



Serlby Park Academy

Inclusion Policy

Setting standards for success

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1.0 Roles and Responsibilities

- 1.1 The sponsor, Delta Trust Academies and the Education Advisory Board 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 Principal 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 **Associate Assistant Principal**.
- 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 will seek to appoint a number of specialist staff, to support pupils and colleagues. This work will be led by the Associate Assistant Principal, who will co-ordinate staff such as the Special Educational Needs Co-ordinator (SENCo - Karen Firth) and support staff, such as Learning Managers and teaching assistants.
- 1.4 More widely, key staff will liaise regularly with the local Headteachers of partner primary schools, Delta Trust academies and other schools, to ensure all practices and approaches are complementary. Links with local Special Schools will be preserved, as the academy will look to extend the academy's experience in this area, continuing the collaborative work with these schools and other agencies.
- 1.5 The SEN Coordinator (SENCo) Karen Firth will also take a lead role in relation to inclusion alongside the Associate Assistant Principal and will report half-terminally to the Senior Leadership Team on this area.
- 1.6 The SEN Governor is Lisa Foster who has also been asked to oversee Equal Opportunities/Educational Inclusion brief.

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 nominated 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:

- Pastoral Organisation
- Assessment, Recording and Reporting
- Anti-bullying policy
- Equal Opportunities
- Behaviour Policy

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

- 5.1 This Inclusion Policy includes provision for pupils with Special Educational Needs (SEN), those who are more able and those pupils who show exceptional skills and learning ability (formerly called More Able 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 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 offer new opportunities to pupils who may have experienced previous difficulties. The academy is a member of the Delta Academies Trust 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 SEN (RAISEonline cohort)
 - Pupils who are identified as having a disability;
 - Pupils in HAPS, MAPS & LAPS
 - 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
 - Pupils 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. The academy is particularly aware of the needs of our younger pupils, for whom maturity is a crucial factor in terms of readiness to learn in either a primary or a secondary school environment. 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 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.
- 5.12 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 SEN Code of Practice, the Disability and Discrimination Act 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 SEN or who have a Statement of Special Educational Needs;
- 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;
- 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 the 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. other primary schools, other Delta Academy Trust in the locality, other local secondary schools, local SEN schools, governing bodies, parents/carers and statutory/voluntary agencies.

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.*

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 Academy Trust academies, special and mainstream schools, parents/carers, LA support services, other agencies and the broader community.

9.0 Tackling bullying

The academy has an anti-bullying policy which reflects the best practice of the sponsor, Delta Academy Trust 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. Guidance for schools on tackling bullying involving children with SEN and disabilities was published in May 2008, and more recently the sponsor, SPTA 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 ICT in supporting Learning

- 13.1 ICT is one of the major tools in personalising learning. ICT gives every pupil the ability to work far more independently at times which are best suited to their lifestyles, readiness and degree of development. ICT equally enables pupils to collaborate more successfully, within the academy and equally easily, with other pupils in different academies; in terms of project work and peer assessment. This role will be particularly relevant to Delta academies; where pupils will be able to work together in a range of subjects, dependent on their age, or more accurately, ability. Commercial software such as 'Mathletics' and 'MyMaths' enables pupils to progress at their own speed, providing formative feedback; effectively increasing the 'trajectory of improvement'. ICT provides a low-threat way of 'engaging the disengaged', so that pupils who are separated from the academy for whatever reason, can still fully access its digital resources and, staff support.
- 13.2 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.
- 13.3 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.
- 13.4 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.
- 13.5 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 the LA.
- 14.2 The SENCo will review this policy on an annual basis and any proposed changes will be reported to the Principal, the Education Advisory Board and academy staff.

15.0 Approval by the Education Advisory Board and Review Date

- 15.1 This policy and procedure will be reviewed by the SENCo when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the Education Advisory Board.
- 15.2 This policy has been formally approved and adopted by the Education Advisory Board at a formally convened meeting

Signed: _____
(Chair of the Education Advisory Board)

Date: _____

Review date: _____

End of statement

Appendix 1: Provision for Pupils with Special Educational Needs

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1.0 Definition of Special Educational Needs

- 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.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- 1.3 The academy recognises that there is a continuum of SEN, 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.
- 1.4 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 Statement of SEN.

- 1.5 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.’
- 1.6 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 More Able and Talented policy)
- 1.7 We also recognise that pupils may have special educational needs in some areas of their learning and be identified as more able 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 revised **SEN Code of Practice** (June 2014), the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act provide a statutory framework upon which our academy SEN policy is built.
- 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 SENCo

- 3.1 The role of the SENCo within the academy is to be responsible for:
- The day to day operation of the academy's SEN policy;
 - Liaising with and advising academy staff giving clear guidelines for procedure when needs are identified;
 - Co-ordinating provision for pupils with SEN;
 - Maintaining the academy's SEN register and overseeing records of all pupils with SEN;
 - Liaising with parents/carers of pupils with SEN;
 - Contributing to in-service training of staff;
 - Liaising with external agencies including the Educational Psychology Service and other SEN 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 SEN;
 - Providing support and advice to colleagues; and
 - Monitoring and evaluating the special needs provision and reporting to the Education Advisory Board on the progress of pupils with SEN.
- 3.2 The SENCo 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 and has taken a post graduate certification for SENCo.

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 SEN policy, namely to:
- Promote high standards of education for pupils with SEN;
 - Encourage pupils with SEN 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 SEN.

4.2 For pupils with SEN, 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 primary colleagues on transition and accessibility;
- There will be clear referral routes for staff who wish to bring to the notice of the SENCo 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 SEN 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 SEN 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 assess, plan, do, 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 Code of Practice on the identification and assessment of pupils with SEN and the range of different disabilities;
- Provide clear written descriptions of the support services available for pupils with SEN 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 SEN;

- 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 SEN/disabilities; 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 SEN 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 SEN 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 SEN;
- 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 SEN 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 SEN.

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 SEN.
- 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 Nottinghamshire'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 Nottinghamshire's special schools and between the academy and Nottinghamshire's support services;
 - Keep under regular review Special Educational Provision to ensure there is consistency between policies within the academy; and
 - Work with the SEN 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 SEN. 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 detailed procedures to be followed are set out in a separate document, SEN Procedures, along with the Complaints Procedure.
- 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 SEN. In working towards this principle, the academy will:

- Focus on preventative work with pupils;
- Ensure Statements of SEN 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.

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 SEN 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 SEN

14.1 The SENCo will report regularly to the Principal and the Education Advisory Board in relation to SEN.

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 SEN the academy will:

- Keep its arrangements and provision for SEN 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 SEN arrangements and curricular provision against published criteria. Such monitoring will take account of the academy's Development Plan and SEN policy, the LA's SEN 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.

Appendix 2: Provision for high attaining 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)

The academy will pragmatically assign the term ‘more able and talented’ to the top 10% of the ability range in each year group. The academy recognises that some pupils who are more able and talented do not always show their ability. The academy still intends to recognise these pupils as more able and talented even though their abilities may be hidden or remain as potential. Parents and carers will be consulted and kept updated on their child’s progress.

2.0 Identification

2.1 The academy will identify those pupils who are more able 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 SATS ability is achieved, for example, Age Related Expect (new curriculum); Fisher Family Trust (FFT).
- 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
- Nomination by primary schools for pupils entering the academy in Year 7, where this is appropriate, i.e. for new Year 7 students

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 more able and talented pupils may also be on the SEN register. The more able 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 More Able and Talented pupils

3.1 The Lead Professional for High attaining 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 mentoring the more able and talented pupils on the central register.
- Ensuring that staff professional development programme includes relevant aspects of more able and talented provision.
- Using the Institutional Quality Standards for More Able and Talented Education (IQS), a self-evaluation tool for reviewing and preparing a whole school development plan for more able and talented pupils. (See appendix 3)

3.2 The designated Assistant Principal 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 more able and talented provision.

3.3 All Academy staff have a responsibility for:

- Actively contributing to the more able and talented list;
- Ensuring more able and talented pupils are considered in every aspect of academy's planning;
- Supporting other colleagues in the preparation and delivery of appropriate more able 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 more able and talented pupils more access to independent extension activities.

The academy will take full advantage of Delta's resources, in terms of access to the Core Team, provision in other local Delta academies and Delta'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.

- Flexible Learning Days, Enrichment days, including events.
- Residential experiences. The academy already organises residential for pupils in all year groups. This excellent work will be further developed in the academy particularly for More Able and Talented pupils, to take full advantage of the opportunities offered through links with Sheffield University mentoring and Nottinghamshire's programme in this area, for example, visits to universities such as Cambridge and Oxford, visits to medical schools or law courts.
- Academy clubs
- Musical and sporting activities. The academy will seek to extend the provision of dance and drama events, and extend this work by effective collaboration with local primary and secondary schools, helping further to strengthen the bonds between the academy and other schools.

4.3 Provision through extra-curricular activities within the Academy

Many of the academy's departments already provide extra-curricular activities for pupils with a particularly strong motivation within their subjects.

The academy will work closely with its partner primary schools in the area to offer enrichment activities for more able and talented pupils.

4.4 Provision through outside agencies

Parents/carers will be informed of the pupils' engagement with specific extended services and agencies, e.g. NACE (National Associations for Able Children in Education) and 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 more able 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 more able and talented pupils to work with those of similar ability. This will mean that pupils will work with older pupils where appropriate.
- Promotion of thinking skills through curriculum areas.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas 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 within and across key stages.
- Providing personalised learning pathways that offer limitless opportunities through a comprehensive curriculum offer for more able 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 more able and talented pupils and their teachers. The academy will seek to use the VLE of the Delta Academy Trust 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 more able and talented pupils and give them opportunities to work beyond the boundaries of the national curriculum, learning from and with pupils in Further Education and Higher Education.

End of appendix