



St Ursula's E-ACT Academy

SEND and Inclusion Policy

St. Ursula's E-ACT Academy

Inclusion Policy and Framework

1. Inclusion Statement

At St. Ursula's E-ACT Academy we are an inclusive academy.

In particular we;

- ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- work collaboratively with pupils, parents and professional and support services;
- give pupils with SEND equal opportunities to take part in all aspects of the academy's provision, as far as is appropriate;
- ensure that children with SEND have opportunities to express an opinion and have that opinion taken into account in any matters affecting them;
- involve parents/carers in planning and supporting at all stages of their children's development.

Within this context our support for learning and inclusion is significant. The teaching and learning, achievements, attitudes and well-being of every young person matter in our Academy.

It is within this context that we have developed a policy framework and mapped the provision through which we aim to support the inclusion and achievement of a large number of students with a vast and varied range of needs.

This framework represents our inclusion policy in action. It is through this framework and the provision we provide, that we aim to make a difference to lives of the students who attend our Academy.

2. Staffing

Persons responsible for;

Gifted and Talented: Mr Ross Moody

SENCo- Mrs Bev Heath

SENCo- Miss Laura Bagnall

3. Provision and overview of processes

Detailed in the Inclusion Policy is an overview of provision for SEND, Behaviour Support and Gifted and Talented Learners.

There is a glossary section included in the appendices.

SEN Provision

Principles:

- ensure that all students have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure the identification of all students requiring SEND provision as early as possible in their Academy career
- ensure that SEND students take as full a part as possible in all Academy activities
- ensure that parents of SEN students are kept fully informed of their child's progress and attainment
- ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision
- support staff through CPD

Provision

For students with identified SEND the SENCO will:

- Use information from the Nursery / previous Primary school to shape the student's curriculum and pastoral provision in the first few months
- Inform staff at all times on any change of needs for all students to help teachers contextualise lessons and make them appropriate to meet the needs of all students with SEND.
- Inform parents of IEP target setting and provision provided for their child.

Inclusion

Our SEND policy reinforces the need for teaching that is fully inclusive .The Local Governing Body will ensure that appropriate provision will be made for all students with SEND.

Individual Education Plans

Strategies for students' progress will be recorded in an IEP (Individual Education Plan) for those with an EHCP (Education Health and Care Plan) containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on a maximum of three individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent. All interventions are recorded on an Academy provision map for each year group.

Admissions

The Local Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All Academies should admit students already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Early Identification

Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptors.
- Student progress in relation to the National Curriculum Objectives.
- Standardised screening or assessment tools

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

Where teachers decide that a student's learning and progress is unsatisfactory, a referral to a SENCo will be made. They will review the approaches adopted. Where support additional to that of normal class provision is required, it will be monitored through an IEP. If, after further consideration, a more sustained level of support is needed and it becomes necessary to involve an outside agency, this will be provided. Where concerns remain despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

Additional Provision Includes

- **Individual or small group interventions**
- In class support
- One-one support

Gifted & Talented Provision

Please see separate Gifted & Talented policy.

4. Identification and Management

- Identification of students requiring additional support is the responsibility of all staff at the Academy.
- Yearly training, with updates where necessary, informs staff of clear procedure

Referral procedure

- **At St Ursula's, if needed, we will arrange a meeting with the Principal, parents, class teacher and SENDCo to discuss the options for additional support. In class support is always available through our class support staff.**