



South Gloucestershire and Stroud Academy Trust (SGS-AT)

Inclusion and SEND Policy

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please contact the SGS-GS Human Resources Department

Policy and Procedure Prepared by:	Stephen Miles
Job Title/Role:	Deputy CEO
Policy and Procedure Ref. No.: Q/P 165	Version Date: June 2019 Review Date: June 2021 (Subject to legislative changes) Upload to SGSAT website? Yes
Approved by:	SGSAT Board of Trustees
Date:	9 July 2019

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	To set out the range of activities that organisations are permitted to charge parents and carers of students in the SGS-AT establishments and the circumstances whereby parents and carers will be considered for the refund or omission of those charges.				
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?
Age	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Race or Ethnicity	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Religion or Belief	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Marriage	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Pregnancy/ Maternity	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Sex	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Carers/ Care givers	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Persons in care	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
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
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	None		A little		Some
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Assessed relevance to equality (one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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 <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by: Moira Foster-Fitzgerald Position: Chief Group Services Officer Date: June 2019					

The South Gloucestershire and Stroud (SGSAT) Inclusion and SEND Policy

SGSAT comprises academies, free and studio schools and UTCs - for ease of reference, they are referred to generically as 'schools' throughout this document.

1 Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument 2013 Special Needs (Information Regulations) Clause 64** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Ofsted Section 5 Inspection Framework 2017 and impending Education Inspection Framework (2019)
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014 and SEND Code of Practice 2015

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 (<https://www.southglos.gov.uk/documents/SEND-Strategy-2018-23.pdf>) and Gloucestershire's Joint Strategy for Children and Young People with Additional Needs, including Special Educational Needs & Disabilities (https://www.gloucestershire.gov.uk/media/2083685/jointstrategy29october_18.pdf).

2 Mission Statement

The South Gloucestershire and Stroud Academy Trust 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.

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.

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 Aims and Objectives of this Policy

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).

4 Intervention, Assessment & Curriculum

4.1 Well-differentiated, quality teaching for all students, including, where appropriate, the use of interventions for identified students.

All vulnerable students to be included on a whole-school provision map.

All students will have access to good quality teaching. 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.

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:

- Plan strategically to meet students' identified needs and track their provision
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

4.2 Identification and Assessment of additional needs

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 previous schools
- information from other services
- maintaining a provision map for all vulnerable students but which clearly identifies students receiving Additional SEND Support.
- 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

- Involving an external agency as appropriate.

4.3 Curriculum Access

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, or other methods as appropriate:

- teachers differentiate work as part of quality teaching
- staged interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources
- homework/learning support club
- mentoring

4.4 Monitoring and Evaluation of support and intervention

The monitoring and evaluation of the effectiveness of our provision for vulnerable students is carried out by any of the following ways:

- monitoring of agreed targets and provision
- classroom observation and book reviews by the SENDCO, and senior leaders
- ongoing assessment of progress made by intervention groups
- scrutiny of planning
- informal feedback from all staff
- structured conversations with students and parents/carers
- student interviews when setting new targets or reviewing existing targets
- student interviews when formulating individual provision maps
- student progress tracking using assessment data whole-school processes
- monitoring targets, evaluating their impact on students' progress
- attendance records and liaison with Education Welfare Officer
- regular meetings about students' progress between the SENDCO, and senior staff responsible for student progress

4.5 Identifying additional SEND Support

- 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.
- In keeping with all vulnerable students, intervention for students on the SEND 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 SEND list will have a plan in line with LA guidance to ensure their underlying special educational need is being addressed. Students with EHCPs will have an annual review with all stakeholders, but progress against the EHCP this will be regularly monitored.

4.6 Graduated support (eg My Plan)

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.

- The SENDCo will co-ordinate and bring this information together. A meeting of all those involved
- A Team Around the Child (TAC) meeting may be organised, to which parents are invited to attend. During the meeting, the TAC will look at the support and help already in place for the student and will explore what is available through the Local Offer. The plan will then be agreed.
- The plan that follows will use regular reviews to show what is working / not working towards the outcomes to be achieved. When outcomes are met, the student may no longer need a plan.
- Additional funding may be obtained at this stage

4.7 Education Health and Care Plan (EHCP)

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

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 SEND Support.

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.

5 Management of Inclusion within our schools

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

5.1 Headteacher

- 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
- the Headteacher 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 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:
 - analysis of the whole-school student progress tracking system
 - student progress meetings with individual teachers
 - regular meetings with relevant staff, students and parents
- the Headteacher will report on the progress and wellbeing of all SEND students to the DCEO on a regular basis

5.2 The Headteacher may delegate a senior leader(s) to:

- work strategically across the school ensuring a shared vision for inclusion which will have at its heart the very highest aspirations for all students.
- determine the school's strategic direction for SEND in conjunction with the SENDCO
- closely monitor provision and progress of all vulnerable students – including attendance and behaviour
- sustain an effectively inclusive school culture that welcomes SEND students and their parents
- work in partnership with other agencies within and beyond school, to meet the needs of vulnerable students
- further develop effective processes for engaging all parents
- monitor the quality of Individual Learning Plans, ensuring they are used by staff and support students in making next steps in their learning

5.3 Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO or equivalent will oversee the day- to-day operation of this policy in the following ways:

- maintaining and analysing of whole-school provision map for vulnerable students
- identifying on this provision map a staged list of 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
- co-ordinating provision for students with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable students
- overseeing the records on all students with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Reviews for all students with an EHCP or Statement
- 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 SEND Support, that a student may have a special educational need which will require significant support.
- overseeing the smooth running of transition arrangements and transfer of information for across phase on the vulnerable students' provision map.
- liaising sensitively with parents / carers and families of students on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending area SENDCO network meetings and training as appropriate.
- liaising closely with a range of outside agencies to support vulnerable students.

7.4 Class teacher

Liaising with the SENDCO to agree:

- which students in the class are vulnerable students
- which students are underachieving and need to have their additional interventions monitored on the vulnerable students' provision map – but do not have special educational needs.
- which students (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these students may require advice/support from an outside professionals.

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

- ensuring there is adequate opportunity for students with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2015)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable students.
- If appropriate (eg in Special Schools), complete annual review paperwork with guidance from the SENDCO
- Where appropriate (eg in Special Schools), lead some non-complex annual reviews

8 Partnership with Parents/Carers

The Trust aims to work in partnership with parents and carers by:

- working effectively with all other agencies supporting children 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 school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school 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 school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents / cares 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
- holding structured conversations with students, parents and carers for all students on an EHCP

9 Involvement of Students

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:

- state their views about their education and learning
- identify their own needs and learn about learning
- 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
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

10 Effective Transition

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 students in receipt of Additional SEND support. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

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

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.

Students and parents / carers 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.

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

11 Admission Arrangements

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.

12 Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the in accordance with the Trust's complaints policy.