



South Gloucestershire and Stroud Academy Trust (SGSAT)

Inclusion and SEND Policy

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| Job Title/Role: | DCEO |
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| Date: | 08/12/2021 |

Inclusion and SEND Policy

1. Intent

SGSAT is committed to offering an inclusive curriculum to ensure the best possible outcomes for all students whatever their needs or abilities.

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 / carers 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 an aspirational curriculum.

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

The primary basis of this policy is the 2015 statutory guidance document published as 'Special educational needs and disability code of practice: 0 to 25 years', but it also reflects the Ofsted Education Inspection Framework (2019), the good practice identified in Ofsted's SEND Review, 'A Statement is not enough' (2010) and the Equality Act (2010).

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 students 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 and disability.

Some students in the Trust schools may be underachieving but will not necessarily have a special educational need or disability. It is the 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.

Where students genuinely have special educational needs or disabilities 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. Students' special educational needs and disability will be identified as described in the SEND Code of Practice 2015.

3. Procedures

Well-differentiated, quality teaching for all students, including, where appropriate, the use of interventions for identified students, should be the starting point for all our schools. Some vulnerable students will have access to additional 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 SEND.

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

- the analysis of data including entry profiles, reading ages, and other whole-school student progress data
- classroom-based assessment and monitoring arrangements (planning, action and review)
- structured conversations with parents and carers
- following up parental concerns
- tracking individual students' progress over time
- liaison with previous schools on transfer
- information from other services
- Involving an external agency as appropriate.

Provision for vulnerable students should be regularly monitored and evaluated by senior staff and those responsible for SEND students alongside class teachers' usual work.

- Students will be offered additional SEND 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 SEND Code of Practice 2015.
- Under-achieving students and students with EAL who do not have SEND will not be placed on the list of students being offered Additional SEND Support.
- If the student's additional needs require assessment and intervention from different agencies such as education, health and social care, a graduated approach in line with local authority procedures will be used.
- Students with an Education Health and Care Plan will have access to all arrangements for students on the SEND list and, in addition to this, will have an Annual Review of their plan, which will be monitored regularly by staff.

4. Implementation

The successful implementation of this policy requires a large number of roles to be fulfilled effectively.

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, though they may delegate the day to day implementation of this policy to a Senior Lead with responsibility for Inclusion and the Special Educational Needs Coordinator (SENDCO).

The Special Educational Needs Coordinator (SENDCo) will oversee the day-to-day operation of this policy by coordinating and evaluating provision for students with special educational needs – those in receipt of Additional SEND Support and those with statements of Special Educational Need or Education Health and Care Plans, managing other classroom staff involved in supporting vulnerable students and implementing a programme of Annual Reviews for all students with an EHCP.

The class teacher should always know and respond to the needs of all students in the class who are identified as vulnerable students and liaise with the SENDCo and other support staff closely as necessary.

The Trust aims to work in partnership with parents and carers by always giving parents and carers opportunities to play an active and valued role in their child's education.

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. Where more formal records are kept (such as an EHCP) students will be involved in their review.

5. Enforcement

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

6. Impact

The Trust's aims for inclusion through both policy and practice in its schools are:

- To provide the best possible curriculum access for students
- To secure high levels of achievement for students
- To meet individual student needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parents and carers
- To carefully map provision for all vulnerable students to ensure that staffing deployment, resource allocation and choice of intervention is leading to at least good learning outcomes
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development
- 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 students
- 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).

7. Additional useful information

This policy also exists within the frameworks and processes of each Local Authority where the Trust operates. For example, it should be read alongside the South Gloucestershire SEND Strategy and Gloucestershire's Joint Strategy for Children and Young People with Additional Needs, including Special Educational Needs & Disabilities.

| 9. MANDATORY INITIAL IMPACT SCREENING | | |
|--|------------|------------|
| Completed by: | | |
| Name S D Miles | Title DCEO | 30/11/2021 |
| I have read the guidance document: Completing a Policy Impact Assessment? | | ✓ |
| If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed: | | ✓ |



| EQUALITY AND DIVERSITY IMPACT ASSESSMENT | |
|--|--|
| Characteristic | This policy seeks to: |
| Age | Promote learning experiences that meet the needs of particular cohorts and also promote up-skilling and training for employees |
| Disability | Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities. |
| Faith or Belief | No appreciable impact |
| Gender | No appreciable impact |
| Race or Ethnicity | No appreciable impact |
| Orientation | No appreciable impact |
| Gender reassignment | No appreciable impact |
| Economic disadvantage | No appreciable impact |
| Rural isolation | No appreciable impact |
| Marriage | No appreciable impact |
| Pregnancy & maternity | No appreciable impact |
| Carers & care leavers | No appreciable impact |
| Vulnerable persons | Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful. |
| Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups: | |
| Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups: | |
| Is there any possibility that this policy could operate in a discriminatory way? | <input type="checkbox"/> x |
| If you have ticked yes (red), which characteristic will be most affected? Choose an item. | |
| If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date: | <input type="checkbox"/> Click or tap to enter a date. |

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

| MAPPING OF FUNDAMENTAL RIGHTS | |
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| Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect: | Art. 6 Life, survival & development Art. 23 Disability protection Art. 28 Right to education |

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| Which Human Right (HRA) does this policy most protect: | Art. 2 Right o life Choose an item. |
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| DATA PROTECTION & PRIVACY BY DESIGN SCREENING | |
|---|--------------------------|
| Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems: | ✓ |
| Tick to indicated that this policy has or requires a Data Privacy Impact Assessment: | <input type="checkbox"/> |