



Inclusion Policy

'Being the Best We Can Be'

CONTENTS

1.0	Roles and Responsibilities.....	3
2.0	Suggested audience.....	4
3.0	Links with other Academy policies.....	4
4.0	Academy Mission Statement:.....	4
5.0	Introduction.....	4
6.0	Objectives.....	6
7.0	Scope of this Policy.....	7
8.0	Promoting Inclusive Education.....	7
9.0	Tackling bullying.....	7
10.0	Philosophy.....	7
11.0	Pupils with Special Educational Needs.....	8
12.0	Pupils who are identified as being 'Gifted' or 'Talented'.....	8
13.0	The Role of ICT in supporting Learning.....	8
14.0	Monitoring and evaluation.....	10
15.0	Approval by Local Governing Body and Review Date.....	10
	Appendix 1: Provision for Pupils with Special Educational Needs.....	11
	Appendix 2: Provision for very able and talented pupils.....	22

1.0 Roles and Responsibilities

- 1.1 The sponsor, Delta Trust Academies and the Local Governing Body will use their best endeavours and resources to ensure that every pupil actively participates in high quality education, which is enjoyable, relevant and motivating.
- 1.2 The Head of Academy has the responsibility for the overall management of all aspects of the academy's work. On an operational basis, the management, responsibility and evaluation of this policy will be with the Inclusion Manager.
- 1.3 This policy on inclusion will help to ensure that every pupil receives the learning, resources, support and, challenge each needs to be successful. As far as the resources of the academy permit, provision will reflect the individual needs, interests, aspirations and prior progress of each pupil. Inclusive learning in this academy will provide high-quality learning for every pupil; those who are the most able, those pupils who need greater, more specific support, those pupils who are disengaged, wholly or partially from learning for whatever reason; ill-health, attitude, those with family responsibilities and every pupil within these continua. Through their planning, inspiring teaching and wider support, all academy staff will strongly promote pupils' learning. The academy has a specialist member of staff (Inclusion Manager), whose role is to support pupils to achieve their potential; assist to break down barriers towards learning as well as to support colleagues. The academy will also work with St Wilfred's Alternative Provision academy, as an extra level of support for pupils with additional needs.
- 1.4 More widely, the Inclusion manager will liaise regularly with the local Headteachers of partner primary schools, DELTA TRUST ACADEMIES's academies in Doncaster and the surrounding area as well as other schools, to ensure all practices and approaches are complementary. Links with Doncaster's Special Schools may be particularly useful, as the academy is seeking to support more fully, pupils on the Autistic Spectrum (ASD) and will look to extend the predecessor school's experience in this area, continuing the collaborative work with these schools and other agencies.
- 1.5 The Inclusion Manager will also take a lead role in relation to inclusion alongside the Head of Academy and will report half-termly to the Senior Leadership Team on this area.
- 1.6 The Inclusion Manager shall also ensure close co-operation between education, health and social care services (SEND Code of Practice, 2014) to guarantee the safeguarding of any individual, allowing them to feel safe and to achieve their potential.
- 1.8 The academy will support parents, offer them advice, guiding them towards services provided by the local authority highlighted in the local offer.

2.0 Suggested audience

All teaching and support staff plus nominated Governors. As part of their academy inclusion programme or professional development, all teaching and support staff and Governors will participate in training which will enable them to effectively use the principles and procedures outlined in this policy.

3.0 Links with other Academy policies

This policy fully complies with the Equality Act 2010 and should be reviewed with reference to these other academy policies:

- Safeguarding
- Anti-bullying policy
- Equality and Diversity
- Medical Treatment of Students,
- Admissions Policy

4.0 Academy Mission Statement:

‘Being the Best We Can Be’

5.0 Introduction

5.1 This Inclusion Policy includes provision for pupils with Special Educational Needs and Disabilities (SEND), those who are more able and those pupils who show exceptional skills and learning ability (Gifted and Talented), as well as those pupils who are, or may become disengaged from the academy for a number of reasons.

5.2 The academy is committed to providing an appropriate and high quality education to all our pupils. We believe that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic, vocational and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. In accordance with our Christian ethos, every pupil will be welcomed, respected, supported and valued, to develop into a well-balanced person, confident in their own abilities and able to take full advantage of the opportunities which arise in the future.

5.3 The academy as a learning community is committed to ensuring success for all. This means that in all work with pupils we will aim to ensure that they:

- Achieve their potential and enjoy their learning;
- Achieve recognition for their hard work, participation and experiences;
- Achieve the highest levels of success in all courses, particularly in relation

- to those with a rigorous academic approach, notably; English, mathematics, the sciences, a modern language and a humanity subject.
- Have high aspirations for their academy careers and for progress beyond the academy on to training, education or employment
 - Can make a positive contribution to the school, the community and the wider world.
- 5.4 The academy will value all pupils equally. Academy staff will strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe.
- 5.5 The academy is committed to inclusion. Part of the Academy's strategic planning for improvement is to develop cultures, policies and practices that include all pupils. The academy will engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. The academy is a member of the DELTA TRUST ACADEMIES academies and will work collaboratively with other academies within the Trust to offer the highest levels of support, challenge and educational provision for every pupil.
- 5.6 This does not mean that we will treat all pupils in the same way, but that the academy will respond in ways which take account of pupils' varied life experiences and needs.
- 5.7 The sponsor and the academy believes that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. The academy will pay particular attention to the provision for and the achievement of different groups of pupils including;
- Girls and boys; (RAISEonline cohort)
 - Minority ethnic and faith groups, travellers, asylum seekers and refugees; (RAISEonline cohort)
 - Pupils whose first language is not English / need support to learn English as an additional language (EAL); (RAISEonline cohort)
 - Pupils with SEND; (RAISEonline cohort)
 - Pupils who are identified as having a disability;
 - Pupils in receipt of Free School Meals; (RAISEonline cohort)
 - Those who are gifted and talented;
 - Those who are looked after by the local authority; (RAISEonline cohort)
 - Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage parents; and
 - Any pupil who are at risk of disaffection and exclusion.
- 5.9 This policy describes the way the academy will meet the needs of pupils who experience barriers to their learning and the steps it will take to remove those, as well as those pupils who are regarded as highly talented.
- 5.10 The academy recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. It is likely that all pupils will require help, support and challenge at times throughout their academy careers. We believe that many pupils, at some time in their school career, may experience difficulties which

affect their learning and behaviour, and we recognise that these may be long or short term.

- 5.11.1 The academy will aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve his or her full potential.
- 5.11.2 The academy will also provide pastoral support for both children and families, offering guidance to access additional support services provided by the LEA where appropriate.
- 5.12 We see the inclusion of pupils identified as special educational needs at either end of the ability continuum as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

6.0 Objectives

- 6.1 To ensure relevant policies and processes such as the SEND Code of Practice 2014, the Disability and Discrimination Act, the Gifted and Talented Pupil Policy and guidance in Removing Barriers to Achievement are implemented effectively across the academy;
- 6.2 To ensure equality of opportunity and to eliminate prejudice and discrimination against any pupil who has specific needs, be they social, emotional or educational;
- 6.3 To continually monitor the progress of all pupils, to identify needs as they arise and to provide support and challenge as early as possible;
- 6.4 To provide full access to the curriculum¹ through differentiated planning and provision by teachers, academy leaders and support staff as appropriate;
- 6.5 To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND at Wave 2 (formerly School Action), and Wave 3 (formerly School Action Plus) or who have a Statement of Special Educational Needs (soon to be transitioned to SEN support plans or an Education and Health Care plan);
- 6.6 To ensure that all pupils including those with special needs are perceived positively by all members of the academy community and that inclusive provision is positively valued and accessed by staff and parents/carers;
- 6.7 To ensure that we are able to meet the needs of as wide a range as possible of pupils who attend the academy;
- 6.8 To enable pupils to move on from us, having developed their skills and competences to the best of their ability; well-equipped in the basic skills of Literacy, language, numeracy and social and emotional independence;

¹ *Except where disapplication arising from a Statement occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.*

- 6.9 To involve parents/carers at every stage in plans to meet their child's additional needs; and
- 6.10 To involve the pupils themselves in planning and in any decision-making that affects them.

7.0 Scope of this Policy

- 7.1 This policy applies to all pupils in Pheasant Bank Academy including those who have additional or special educational needs. The policy applies equally to all pupils and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.
- 7.2 This policy also has implications for all our partners who work collaboratively with the academy to provide a rich and diverse range of opportunity for our pupils i.e. partner primary and secondary schools, other Delta Trust Academies in the locality, local SEN schools, the Alternate Provision Academy, governing bodies, parents/carers and statutory/voluntary agencies.

8.0 Promoting Inclusive Education

The academy believes that Inclusive Education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from other Delta Trust Academies, special and mainstream schools, parents/carers, LA support services, other agencies and the broader community.

9.0 Tackling bullying

- 9.1 The academy has an anti-bullying policy which reflects the best practice of the sponsor, Delta Trust Academies and national guidelines, so that every pupil can feel relaxed and comfortable that whatever their ability, talents or weaknesses, they will be able to enjoy learning at this academy. Any attempt to bully will be vigorously and robustly addressed, so that those bullied, the bullies and the wider pupil population understand that bullying in whatever form is abhorrent and will not be tolerated. Pastoral support through trained mentors and the Parent Support Advisor will be provided for anyone affected.
- 9.2 Guidance for schools on tackling bullying involving children with SEND, and more recently the sponsor, Delta Trust Academies has issued general guidance, which is reflected in this and the specific academy Anti-bullying Policy.

10.0 Philosophy

- 10.1 The key values and beliefs which underpin the academy's Inclusion Policy are:
- Equal value and respect for all;
 - Equal opportunity for all;
 - Recognition of individual differences with special regard for pupils who

- are recognised as being gifted or who have special educational needs
- A constant search for improvement in the quality of service;
- Commitment to both the spirit and statutory requirements of legislation, including partnership between pupils, parents/carers and professionals, and;
- For SEN pupils: the development of 'skills for life' through the provision of appropriate learning opportunities.

11.0 Pupils with Special Educational Needs

Further specific advice and guidance is provided in Appendix 1

12.0 Pupils who are identified as being 'Gifted' or 'Talented'

Appendix 2 provides greater guidance

13.0 The Role of Computing in supporting Learning

- 13.1 The academy will be a data-rich school, where staff, pupils and parents/carers have robust, secure and ready access to data, to plan challenging and interesting learning, monitor (their own) progress and attainment. Academy staff will be committed to maximising the appropriate use of ICT to extend and reinforce pupil learning via the deployment of a Learning Platform.
- 13.2 The academy's commitment to ICT for learning recognises that we live in a technological world where information and communication technologies are fundamental to most activities. While the importance of ICT in society is emphasised by Government initiatives which identify ICT-literate citizens as being central to the future of the UK's economic and social goals; the academy also believes that the effective use of ICT in learning can build significant foundations within young people as independent thinkers, continuing learners and innovative productive workers.
- 13.3 The academy believes that ICT has the potential to:
- Extend pupils' learning capabilities;
 - Engage pupils in understanding concepts and processes in areas of learning; and
 - Facilitate changes in learning, thinking and teaching.
- 13.4 Furthermore using ICT as a tool for learning enables pupils to:
- Efficiently and effectively access digital information, to assist with investigating issues, solving problems and decision making;
 - Produce creative solutions to support learning and develop new understandings in areas of learning;
 - Communicate, share and work collaboratively in local and global environments;
 - Understand the legal, ethical and health and safety implications of using ICT and their responsibilities as users and developers and;
 - Develop new thinking and learning skills to support learning.

14.0 Monitoring and evaluation

- 14.1 The academy will contribute to the LA's policy for monitoring, review and evaluation and will conduct internal reviews regarding SEN and its most able pupils at least annually to complement the on-going monitoring and evaluation of provision and outcomes within Doncaster.
- 14.2 The Head of Academy will review this policy on an annual basis and any proposed changes will be reported to the Principal, Local Governing Body and academy staff.

15.0 Approval by Local Governing Body and Review Date

- 15.1 This policy and procedure will be reviewed by the Head of Academy – Behaviour & Safety when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the Local Governing Body.
- 15.2 This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting

Signed: _____
(Chair of Local Governing Body)

Date:

Review date: _____

End of statement

Appendix 1: Provision for Pupils with Special Educational Needs

Contents:

- 1. Definition**
- 2. Legal Framework**
- 3. Responsibilities of the SENCo**
- 4. Principles and Values**
- 5. Early Intervention**
- 6. Partnership with Parents / Carers**
- 7. Promoting High Expectations**
- 8. Equality of Opportunity**
- 9. Sharing responsibility**
- 10. Continuum of high-quality provision**
- 11. Highly quality of trained staff**
- 12. Clear and effective procedures**
- 13. Partnerships with pupils**
- 14. Monitoring and Evaluation regarding SEN**

1.0 Definition of Special Educational Needs

1.0 Definition of Special Educational Needs and Disabilities

- 1.1 The academy recognises that all pupils have different learning and/or behavioural needs and that for some, these individual needs become special educational needs.
- 1.2 While it is recognised that pupils with SEND are not a readily defined and discrete group, for the purposes of this policy the academy adopts the legal definition provided by the 1996 Education Act: 'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'
- 1.3 The SEND Code of Practice says a child has a learning difficulty if he or she:
 - (a) Has a significantly greater difficulty in learning than the majority of young people of the same age.
 - (b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area of the LA.
- 1.4 Special educational provision means:
 - (a) For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for the child's age in maintained schools, other than special schools, in the area.
- 1.5 The academy recognises that there is a continuum of SEND, which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.

- 1.6 Only in a small minority of cases in the academy will a pupil have special educational needs of a severity or complexity, which require a SEN Support plan or an Education and Health Care (EHC) Plan. These will replace the Statement of SEN by 2016.

Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disability

The definition of disability under the Equality Act 2010 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 may be expected: ‘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 with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

1.7 The 1996 Education Act (Section 32) says:

‘A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he/she is, or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.’

1.8 Neither does the exceptionally able nor gifted child fall into the remit of special educational needs. The academy recognises that these pupils have their own needs, which are addressed separately. (See the Gifted and Talented policy)

1.9 We also recognise that pupils may have special educational needs in some areas of their learning and be identified as gifted and talented in others.

2.0 Legal Framework

2.1 The national framework within which Local Authorities (LA) and schools are required to identify, assess and provide for the needs of pupils with SEN has undergone considerable change over the last decade.

- 2.2 In 1993, the general principle that pupils with SEN should, with parental/carers approval, normally be educated at mainstream schools was enshrined into law.
- 2.3 The **Salamanca statement** drawn up by UNESCO and supported in the United Kingdom adopts, 'as a matter of law or policy the principle of inclusive education, unless there are compelling reasons for doing otherwise'.
- 2.4 The 1997 Government Publication **Excellence for All Children - Meeting Special Educational Needs**, set out a strategy to improve standards for pupils with SEN.
- 2.5 In 1998 '**SEN - A Programme for Action**' was published and in conjunction with the 1999 Disability Rights Task Force Report: '**From Exclusion to Inclusion**' the rights of pupils to be educated in mainstream schools were strengthened.
- 2.6 The new **SEND Code of Practice** (September 2014) shall begin to be implemented over the following year to provide a new statutory framework upon which our academy SEND policy will be built upon.
- 2.7 The **Disability Equality Duty** (Part 5A of the Disability Discrimination Act 1995, inserted by the Disability Discrimination Act 2005) places on **all public authorities (including schools)** a general duty, when carrying out their functions, to have due regard to the need to:
- Promote equality of opportunity between disabled people and other people;
 - Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended);
 - Eliminate harassment of disabled people that is related to their disability;
 - Promote positive attitudes towards disabled people;
 - Encourage participation by disabled people in public life; and
 - Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- 2.8 The academy recognises that pupils with certain learning and behaviour needs are classed as experiencing a disability.
- 2.9 This policy will take heed of the Disability Discrimination Acts 2005 and 2007 guidance which is dealt with in more detail in the Academy's Disability Equality Scheme

3.0 Responsibilities of the Inclusion Manager

- 3.1 The role of the Inclusion Manager within the academy is to be responsible for:
- The day to day operation of the academy's SEND policy;
 - Liaising with and advising academy staff giving clear guidelines for

- procedure when needs are identified;
 - Co-ordinating provision for pupils with SEND;
 - Maintaining the academy's SEND register and overseeing records of all pupils with SEND;
 - Liaising with parents/carers of pupils with SEND;
 - Contributing to in-service training of staff;
 - Liaising with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies;
 - Consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice;
 - Managing a range of resources, human and material, including Individual and Group Education plans linked to pupils with SEND;
 - Providing support and advice to colleagues; and
 - Monitoring and evaluating the special needs provision and reporting to the Local Governing Body on the progress of pupils with SEND.
- 3.2 The Inclusion Manager is responsible for the day-to-day management and implementation of this policy. He/she will keep the Principal and Governing Body fully informed.
- 3.3 The dedicated budget will be set and reviewed annually.
- 3.4 Current guidance from the Department for Education is that the SENCO is a qualified teacher.

4.0 Statement of Principles and Values

- 4.1 The principles and values within this policy are underpinned by the Government's broad aims for Local Authority SEND policy, namely to:
- Promote high standards of education for pupils with SEND;
 - Encourage pupils with SEND to participate fully in the academy's community and take part in decisions about their education; and
 - Work with other statutory and voluntary bodies to provide support for pupils with SEND.
- 4.2 For pupils with SEND, the key principles underpinning this vision and through which the above aims are to be met are:
- Early intervention;
 - Promoting inclusive education;
 - Partnership with parents/carers;
 - Promoting high expectations;
 - Equality of opportunity;
 - Sharing responsibility;
 - Continuum of high quality provision;
 - High quality trained staff;
 - Procedures, which are clear and effective;
 - Monitoring, review and evaluation; and
 - Partnership with pupils.

5.0 Early Intervention

The academy recognises that the early identification of a pupil's special educational needs together with appropriate multi-disciplinary intervention should reduce the need for more intensive support later in the pupil's school life. In working towards this principle, the academy will ensure that:

- Academy staff work closely with infant and secondary school colleagues on transition and accessibility;
- There will be clear referral routes for staff who wish to bring to the notice of the Inclusion Manager a pupil who may be having special educational needs;
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Pupils with SEND will also be consulted whenever possible; and
- Procedures for inter-service and cross-agency referrals will be actively used and reviewed regularly.

6.0 Partnership with Parents/Carers

The best results are achieved where parents/carers, academies, schools and LAs work in partnership. In working towards this principle, the academy will:

- Assist parents/carers in their understanding of SEND procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services;
- Provide opportunities for mediation and discussion where necessary;
- Meet parental/carer preference for school placement subject to the requirement that the individual pupil's special educational needs can be met; that the education of other pupils will not be adversely affected and that resources are efficiently used;
- Ensure that assessment and review processes seek and take account of the parents'/carers' and pupil's views wherever possible;
- Provide clear and informative written advice for parents/carers about all aspects of the SEND Code of Practice 2014 on the identification and assessment of pupils with SEND and the range of different disabilities;
- Provide clear written descriptions of the support services available for pupils with SEND within the academy and the local area;
- Provide information in a variety of formats about the range of voluntary and statutory agencies, which may be able to assist parents/carers of pupils with SEND;
- Value families as the prime educators of their children;
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share;
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs;
- Promote mutual respect as the basis for communication between the academy and families. This should include sensitivity to families' needs, desires and understanding;
- Develop and promote open, honest and effective means of communication about the needs of pupils who have SEND; and
- Deliver information in an appropriate and accessible form.

7.0 Promoting High Expectations

7.1 The academy will set high standards for pupils with SEND with an expectation that they will achieve their full potential.

7.2 In working towards this principle, the academy will ensure that:

- Every pupil with special educational needs will have the barriers to achieving their potential identified and where possible removed;
- Pupils with SEND have equal access to extra-curricular and extended activities;
- The use of assessments and the value-added data will provide effective measures of the performance of pupils with SEND;
- All pupils develop high self-esteem. Through this, it is anticipated that pupils will contribute to the setting of personal goals; and
- Relevant DfE Progression Guidance will be used to ensure rigorous individual progress targets are set.

8.0 Equality of Opportunity

8.1 Pupils with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum.

8.2 In working towards this principle, the academy will ensure that:

- All pupils are valued equally and treated fairly;
- SEN will not be considered a barrier in achieving a place at the academy;
- The new building is fully Disability Discrimination Act (DDA) compliant;
- All pupils will be expected to make progress regardless of gender, disability, race, faith and culture;
- All pupils have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources are to enable pupils to access this curriculum; and;
- Additional resources will be allocated to those pupils with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to the identification and assessment of SEND.

9.0 Sharing responsibility

9.1 The academy recognises that parents/carers are their child's first educators. Meeting pupils' special educational needs is a shared responsibility. Working towards this principle, the academy will share responsibility with a range of other partners and agencies. We believe that the interests of the pupil can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for pupils with SEND.

9.2 This is especially important at those periods of a pupil's educational life where transition from one phase of life or education is involved. The academy will adhere to Doncaster's protocols for interagency working at:

- Initial academy entry;

- Planning for post-academy provision; and
- All points where additional needs are identified.

10.0 Continuum of high quality provision

10.1 In working towards this principle, the academy will:

- Act in accordance with the Code of Practice and Disability Discrimination Act ensure that a pupil's special educational needs will be met alongside his or her peers and within his or her own community;
- Ensure that a continuum of provision is available to meet a continuum of need;
- Actively use systems to secure collaborative working between the academy and Doncaster's five special schools and between the academy and Doncaster's support services;
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within the academy; and
- Work with the SEND support services to improve the quality of provision.

11.0 High quality trained staff

11.1 Pupils with special educational needs and their families, have a right to be supported by high quality, skilled professionals. The academy will support this principle by ensuring that staff have access to a professional development programme which directly addresses the development of expertise in SEND. Some of this professional development will consist of the exchange of best practice between the Special Schools and the academy and, between the academy and other schools.

11.2 A comprehensive and appropriate staff development programme will be developed, which addresses the skills and knowledge staff will need to fully support and teach all pupils who attend the academy.

12.0 Clear and effective procedures

12.1 The procedures to be followed are set out below. The complaints policy is available on the academy website.

12.2 Procedures for identifying pupils with SEN and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the Code of Practice on the identification and assessment of SEND. In working towards this principle, the academy will:

- Focus on preventative work with pupils;
- Ensure Statements of SEND are reviewed annually and the appropriate action taken where required;
- Ensure individual education and behaviour plans are reviewed regularly with targets and strategies shared with all staff to inform their planning;
- Ensure procedures for identifying pupils with special needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria;
- Ensure procedures are in place to ensure the views of parents/carers and

- pupils are sought within the statutory review process and when new targets are set, as well as those of the professionals involved; and
- Monitor and evaluate the academy's performance in relation to pupils with special needs using feedback and surveys to gather their views, and those of their parents/carers, in addition to assessment data.
- 12.3: Request for statutory education, health and care assessment
- For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.
 - When specialist equipment or a high level of staffing support is required to support a child with SEN, our academy will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.
 - For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.
- 12.4: Statement of Special Educational Needs or Education Health and Care Plan
- Children 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 ***children in receipt of SEN Support*** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.
 - Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

13.0 Partnership with Pupils

13.1 We believe that partnership with pupils is essential in relation to SEN and that they have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their own special educational needs.

13.2 Pupils have the right to have their views, expectations and needs taken into account in all planning.

13.3 We recognise that effective action for pupils with SEND will often depend on close co-operation between the academy, the health services and Young People's services. We are committed to implementing such co-operative arrangements in order that services for individual pupils, families and schools can be as seamless as possible.

- All pupils have the right to learn together, develop relationships and prepare for life in the mainstream;
- All pupils should be encouraged to develop a positive sense of self-image and a pride in their own identity; and
- All pupils should be encouraged to accept and value differences.

14.0 Monitoring and evaluation regarding SEND

14.1 The Inclusion Manager will report regularly to the Principal and Local Governing Body in relation to SEND.

14.3 Parents/carers also have a role to play though their contribution to reviews of their child's learning, linking with schools and other academies over their child's individual education and behaviour plans.

14.4 In carrying out its responsibilities towards pupils with SEND the academy will:

- Keep its arrangements and provision for SEND under review;
- Review the effective use of its resources;
- Review and evaluate the academy's arrangements for individual education planning and reviewing, including parental and Support Services involvement; and
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the academy's Development Plan and SEND policy, the LA's SEND policy and the finance delegated under DfE and YPLA arrangements.

14.5 The monitoring and evaluation of the effectiveness of provision to meet the additional needs of pupils who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources;
- The performance of LA support services as experienced by academy pupils and staff;
- The provision for pupils with special needs within the academy including annual review of statements and individual learning plans;

- Individual pupil progress as measured against set targets; and
- Use of delegated funds.

Section 15: Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Section 20: Information on where Doncaster Local Authority's Local Offer is published

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

Appendix 2: Provision for very able and talented pupils

1.0 Definitions

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).' (DfE, 2007)

'Gifted' pupils are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE; these will be entered on the National Register. (DfE, 2007)

'Talented' pupils are those who have abilities in art and design, music or PE. (DfE, 2007)

2.0 Identification

2.1 The academy will identify those pupils who are gifted and talented, relative to their peers in their own year group, by making a judgement based on an analysis of various sources of quantitative and qualitative information including:

- Consultation with all teaching staff (nominations based on classroom observation and discussions with pupils)
- Test scores using a range of 'tools' to ensure a broad assessment of ability is achieved, for example, end of year TA/Key Stage levels;
- Use National Framework guidelines on DfE Standards site
- Relevant outside agencies, for example, the National Association for Gifted Children (NAGC) and Mensa to name two.
- Parents'/carers' perceptions and observations
- Peer group nomination
- Self nomination

2.2 Identification will be on-going, never 'once and for all' and will always veer on the side of positive. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented pupils may also be on the SEND register. The gifted and talented register will be regularly reviewed and updated to ensure it broadly reflects the academy's population in terms of gender, ethnic and socio-economic background.

3.0 Appointment of a Leading Professional

The academy will seek to appoint a Lead Professional for Gifted and Talented pupils: Inclusion Manager

3.1 The Lead Professional for Gifted and Talented Pupils has overall responsibility for:

- Ensuring that this policy is fully implemented.
- Compiling and updating the central register annually.
- Coordinating the monitoring of progress by the gifted and talented pupils on the central register.
- Ensuring that staff professional development programme includes relevant aspects of gifted and talented provision.
- Using the Institutional Quality Standards for Gifted and Talented Education (IQS), a self-evaluation tool for reviewing and preparing a whole school development plan for gifted and talented pupils. (See appendix 3)
- Using the Classroom Quality Standards (CQS) for assessing quality of provision in learning

3.2 The designated Inclusion Manager will be responsible for overseeing progress and providing feedback to the Principal, academy Governors and other SLT members by:

- Ensuring that the policy is implemented;
- Coordinating the monitoring of progress; and
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

3.3 All Academy staff have a responsibility for:

- Actively contributing to the gifted and talented list;
- Ensuring gifted and talented pupils are considered in every aspect of departmental planning;
- Supporting other colleagues in the preparation and delivery of appropriate gifted and talented activities; and
- Ensuring that all teaching staff consider the range of strategies identified in this policy.

4.0 Provision

4.1 Provision within the curriculum

All teachers will have high expectations of all pupils and their most able pupils and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within Schemes of Work. The academy is currently developing the capacity for independent learning, and we envisage giving gifted and talented pupils more access to independent extension activities.

The academy will take full advantage of DELTA TRUST ACADEMIES's resources, in terms of access to Academy's Learning Platform to access the most innovative and engaging activities and opportunities to challenge and support our most able pupils.

4.2 Provision through curriculum suspension/ extension

The following activities may be offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences.
- Academy clubs
- Musical and sporting activities.

4.3 Provision through outside agencies

Parents/carers will be informed of the National Academy for Gifted and Talented Youth (NAGTY) set up in 2004 and can ask the Academy to apply for membership for those pupils identified by the academy. (See Appendix 1)

Engagement with specific agencies, e.g. National Associations for particular support, will be identified for pupils, where appropriate. (See appendix 2)

5.0 Organisational and in-class approaches

Important strategies will include:

- The coherent management of groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- Adding breadth (for example, enrichment through broader range of tasks and resources).
- Increasing depth (for example, extension through complexity).
- The provision of opportunities for gifted and talented pupils to work with those of similar ability. This will mean that it is appropriate for pupils to work with older pupils where appropriate.
- Promotion of thinking skills through curriculum areas.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject to ensure high expectations in teachers and pupils.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Accelerating the pace of learning.
- Providing personalised learning pathways that offer limitless opportunities through a comprehensive curriculum offer for gifted and talented pupils to develop skills and expertise, drawing too on the expertise and resources of partners.

6.0 Opportunities afforded by the Virtual Learning Environment

The academy recognises that there is great potential in a Virtual Learning Environment (VLE) which will enhance the personalisation of learning for gifted and talented pupils and their teachers. The academy will seek to use the VLE of the DELTA TRUST ACADEMIES to provide pupils and staff with access to digital resources which are innovative and of proven outstanding quality. The academy believes that the innovative use of new technologies will significantly improve the range and quality of learning for pupils and staff; improving too, the achievement and motivation of gifted and talented pupils and give them opportunities to work beyond the boundaries of the national curriculum.