



The Petchey Academy
Inspiring & supporting every child

Inclusion Policy

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Distribution:

Name	Department/Organisation
Petchey Academy Board of Governors	Directly for approval
All Petchey Academy Employees	Via the eXchange
All external stakeholders	Via the Website

(The academy can also make this policy available in Turkish, on request.)

Change history:

Version	Name	Date	Changes	Committee Sign Off	Date
1.0	J Evans	June 2016	New policy, revised in entirety, written in new format.	ECM	June 2016
1.1	A Aiken	Nov 2016	Changes to line-management structure Additional appendix	ECM	November 2016
1.2	J Alexis	May 2018	Update sections to include deaf and hearing impaired provision GDPR	ECM	May 2018
1.3	C. Walton	Nov 2020	Updated sections relating to H & C, The Renaissance Centre and Internal staffing structure	QEW	18 th November 2020

Policy Review:

Review of impact against the aims of policy:	
This policy is suitable in its aims to provide clarity for all staff parents, and students on the academy's inclusion systems and procedures. It is in line with recent legislation and published best practice.	
Is there a patterns of equality related issues?	
National data show students with special educational needs are more likely to face exclusion from school. The academy maintains logs and analyses exclusion data special educational need status to identify if students from these groups are disproportionately excluded. Trends identified are discussed through the academy's equality working group and appropriate monitoring and intervention actions are put in place if necessary.	
J Evans	June 2016

Next Review Date:	November 2022
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INTRODUCTION

1.1. Purpose

The Petchey Academy is committed to meeting the needs of all its students and to celebrating the gifts and attributes of all children.

We believe all students are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

This policy is to communicate to all members of the academy community how we will work to realise these aims.

We are proud of our history of work in inclusion. Our most recent IQM assessment stated that “It was clear from the outset that the school was very much focused on inclusion and the students, in particular, were at the centre of everything...” - we are committed to maintaining this ethos and provision of service.

1.2. Scope

This policy applies all staff, students (years 7 to 13), parents/carers, visitors and volunteers.

There are some differences in application for students in years 7 to 11, and those in the sixth form. These are clearly indicated.

1.3. Equality analysis

The academy is aware of its obligations under the Equalities Act 2010 and our public sector equality duty.

The academy analyses internal data and sets annual equality objectives where we identify an area for improvement.

National data show students with special educational needs or disabilities are more likely to face exclusion from school. The academy maintains logs and analyses exclusion data by special educational need status to identify if students from this group are disproportionately excluded. Trends identified are discussed through the academy's equality working group and appropriate monitoring and intervention actions are put in place if necessary.

The EU General Data Protection Regulations

On the 25th May 2018 the General Data Protection Regulation (GDPR) became applicable and the current Data Protection Act (DPA) was updated by a new Act giving effect to its provisions. The Petchey Academy complies with the GDPR and is registered as a 'Data Controller' with the Information Commissioner's Office.

We ensure that personal data is processed fairly and lawfully, is accurate, is kept secure and is retained for no longer than is necessary.

1.4. Definitions

This policy relates to the academy's work in the area of inclusion for students. The academy is committed to providing full inclusion in all of our services (as required by the Equalities Act 2010) and any wider inclusion work with all stakeholders is covered in our Equality and Diversity Policy.

The Petchey Academy, in accordance with the Special Educational Needs and Disability [SEND] Code of Practice 2014, recognises that a student has special educational needs or a disability if *they have a learning difficulty or disability which calls for special educational provision to be made for them.*

The Petchey Academy understands that a student has a learning difficulty or disability if:

- *They have a significantly greater difficulty in learning than the majority of other students the same age.*
- *Or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

The academy uses the definition of 'disability' prescribed in the Equalities Act 2010: *A physical or mental impairment which has a long-term (year or more) and substantial (more than minor or trivial) adverse effect on a student's ability to carry out normal day-to-day activities.*

The academy will not automatically classify disabled students as having SEN, but recognises that there is a significant overlap between disabled students and those with SEN. Where a disabled student requires special educational provision they will be covered by our SEND procedures.

Students are not regarded as having special educational needs solely because the language or form of language of their home is different from the language in which they will be taught (English). Such students are regarded as having English as an additional language [EAL].

The Petchey Academy views students with disengaged behaviour as having an inclusion concern in so far as it presents a barrier to their learning. Therefore behaviour is firmly seen as an inclusion issue and is encompassed within the inclusion policy.

Throughout this policy the term 'parent' includes all those with parental responsibility and those who care for the child.

1.5. Legislative context

1.5.1. Principal Legislative Requirement

This policy satisfies the requirements of the Children and Families Act 2014, (section 69, paragraph 3a) as applicable to academies requiring that "the proprietors of Academy schools must prepare a report containing such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs".

1.5.2. Secondary Legislative Requirements

- The Special Educational Needs and Disability Regulations 2014
- Equalities Act 2010,
- The Education Act 2002
- The Designated Teacher (Looked After Children) Regulations 2009
- Education Act 1996

1.5.3. **Statutory Guidance Documents**

- Section 100 of the Children and Families Act 2014
- SEND Code of Practice, January 2015
- Supporting Students with a Medical Condition; Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, December 2015.
- EU General Data Protection Regulation May 2018
- This policy also complies with our funding agreement and articles of association.

1.6. **Health & Safety Implications**

The academy recognises that students with SEND may be at more risk of child abuse than other students.

The Head teacher, Deputy Head overseeing the work of the inclusion team, the Behaviour and Intervention Support Manager, the Curriculum Director for Deaf and Hearing Impaired students and both Key Stage 3 and 4 Managers form part of the academies safeguarding team, with Rose Ferguson as Designated Safeguarding Lead.

All staff in the academy are trained to recognise the signs and indicators of child abuse.

POLICY

2.1. Principles

2.1.1. Inclusion

The Petchey Academy seeks to be a safe and supportive environment for all staff and students.

We aim to inspire and support every child.

The inclusion team within the academy is made up over 25 members of staff. The SENCO manages all learning support assistants and specialist teachers. The curriculum lead for Deaf and Hearing Impaired students manages specialist learning support assistants and the Teacher of Deaf. Key Stage 3 and 4 Managers oversee the Progress and Achievement leads and Assistant Leads. The Behaviour and Intervention Support manager leads the behaviour support team. The Designated Safeguarding Team leads the Safeguarding Team. The Deputy Head for Personal Development and Wellbeing oversees all inclusion staff.

The academy defines inclusion as the ethos, programmes of study and support systems in place for all students that ensure that barriers to learning faced by students are lessened or eliminated. This definition of inclusion is not synonymous only with SEND but is broader and includes many other areas that the academy feels may hold back a student from achieving the three aims stated in section 1.1.

This includes (but is not limited to).

- Students with special educational needs or a disability,
- Students with medical conditions (both chronic and acute) or who are pregnant or who are new parents.
- Students in local authority care,
- Students with behavioural or emotional needs,
- Students who have EAL.
- Students with historic patterns of poor attendance or punctuality,
- Students with low levels of literacy,
- Students facing deprivation (in receipt of the pupil premium grant),
- Students exposed to criminality or gang involvement,
- Students facing temporary difficulties (e.g. homelessness, or bereavement).

As required by section 100 of the Children and Families Act 2014, the academy has a separate policy detailing how the academy supports students with medical conditions which should be read in conjunction with this policy.

Staff working in inclusion are operationally structured into specialist teams whose focus on supporting students with differing barriers to learning. These five teams are:

- Special Educational Needs or Disabilities
- Student Wellbeing
- Behaviour Support
- EAL & Literacy Support
- Deaf and Hearing Impairment

A wider policy to raise standards of literacy is in place, and much of this work is organised by the Lead for Literacy based within the English department. Further detail of the scope is contained in the academy's literacy policy.

The Petchey Academy is committed to providing world-class inclusion services to ensure all students meet the aims listed in this policy. The Academy makes use of Inclusion Quality Mark [IQM] as an external benchmark to ensure provision is audited and reviewed on a three-year basis.

2.1.2. Provision and Resources

In September 2017, the specialism for deaf and hearing-impaired students (Deaf Support Base) opened. We are committed to working with Hackney Education to monitor and review our contribution to the wider local offer of inclusion services within Hackney.

The academy publishes an updated SEN Information Report annually on its external website detailing our contribution to the local offer of inclusion services within Hackney.

The entire academy site meets (or exceeds) current guidelines for accessibility and we commit to anticipatory planning to improve accessibility. This is done through a termly meeting of the Health and Safety Management Committee.

The academy has a comprehensive package of continuing professional development for staff. We have been awarded the Investors for People Gold kitemark and are committed to maintaining this through the continual investment in our staff. Specific inclusion training is provided through our Teaching and Learning Training Days [TALDs] and regular twilight training sessions.

2.1.3. Responsibilities and Roles

All academy staff have a responsibility for the education of all students including those with barriers to learning and are committed to ensuring that all students meet the three aims listed in this policy. Therefore every teacher is a teacher of SEND and inclusion is not the preserve only of specialist staff.

The Headteacher has overall responsibility for the monitoring and evaluating of the progress of all students at the academy and in ensuring that the aims and objectives of this policy are enacted in full. The Headteacher will report on the progress of SEND students to the full governing body, as required. The Headteacher and Governing Body delegate the day to day implementation of this policy to the SENCO overseen by the Deputy Head for Personal Development and Wellbeing.

The SENCO is responsible for overseeing the day-to-day operation of the school's inclusion policy in relation to work with students with SEND (including those with statements of SEND or EHCPs). This role includes (but is not limited to):

- Liaising with and advising teaching staff on strategies for use with individual students.
- Line-managing in-class teaching assistants, and higher level teaching assistants,
- Coordinating provision (both in class and through withdrawal) for students with SEND;
- Overseeing the records kept on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the in-service training of staff through teaching and learning days or twilight training.
- Liaising with external agencies including the local authority, and specialist services;
- In consultation with colleagues, using information from students' previous and current attainment, cognitive ability tests, reading age test, prior attainment information and current national curriculum levels to provide starting points for the development of an appropriate provision for individual students.
- Working alongside the Data manager, in accordance with the Education Act 1996, to ensure that accurate SEND data is available to comply with school census deadlines.
- Line managing the Teacher of the Deaf and development of the Deaf Support Base
- Putting in place appropriate procedures to evaluate the work of all members of staff working with SEND students.

- Liaising with the Hackney Education (and other local authorities).
- Liaising with Curriculum Directors to ensure the coordination of learning support timetables for Learning Support Assistants.
- Chairing the bi-weekly intervention meetings with pastoral staff.
- Identifying and contributing to whole school inclusion training.
- Managing and reconciling the delegated SEND budget, including ensuring value for money of traded services and contracts.
- Contributing to the development and implementation of whole academy behaviour management policies.

The Student Wellbeing Manager is responsible for overseeing the day-to-day operation of the school's inclusion policy in relation to work with students facing emotional barriers to learning. This role includes but is not limited to:

- Acting as the key worker in the academy for all students requiring support for long term medical needs, and supporting students with such needs to ensure they have full access to education (including educational visits and physical education).
- Creating individual health care plans in collaboration with the school nursing service, other healthcare professionals, local authorities, social care (if appropriate), parents and the student themselves.
- Ensuring suitable training is sourced and delivered to staff involved in supporting students with medical conditions, including those with responsibility for administering medication.
- Coordinating all support services available to students, including the traded service for student counselling service.
- Acting as the key contact between the academy and children's social care authorities (as a member of the safeguarding team). Attending core group meetings and child protection or child in need conferences when appropriate and putting in place individual plans to ensure children's external circumstances are not a barrier to their learning.
- Line managing the home-academy worker.
- Sourcing support for students who are pregnant or new parents, and liaising with appropriate external agencies.
- Working in partnership with the Metropolitan Police and the Academy's Safer Schools Officer to provide support to students exposed to criminality (including gangs).
- Sourcing appropriate support for students facing temporary difficulties (e.g. bereavement or homelessness).

The Designated Teacher for Looked After Children is responsible for overseeing the support for looked after children and previously looked after children, including those under a special guardianship order or adopted. This role includes but is not limited to:

- Being the designated teacher for the purposes of the Designated Teacher (Looked After Children) [LAC] Regulations 2009 and undertaking a leadership role in promoting high educational achievement for every looked after child on the academy's roll.
- Supporting the Designated Teacher for LAC in working collaboratively with carers, parents, local authorities, virtual schools, social workers and other academy staff to develop a personal education plan [PEP] for each looked after child on roll at the academy, focused on ensuring that all adults working with the child have the highest expectations of looked after children.
- Managing and reconciling the looked after children and previously looked after premium. This money is ring fenced for each looked after child on roll and is to be spent in order to meet the aims and objectives set out in the PEP.

The Behaviour Manager is responsible for overseeing the day-to-day operation of the school's inclusion and behaviour policies in relation to work with students whose behaviour presents a barrier to their learning. This role includes but is not limited to:

- Contributing to the creation of learning support plans [LSPs] for students displaying repeat disruptive behaviours.
- Contributing to the creation of pastoral support plans [PSPs] for students at risk of permanent exclusion.
- Working closely with Assistant Progress and Achievement Leads and wider pastoral teams to ensure the improvements in behaviour, attendance and punctuality of all students.
- Developing a high-quality Renaissance Project alternative provision unit, which is offered as an academy traded service to other providers in the local authority.

The EAL Coordinator is responsible for overseeing the day-to-day operation of the school's inclusion policy in relation to work with students whose home language is different to English. This role includes (but is not limited to):

- Coordinating all specialist support for EAL students, including ensuring appropriate in-class support, or the provision of small group withdrawal sessions.
- Line managing the EAL teaching assistant to ensure that support provided is high quality and focused.
- Putting in place other forms of support for EAL students including the use of buddies, volunteers, shared language speakers (amongst students or staff).
- Liaising with the SENCO to evaluate carefully whether a student with EAL also has SEND.
- Developing training for staff working with students with EAL to ensure they have access to appropriate strategies to engage and secure the progress of EAL students in their class.
- Maintaining appropriate records for all EAL students to track their English language acquisition from a baseline assessment administered upon entry to the academy.

The Teacher of the Deaf is responsible for overseeing the day-to-day operation of the school's inclusion policy in relation to work with deaf and hearing-impaired students in the academy.

This role includes (but is not limited to):

- Identifying students with deafness or hearing difficulties
- Managing the training of teaching assistants who support deaf and hearing -impaired students.
- Training and developing the skills of staff teaching deaf and hearing – impaired children.
- Contributing and monitoring the implementation of the differentiation and planning within the mainstream curriculum.
- Managing and, as necessary purchasing personal audiological equipment
- Liaising with hospital teams and audiological departments
- Ensuring the good maintenance of specialist equipment in classrooms.
- Maintaining contact with boroughs surrounding Hackney to discuss student placement at the academy
- Working with the Finance Director to negotiate placement numbers and funding
- In conjunction with the SENCO, developing and managing individual learning plans for deaf and hearing – impaired children.
- Maintaining partnerships with relevant stakeholders
- Monitoring language development of deaf and hearing – impaired children.
- Line – managing teaching assistants who primarily work with deaf or hearing – impaired students.

The SEN and Safeguarding Administrator is responsible for the maintaining of accurate records pertaining to all children who have an identified inclusion need.

2.1.4. Identification and Support for Students

The Petchey Academy's procedures for the identification, assessment and review of students' special educational needs or disabilities follow the guidance in the 2014 SEND code of practice.

Initial concerns can be raised by parents, any member of staff or occasionally by the student themselves.

Each student within the academy has a form tutor who is the first step for support at the Academy. The tutor will review and assess the day-to-day needs of any student to ensure they are making personal and academic progress. Tutors are able to refer (through their Progress and Achievement Lead) any student who is a cause for concern, and these students are discussed at the bi-weekly intervention meetings.

The first provision for all students is high quality universal teaching. The emphasis for inclusion is to ensure that all students succeed within a mainstream context benefiting from quality differentiation and scaffolding to ensure they make progress. Additional support is provided as necessary and may include, the support of learning support assistants or technicians within classrooms, occasional 1-1 withdrawal to provide focused support (for example speech and language therapy or specialist dyslexia support) or small group teaching. The academy values the contributions of parents to decisions regarding support for their child, however access to specialist support is dependent on need and will be decided by the SENCO. There is no automatic entitlement to additional support except for students with education and health care plans which formally outline core support requirements.

The academy follows the Assess, Plan, Do, Review model for identifying and supporting students with inclusion concerns.

The academy recognises that students have a powerful voice to contribute to discussions regarding their own provision (although we are mindful of the differing abilities of students to make informed decisions regarding their own provision). The academy is committed to involving students in discussions regarding their own provision and special educational needs status. The academy also values close collaboration with parents. The academy is committed to involving parents in all discussions related to their student's provision and special educational needs status.

Identification of Needs – Medical Needs

When the academy is notified that a student has a medical condition we will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant semester for pupils who are new to the academy.

The Welfare Manager has responsibility for the development and maintenance of Individual Health Care Plans (IHP). Not all pupils with a medical condition will require an IHP. It will be agreed with a healthcare professional and the parents and where ever possible, students when an IHP would be necessary.

To carry out the responsibilities necessary for completion of IHP the Welfare Manager must assess:

- The medical condition, its triggers, signs, symptoms and treatments
- The pupil's resulting needs
- Specific support for the pupil's educational, social and emotional needs.
- The level of support needed, including in emergencies. If a pupil is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional, and cover arrangements for when they are unavailable
- Who in the school needs to be aware of the pupil's condition and the support required
- Arrangements for medication
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the pupil can participate, e.g. risk assessments

- Where confidentiality issues are raised by the parent/pupil, the designated individuals to be entrusted with information about the pupil's condition
- What to do in an emergency, including who to contact, and contingency arrangements

Emergency Procedures

Supporting pupils with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions, although they will not be required to do so. In a medical emergency any member of staff is expected to follow the academy's procedures, contacting the Central Team or 999 as appropriate. All pupils' IHPs will clearly set out what constitutes an emergency and will explain what to do.

If a pupil needs to be taken to hospital, staff will stay with the pupil until the parent arrives or accompany the pupil to hospital by ambulance.

All staff designated to attend medical requests and emergencies will receive appropriate training.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the pupils
- Fulfil the requirements in the IHPs
- Help staff to understand the specific medical conditions they are being asked to deal with, their implications and preventative measures

2.1.5. Admissions

The Academy coordinates its admissions processes through Hackney Education.

The Governing body of the Petchey Academy will publish an admissions policy (reviewed annually) which is available on the academy's website or through Hackney Education.

Applications received by the academy from local or neighbouring boroughs from students with either a statement of special educational needs or an education and health-care plan [EHCP] are considered on an individual basis. When a local authority proposes to name the Petchey Academy on a statement or EHCP the academy will always consent except where it believes that admitting the student would be incompatible with the provision of efficient education for other students. In deciding whether a child's inclusion would be incompatible the Academy will have regard to the relevant guidance issued by the Secretary of State for Education.

Applications received by the academy from local or neighbouring boroughs for students with special educational needs but without either a statement of special educational needs or an EHCP are considered on an equal basis to applications for students without special educational needs. The arrangements in these cases are identical, and follow the processes set out in the Academy's admissions policy.

With respect to admissions for the sixth form, students will need to meet the entry requirements for courses as set out by the academy, but will not be refused access to opportunities based on whether or not they have special educational needs or a disability. Once admitted to University Gateway appropriate support is provided according to the requirements of the EHCP or SEND need.

2.1.6. Transition

The SENCO will be informed of any pupil transferring to the academy who has already been identified as having SEN. The SENCO will then gather any further relevant information regarding interventions and support provided for that student by their previous school. This process will involve liaising with the previous school

SENCO, contacting the relevant borough's SEND team and requesting information from other relevant external agencies. The SENCO attends any case conference or intake meeting with regard to the student transferring, including for students with a statement or EHCP their year 6 annual review.

The Teacher of the Deaf will be informed of any deaf or hearing -impaired pupil transferring to the academy and liaise with the Learning Trust and previous schools. This process will include observations at the previous school,

Members of the inclusion team and Year 7 Pastoral teams visit the primary schools of the majority of incoming year 7 students, Information is shared in both verbal and written form and includes the transfer of files from primary school and external organisations.

Year 6 students with Statements or Education and Health Care Plans or those with a significant SEND need but without a statutory plan are invited to visit the academy with their parents or a primary school professional to meet key members of the Renaissance team and to tour the academy facilities.

All incoming year 7 students are invited to attend a transition day held in July. All students are also encouraged to attend the Summer School provision held at the academy.

Following transition work, all new students with an identified barrier to learning (SEND, behaviour, EAL, literacy, or other) are included in the "Clued-In Booklet". This booklet is produced and updated each year and is distributed to all staff to ensure effective transfer of information to staff. Staff are reminded of the requirement under the GDPR ensure that all information is kept securely .

For students with statements or EHCPs, at their annual review in years 9 emphasis is given to preparing an appropriate and individual transition plan to post 16 education. Students will be given access to independent careers advice and suitable opportunities for post-16 provision (including sixth form) will be signposted.

If the SENCO believes that the placement of a student with a statement or ECHP is breaking down, they will refer the case to the SEND team at the relevant local authority for advice. This may trigger an emergency annual review of the student's placement to explore the concerns further, and this may result in a recommendation for the student to transfer to another placement. Transfer arrangements in this way are made on a case-by-case basis, and the academy is committed to working closely with the student, their family and the local authority to ensure the best outcomes for the student.

2.1.7. Complaints

Any concerns or complaints related to inclusion should initially be dealt with by the Inclusion Curriculum Lead. Following this, should any issues remain unresolved the Deputy Headteacher for Inclusion will assist. Thereafter, matters can be referred to the Headteacher or to the Governing Body.

The academy has a formal complaints procedure which all parents may follow. This policy is available on the academy website.

GOVERNANCE REQUIREMENTS

3.1. Responsibility

3.1.1. Board of Governors

The inclusion policy is a statutory policy required by law.

The Board of Governors is responsible for ensuring that the policy is implemented in full. This function may be devolved under its terms of reference to the Quality of Education and Wellbeing [QEW] governors' sub-committee.

The Board of Governors will have a named governor with responsibility for inclusion. The named governor will ensure that the inclusion policy remains compliant with national legislation and will lead discussions on the review and development of the inclusion policy.

3.1.2. Academy

The Headteacher has overall responsibility for the monitoring and evaluating of the progress of all students at the academy and in ensuring that the aims and objectives of this policy are enacted in full. The Headteacher will report on the progress of SEND students to the full governing body, as required. The Headteacher and Governing Body delegate the day to day implementation of this policy to the SENDCO overseen by the Deputy Head for Personal Development and Wellbeing.

3.2. Implementation / Communication Plan

The inclusion policy is a key document applicable to all staff.

New staff will receive induction on the policy and procedures from their direct line manager and also through whole academy training programmes.

The academy will provide training on the inclusion policy as appropriate through its teaching and learning training days.

3.3. Exceptions to this Policy

There are no exceptions to the principles of this policy. However each child is treated as an individual and support is provided as appropriate to individual need.

Appendix 1

1. Guide to SEN codes / Areas of SEN need

Students are categorised as SEN under following categories:

Statement of Special Education Need - S

Additional funding from local authority to spend on LSA support or other intervention.

Education and Health Care Plan / EHCP - E

Replaced 'statements' in 2015.

School Support - K

Students who the school closely monitor and put in additional support from classroom differentiation to school intervention groups. This also includes students who have support from external professionals.

Once students are categorised as SEN they then have a 'main area of need' which would help to inform the type of support they should receive.

Category	Areas of need	Code	Examples of difficulties	Examples of Extra Support
Communication and Interaction	Speech, Language and Communication Need	SLCN	Speech impediments (for example stammers), challenges with understanding spoken language and being understood when speaking.	Group or 1:1 work with Speech and Language Therapists or specialist TA in school
	Autistic Spectrum Disorder	ASD	Asperger's Syndrome or Autism.	Group work with specialist teacher / teaching assistant Group or 1:1 work with Speech and Language Therapist
Cognition and Learning	Moderate Learning Difficulty	MLD	Weak literacy or numeracy skills.	Extra Literacy and Numeracy lessons.
	Severe Learning Difficulty	SLD	Difficulty accessing the mainstream curriculum.	Alternative curriculum
	Profound and Multiple Learning Difficulty	PMLD	Several learning needs.	In class TA support 1:1 or group work, Alternative curriculum
	Specific Learning Difficulty	SpLD	Dyslexia, Dyspraxia, Dyscalculia	Special access arrangements 1:1 or group work
Sensory and / or Physical Need	Physical Disability	PD	Full or partial physical disability	Adapted timetable or rooming. Special access arrangements LSA support
	Visual Impairment	VI	Full or partial blindness	Enlarged text / LSA support / scribe
	Hearing Impaired	HI	Full or partial deafness	Specialist equipment and LSA support

	Multi-Sensory Impairment	MSI	Several senses affected.	As above
	Medical	M	Student has a medical condition which needs monitoring and support and affects learning	School nurse liaison and health plans.
Social, Emotional and Mental Health Difficulties	Social	SEMH	Challenges interacting and behaving appropriately with peers, adults or in the local community	Speech and language therapy, Mentoring, Group / 1:1 work Young Hackney
	Emotional	SEMH	Stress, depression, anger, bereavement, difficulties at home, low attendance / school refusing	ASPACE, Social Services,
	Mental Health	SEMH	Significant concerns over well-being	CAMHS, EP
Note: EAL is not an SEN, however it can be a barrier to learning and therefore is included in this guidance.				
English as an Additional Language	New to English	A	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English.	1:1 / Group work in-class support
	Early Acquisition	B	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary.	1:1 / Group work in-class support
	Developing Competence	C	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent.	1:1 / Group work in-class support Literacy support
	Competent	D	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack	Short term occasional 1:1 intervention for specific needs

			complexity and contain occasional evidence of errors in structure.	
	Fluent	E	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.	No support required