



## **The Elland Academy**

### **SEN Inclusion Policy**

This policy was formally adopted by The Elland Academy on: **May 2015**

The renewal date for this policy is: **January 2019**

#### **Aims**

At The Elland Academy it is the aim to provide all students with the opportunity to fulfil their potential.

Within the academy subjects are often set by ability, however no individuals or whole groups are singled out and labelled “more or less able”. Implicit in this philosophy is the notion that all teachers are teachers of students with fully inclusive needs. Students identified as Able and Talented (see A&T policy) are catered for in an inclusive manner which enables them to access our broad, balanced and aspirational curriculum whilst being given encouragement and opportunity to excel in their fields of excellence (see G&A policy). The philosophy demands that individual differences are recognised within classes and catered for appropriately. The match between teaching styles, curriculum materials, expected learning outcomes and student ability is crucial. This is the context in which the policy on educational inclusion must be seen.

#### **Objectives of the policy**

The objectives of this policy are to:-

- i) Ensure the identification of students with educational inclusion needs within the framework of the Code of Practice, Delta (Academies) and the Local Educational Authority’s overall policy.
- ii) Ensure the staff of the academy and the Education Advisory Body are fully aware of students with educational inclusion needs
- iii) To enable quality, appropriate provision for students with educational inclusion needs to be secured.

#### **The Educational inclusion Co-ordinator**

The academy's Educational inclusion Co-ordinator responsible for the day to day operation of the policy is: Mrs Simone King

### **Admission arrangements**

The academy is an inclusive academy. Students with educational inclusion needs are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have an Educational Health Care Plan t of educational inclusion needs naming the academy shall be admitted to the academy.

### **Resources for Educational inclusion needs/Learning Difficulties and Disabilities (LDD)**

Resources for students with educational inclusion needs will be allocated by faculties according to their priorities identified in their improvement plan.

It is recognised that most resources will be for all students and therefore accessible to students with educational inclusion needs. This may include, for example, textbooks, which are differentiated to a suitable degree. Some resources, on the other hand may be allocated specifically for students with educational inclusion needs. This could be special items of equipment or textbooks.

### **Criteria for the identification and assessment of students with special educational needs.**

The academy will adhere to the requirements of the Code of practice

#### **(i) Initial identification**

The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEN/LDD Students will fall into the following categories on entry to ***The Elland Academy*** from feeder schools:-

- (a) they have an EHCP of educational inclusion needs or formal assessment procedure is in progress;
- (b) they have educational inclusion needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- (c) They have no record of educational inclusion.

On entry to **TEA** students are tested using such tests as the STAR reading assessment, Single Word Spelling Test and BPVS. National Curriculum Key Stage 2 SAT scores are also available. Scores on these tests will either confirm the information in

(a) and (b) above or identify more students whose scores are significantly lower than the majority of students

**(ii) Later identification**

A student's performance at TEA may give sufficient reason for observations to be put in place. These will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;
- (c) Inability to cope with the normal curriculum for whatever reason e.g. poor language skills, poor concentration, poor personal organisation;
- (d) Students who have a disability which requires a modified curriculum;
- (e) Students whose home language is not English;
- (f) Students who have come from a different educational system and may need time to readjust.

**Informing staff**

Information about a student's special educational need is passed on to staff in the academy in the following ways: -

- (i) SEND register is updated on a termly basis and distributed to all staff.
- (ii) Face to face liaison between the SENCO and appropriate teachers
- (iii) Sharing of EHCP
- (iv) The attendance of appropriate teachers at formal review meetings
- (v) SEND issues being on the agendas of faculty/pastoral meetings
- (vi) SEND Intervention Lead
- (vii) Information on academy intranet

## **Assessment and recording procedures**

The needs of most students will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers.

Those students who require additional support for whatever reason, will be noted according to the Code of Practice at:

SEN Support (K) or Education Health Care Plan (EHCP)

All students have individual targets set in each subject but for some students an PLP will be prepared which outlines the student's personal targets within the academy. The PLP is prepared by the PLA in conjunction with the SENCo and intervention Lead and reviewed at appropriate intervals.

The needs of students with EHCPs will be reviewed according to the statutory requirements.

## **Access to the curriculum**

Students with educational inclusion needs are fully integrated within the academy. Each faculty will determine how the needs of the students are best catered for. The match between a student's ability and an appropriate curriculum is crucial. Faculties are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level.

The SENCO and associated staff will provide support to colleagues.

The nature of this support is negotiable with the subject teacher and may be determined by the needs of the individual student and/or teaching group. The support may involve inclusion staff using time to prepare differentiated teaching resources or the SENCO giving advice.

## **Monitoring and Evaluation**

The successful operation of the SEND Inclusion policy should ensure a whole academy awareness and response to SEND issues. The success of the policy should be observable in the following ways: -

(i) evidence from classroom practice e.g. employment of appropriate teaching styles, differentiation of tasks, use of appropriate resources.

(ii) the fulfilment of statutory duties e.g. management of EHCPs.

The answers to the following questions would also act as a measure of the success of the policy

- (iii) are students with educational inclusion identified within the framework of the Code of Practice, Delta policy and the L.A.'s overall policy
- (iv) are the staff and Education Advisory Body aware of students with special educational needs?
- (v) Does the academy secure appropriate provision for students with special educational needs?

### **The involvement of parents and complaints procedures**

Parents should be involved at all stages whenever concerns about a student's progress are expressed.

However should a complaint occur the problem may be dealt with initially at the point of contact and the matter referred as soon as possible to the SENCO who will take up the issue and liaise with all those involved.

### **Links with outside agencies**

The SEN co-ordinator will maintain links with the L.A. Support Service, the Schools Psychology Service and special agencies such as the NHS. The pastoral team would be the normal point of contact with Educational Welfare and Head of Students Support with Social Services. Liaison within the academy will ensure appropriate personnel are informed of matters that affect them.

### **Staffing and Partnership**

#### **In service training**

The CPD co-ordinator will maintain an overview of training needs.

In service training needs for SEN will normally arise in the following ways;-

- i) a whole academy need is identified e.g. the teaching of students on the autistic spectrum;
- ii) a department identifies a need;
- iii) an individual teacher identifies a need e.g. as a result of an appraisal;
- iv) Learning Support Assistants identify a need.

The above items will normally be met by one of the following means

- courses provided centrally by the local authority;
- courses provided by outside agencies;

- courses provided in academy by outside agencies;
- SENCO meeting individual staff or departments.
- Whole academy training needs may be described and provided for via the academy improvement plan, whilst faculty needs would normally be identified as a result of performance management. Other needs may be responded to as and when they arise and normally in consultation with the CPD co-ordinator.

### **Pyramid Liaison**

Regular liaison meetings are held with those responsible for educational inclusion in the feeder schools.