Education Plan.
Involvement of other bodies

- Our academy will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- We seek to respond quickly to emerging need and work closely with other agencies including:
  - Educational Inclusion and Partnership Team
  - CAMHS
  - Educational Psychology Service
  - Northamptonshire Parent Partnership Service
  - Local NHS services
  - Targeted Prevention Team
  - Multi-agency Safeguarding Hub
  - Police
  - MST

- In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our academy. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- We have a clear point of contact within the academy who will coordinate the support from outside agencies for each pupil. Most often this will be the member of staff who we have identified as a key worker.

Arrangements for Transition

- We will ensure smooth transition into our academy from the previous school and from our academy into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil’s next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the academy 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.
Admission Arrangements

In line with the Equalities Act 2010, we will not discriminate against young people and we will take all reasonable steps to provide effective educational provision.

Complaints

If there are any complaints relating to the provision for young people with SEN these will be dealt with in the first instance by the Key Tutor, SLT, SENCo, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the complaints procedure (see separate Complaints Policy).

Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology Service : Contact Number : 0300 126 1000
  
  http://www3.northamptonshire.gov.uk/councilservices/children-families-
  education/schools-and-education/educational-psychology-service

- Education Entitlement Team : Contact number : 0300 126 1000
  

- IASS (Information Advice Support Service)
  
  www.iassnorthants.co.uk

- Virtual School for Looked After Young People : Contact number : 0300 126 1000
  
  http://www3.northamptonshire.gov.uk/councilservices/children-families-
  education/schools-and-education/virtual-school

- See Local Offer website link below for contact details in relation to Education Health and Care Plans and information on where the local authority’s local offer is published
  

Policy approved by

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