


## ACHIEVEMENT & INCLUSION POLICY

<b>RESPONSIBILITY:</b>	<b>LEARNING &amp; ACHIEVEMENT COMMITTEE</b>
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<b>PROPOSED BY:</b>	<b>STEVE ADAMS</b>
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<b>TYPE OF POLICY:</b>	<b>STATUTORY</b>
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<b>DATE AGREED BY LEARNING &amp; ACHIEVEMENT COMMITTEE:</b>	<b>29 JANUARY 2015</b>
<b>FREQUENCY OF REVIEW:</b>	<b>THREE YEARLY</b>
<b>NEXT REVIEW:</b>	<b>JANUARY 2018</b>

<b>APPROVED BY:</b>	<b>FULL GOVERNING BODY</b>
<b>DATE APPROVED AND ISSUED:</b>	<b>9 FEBRUARY 2015</b>
<b>SIGNATURE:</b>	 <b>CHAIR OF GOVERNORS</b>

In reviewing this policy, the Admissions Committee has taken into account the provisions of the Equality Policy 2012



## A. Policy Statement

The Achievement and Inclusion (“A&I”) team will ensure that all statutory requirements are carried out within school in all matters relating to special needs provision. It will provide the learning support required by students with special needs in order for them to access the mainstream curriculum wherever possible and develop their learning and support them in achieving their potential in line with the whole school raising achievement agenda. In addition, it will provide individual/pair or small group work to help students develop numeracy and literacy skills and support some students out of the classroom in completing work from different curriculum areas. It will develop strong links with the Achievement Support Centre, supporting its proactive work in helping students manage social, emotional and behavioural issues especially through the work of the Inclusion Support Officers. It will offer one to one intervention sessions for students through the work of the learning mentor.

The Head of Achievement and Inclusion will be the conduit for liaising with parents and carers in developing home-school links, providing information and advice on the development of students’ education and well-being. Key workers for students on Statements (later to become EHC Plans) are allocated to provide additional support between parents and school.

## B. Practice

The Achievement and Inclusion team will take responsibility for the following areas:

- the implementation of the new Children and Families bill leading to the replacement of the categories: Statemented, School Action Plus and School Action with students with EHC Plans and students with additional needs
- carrying out statutory requirements for the whole SEN area, including carrying out Annual Reviews for those students with Statements of Special Educational Needs soon to become EHC Plans
- timetabling Teaching Assistants, Learning Support Officers and Learning Mentors effectively and efficiently across a wide range of the curriculum in order to provide support wherever possible for a wide range of students
- keeping staff updated and informed about all aspects of timetabled support, provision mapping and information about the special needs of individual students
- the SENCO will encourage and support all members of the team to build strong working relationships with teaching staff, enabling them to meet the needs of SEN students within their own lessons
- ensuring that students on School Action, School Action Plus, or who are Statemented have access to the whole school curriculum where appropriate, whilst also ensuring they have access to a more personalised curriculum to suit their learning needs where appropriate
- providing students with Statements of Educational Needs with Keyworkers from the Achievement and Inclusion Team
- phasing in One Page Profiles (OPPs) for students on School Action Plus and with Statements, progressively replacing IEPs

- ensuring there are appropriate physical access arrangements in place, such as ramps, disabled toilets, automatic doors, chairs and tables of appropriate height, etc., in accordance with our accessibility plan
- ensuring all students have access to IT across the curriculum with interactive whiteboards in downstairs classrooms, access to laptops and printers etc.
- through the weekly Provision Review Meetings discuss appropriate provision for students on the Achievement and Inclusion list
- providing a Nurture Room in the Achievement and Inclusion area at break and lunchtime for vulnerable students
- providing learning support for those students with EAL who need extra support to access curriculum, as well as specific support required for other students from ethnic minority groups where appropriate

### **C. Identification of Students with Special Needs and Planning Provision**

In order to ensure that students who need support will receive provision to meet their needs the Head of Achievement and Inclusion will carry out the actions below.

#### **i. For students during transition phase:**

- analyse and act on Middle School data including national curriculum levels, reading and spelling tests from Middle Schools
- meet with Middle School SENCOs in Summer Term
- attend at Annual Reviews in Year 8 Middle School
- give reading tests to all Year 8s on New Intake Day
- give CATS tests for selected Year 9 students in the Autumn Term

#### **ii. For all students on the Achievement and Inclusion list:**

- coordinate weekly planning and review meetings of SEN students and their provision with SENCO, ISOs, Achievement Support Centre Coordinator
- hold regular weekly meetings with the Achievement and Inclusion team to review students with SEN and their needs
- hold targeted discussion meetings with the Achievement and Inclusion team regarding the progress of students with SEN, the impact of support already in place and any changes needed to provision following the release of termly progress checks

### **D. Resources**

The Head of Achievement and Inclusion will ensure that:

- all available budget for SEN is used to provide for individual needs of students as set out in Statements and IEPs
- there is discussion with the SEN Governor over budgeting issues
- there is discussion with the School Finance Officer over budgeting issues

**E. Partnership with Parents**

The Head of Achievement and Inclusion will encourage regular opportunities for formal and informal communication through consultation evenings, tutorial evenings, information evenings, review meetings, phone calls and letters. She will also encourage parents to raise concerns before they build up, provide parents with Parent Partnership information and provide access to the school's formal complaints procedure if necessary. Under the new Children and Families Bill, formal consultations will be arranged with students and parents on a regular basis.