

INCLUSION POLICY

JUNE 2014

Introduction

The STEP Academy Trust Board of Directors has agreed this Policy and as such, it applies to all Academies within the Trust.

Rationale

The STEP Academy Trust values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and/or participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to children who:

- Have Special Educational Needs and/ or a Disability (SEND);
- Have medical needs;
- Have a Disability;
- Reflect social and cultural diversity;
- Have attendance and/ or punctuality difficulties;
- Are Young Carers to sick relatives;
- Use English as an Additional Language (EAL);
- Are refugees or asylum seekers;
- Have mobile life styles as travellers;
- Are Children Looked After (CLA);
- Live in poverty or may be homeless;
- Are Gifted and Talented (G&T);
- Bully or are victims of bullying;
- Are bereaved;
- Are traumatised;
- Present with safeguarding concerns.

This policy is to be read in conjunction with our:

- Pupil Premium Policy (see Appendix 5);
- Children Looked After Policy (see Appendix 6);
- Gifted and Talented Policy (see Appendix 7);
- English as an Additional Language Policy (see Appendix 8);
- Safeguarding policies;
- Behaviour policy;
- Curriculum and Teaching and Learning policies;
- Academy prospectuses.

Academy aims

STEP Academies aim to:

- To value everyone equally in an inclusive environment;

- To take a positive approach in developing the self-confidence and self-esteem of all children across our Academy;
- To help pupils to develop lively, enquiring minds and the ability to question and argue rationally;
- To provide a curriculum which is broadly based, relevant and meets the needs of individuals;
- To bring out the best in children at our Academy and support the development of life skills for a successful future;
- To ensure the development and consolidation of basic skills in Literacy and Mathematics;
- To allow each child the opportunity to meet their potential in happy, caring and fun surroundings whilst promoting high standards for all;
- To create a stimulating and challenging environment, which is supportive, secure and caring;
- To create an Academy community in which children, parents, teachers and governors work together for the common good;
- To help pupils understand the world they live in and our part in the local, national and global community;
- To listen to and value the views of parents and to work in partnership with them. To enable all members of the Academy community to participate in aspects of school life in a consultative environment;
- To encourage respect, resilience, resourcefulness, responsibility and risk taking in a safe learning environment.

Objectives

STEP Academies will:

- Ensure implementation of government and LA inclusion recommendations;
- Ensure the Academy's inclusion policy is implemented consistently by all staff;
- Ensure any discrimination or prejudice is eradicated;
- Identify barriers to learning and/ or participation and provide appropriately to meet a diversity of needs;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise, value and celebrate pupil's achievement, however small;
- Work in partnership with parents/carers in supporting their child's education;
- Guide and support all staff, governors and parents in inclusion issues.

Inclusive provision

STEP Academies offer a continuum of provision to meet a diversity of pupil's needs. Although all classes are mixed ability, our Academies and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum in order to maximise the progress of all our children.

Additional in-class support is available in all classes provided by teaching assistants or specialist teachers. A wide range of intervention programmes are available to all pupils who require additional support in specific curriculum areas but also with social, emotional and/ or behavioural needs and also sensory/physical needs. Intervention programmes are organised through a termly

provision map/timetable which details who will be delivering the programmes and to which children. Children are carefully assigned to programmes following detailed progress meetings between the Leadership Team and class teachers.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs and to provide access to learning for all by:

- Creating effective learning environments;
- Securing pupils' motivation and concentration;
- Providing equality of opportunities through teaching approaches;
- Using appropriate assessment approaches;
- Setting suitable targets for learning;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning activities;
- Helping pupils to manage their behaviour and to take part effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

In the first instance it is the class teacher's responsibility to provide for all pupils through quality first teaching. It is however, the shared responsibility of everyone in the Trust to plan and to give access to the National Curriculum so that the needs of our children are met.

Organisation of learning

The Local offer (**see Appendix 4**) is a continuum of provision to meet the diversity of pupils' needs. The first expectation is quality first teaching for all children. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups and differentiate work accordingly.

Additional in-class support provided by Teaching Assistants is available in all classes, including delivery of targeted group and individual support when appropriate. This additional support is usually targeted at children who are catching up on their basic literacy, numeracy and communication skills. It may take place in the classroom or children may be withdrawn for short periods during appropriate times. Computers and interactive whiteboards are available in every class and are used regularly to provide additional support and challenge.

Teachers' lesson plans include details of differentiation for pupils with SEND, EAL or those who are identified as being G&T. This can take many forms including:

G&T (see appendix 7)

- tasks which demand higher-order thinking skills;

- access to advanced resources and materials which support the level of challenge;
- extension – not ‘more of the same’ but more appropriate work;
- stimulating lessons that have pace so that pupils are motivated by challenge;
- creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions;
- the opportunity to take risks in an organised way and sometimes to fail and to work collaboratively;
- learning which involves authentic tasks and opportunity for choice and personalisation;
- differentiated homework.

EAL (see appendix 8)

- access to dual language texts, posters and displays;
- access to word banks;
- opportunity for visual literacy techniques such as reading pictures and drama;
- provide opportunity for higher order thinking;
- opportunity for discussion and cooperative learning;
- opportunities to communicate in their first/home language;
- display artefacts and materials which reflect the children’s home background/ culture;
- encourage children to write their own dual texts, when appropriate;
- participate in Black History Month and Refugee Week;
- plan learning opportunities in lessons which reflect ethnic minority backgrounds/ cultures;
- differentiated homework.

SEND

As above, but in addition:

- differentiated learning objectives and/or success criteria;
- adapted and differentiated printed text to improve access and understanding;
- graphic organisers and writing frames;
- hands on equipment;
- multi-sensory learning opportunities;
- extra adult support;
- additional visual cues;
- learning opportunities which reflect IEP targets;
- mixed ability and homogeneous groupings;
- specialised targets which are reflected in planning;
- differentiated homework.

Inclusive Monitoring

The following groups are specifically monitored with reference to how much the Academy ‘includes’ them and provides for their learning needs:

- Boys and girls;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Pupils who have English as an Additional Language (EAL);
- Pupils who have Special Educational Needs and/ or a Disability (SEND);

- Pupils who are Gifted and Talented (G&T);
- Pupils who are subject to Child Protection or Child in Need plans;
- Pupils who are at risk of disaffection or exclusion, Young Carers, sick children, children from families under stress;
- Pupils with social, emotional and/ or behavioural difficulties;
- Children who are Looked After (CLA);
- Pupils who are entitled to Free School Meals (FSM) and in those receipt of Pupil Premium.

For effective co-ordination staff must be aware of:

- The procedures to be followed;
- The responsibility all teachers have in making effective provision for all;
- The commitment required by staff to keep the Inclusion Manager well informed about pupils' progress;
- What exactly constitutes a 'level of concern' and at which point 'School Action' is initiated;
- The procedure by which parents are informed of this concern and the subsequent SEND provision;

Monitoring of whole school effectiveness on Inclusion

The Inclusion Manager, Headteacher and Governors are responsible for reviewing the overall provision for children with SEND, EAL and those children who are G&T, CLA, EMA or entitled to FSM. To support this, pupil's progress is tracked at a number of levels:

- (SEND) the class teacher formatively assesses children's progress against IEP and provision map targets;
- (SEND) there are Annual Review meetings for children with Statements of SEN;
- (SEND) the individual provision map is updated each term;
- (SEND) the whole school provision map is updated annually;
- All lesson observations include comments on provision and progress of pupils with different or additional needs;
- TAs are formally observed delivering interventions;
- The effectiveness of interventions is monitored on a regular basis.

Whole school effectiveness is measured by monitoring children on the inclusion register who are:

- Narrowing the gap between themselves and their age appropriate targets;
- Achieving their National Curriculum targets;
- Achieving or exceeding their SATs targets;
- Ready for a reduction in the quantity of support they require.

This is evidenced through extrapolating the data pertaining to children with EAL, CLA, SEND, EMA, FSM and G&T and comparing it to the progress and levels of non - EAL, CLA, SEND, EMA, FSM and G&T children.

Early Identification

Early identification of pupils with SEND, EAL, G&T and those who are CLA, FSM and EMA is a priority. The Academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- Their performance in N.C. judged against level descriptions;
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies;
- Standardised screening or assessment tools;
- Screening /diagnostic tests;
- Reports or observations;
- Records from feeder schools, etc. ;
- Information from parents;
- National Curriculum results;
- External exam results;
- Pupil portfolios;
- Checklists for behaviour observed;
- Records of attendance / other factors that may affect learning.

Provision

On entry to the STEP Academy Trust, each child's attainment will be assessed. This will help to inform the Academy of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning. The records provided help the Academy to design appropriate differentiated learning programs. The class teacher / Inclusion Manager will use the records to:

- Provide starting points for an appropriate curriculum;
- Identify the need for support within the class;
- Assess any learning difficulties;
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning;
- Where necessary, involve parents in a joint home-school learning approach.

The range of provision

The main methods of provision made by the Step Academy Trust are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- Periods of withdrawal to work with a support teacher;
- In-class support with adult assistance;
- Attendance and/ or behaviour outreach support from the PRU, when needed (SA+ provision); - this should be a SA+ provision
- Support from specialists within class or as part of a withdrawal programme;
- Additional strategies, reminders and motivational tools to support behaviour.

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary

to assess their proficiency in English before planning any additional support that might be required. See **Appendix 1** for an example of a checklist.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour.

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the support and advice of the Inclusion Manager. The Inclusion Manager and teacher will review the approaches adopted and the provision which is in place. Where support '*additional to and different from*' that of normal class provision is required, it will be provided according to the child's identified Special Educational Need. If after further consideration a more sustained level of support is needed, it would be provided through 'Early Years/School Action Plus' Learning and/or Behaviour (again, might not be just learning/ behaviour) where advice and support from external agencies is sought. Where concerns remain despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these stages are detailed in appropriate sections of this policy, in line with the 'SEN Code of Practice'. The Academy also recognises that parents have a right to request a Statutory Assessment of their child's SEND.

Record keeping

The Academy will record the steps taken to meet pupils' individual needs. The Inclusion Manager will maintain the records and ensure access to them. In addition to the usual Academy records, the pupil's profile will include:

- Information from parents;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;
- Information from health/social services;
- Information from other agencies.

Teaching all children is a whole-Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The 'SEN Code of Practice' advocates a **graduated approach** to meeting pupils' needs. When they

are identified as having SEND, the Academy will intervene through Early Action/ **School Action** and Early Action Plus/ **School Action Plus** as described below or Statements of SEN as appropriate.

SECTION A: Special Educational Needs and Disability Provision

The SEND aims of the trust

- To ensure that all pupils have access to a broad and balanced curriculum;
- To ensure that there is Quality First Teaching being provided in every classroom;
- To provide a differentiated curriculum appropriate to the individual's needs and abilities;
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- To ensure that pupils with SEND take as full a part as possible in all Academy activities;
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment;
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Partnerships with parents: plays a key role in enabling children and young people with SEND to achieve their potential. The Trust recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

When carrying out its duties to all pupils with SEND, STEP will have regard to the SEN Code of Practice. Class teachers together with the Inclusion Manager, will ensure that parents are notified that the Academy intends to make SEND provision for their child.

We recognise that many pupils will have Special Educational Needs at some time during their Academy life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them through a collaborative approach.

Definition of Special Educational Needs and Disability

A child has Special Educational Needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

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

Children who need special consideration in our Academies include:

- Children with a recognised medical condition;
- Children who have a physical and/ or sensory need;

- Children who have a significantly greater difficulty in learning than the majority of children of the same age;
- Children who are under achieving;
- Children who have a social, emotional and/or behavioural difficulty;
- Children who are under compulsory Academy age and fall within the definitions above or would do so if special provision was not made for them.

Roles of all stakeholders within the STEP Academy Trust

The role of the Headteacher

The Headteacher's responsibilities include:

1. Keeping the Governing Body well informed about SEND within our Academies;
2. Working closely with the Inclusion Manager;
3. Ensuring that the Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The role of the Inclusion Manager

The Inclusion Manager plays a crucial role in the Academy's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. They are also part of the strategic development of the Academy as part of Senior Management.

Other responsibilities include:

- To take responsibility for day to day co-ordination of SEND throughout the Academy;
- To support the teacher to provide Quality First Teaching for all;
- Together with the class teacher, to identify children with SEND and to support in planning appropriate teaching programs and access arrangements;
- To advise on the targets on Individual Education Plans (IEPs) for children at School Action Plus and for children with a Statement of SEN and Provision Maps for children at School Action;
- To advise and assist class teachers (and where appropriate TAs) in devising and implementing specific programmes of work for individual children;
- To share inclusive expertise with classroom teachers and TAs;
- To monitor Individual Provision Maps and IEPs, as well as update the whole Academy provision map;
- To record, assess and monitor children's progress on a regular basis;
- To report back to the Head Teacher in order to inform planning for future progress;
- To co-ordinate the Statutory Assessment and Statementing procedures for submission to the appropriate local authority;
- To be responsible for the ordering and appropriate organisation of equipment and resource materials to support children with SEND;
- To liaise with all staff members, the SEND Governor and parents/carers;
- To liaise as necessary with the Educational Psychologist (EP), Speech and Language Therapist (SALT) and other external agencies, organise and attend reviews/case conferences where necessary;
- To lead staff INSET related to SEND/Inclusion as the occasion demands;
- To update the inclusion policy;
- To report to the governing body on Academy effectiveness;

- To liaise with parents/ carers;
- To assist in Child Protection procedures, alongside the HT or designated person;
- To undertake statutory qualifications as appropriate, such as the NASENCO Award.

The role of the class teacher

The SEN Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND;
- Collaborating with the Inclusion Manager to decide the action required to assist the pupil to progress;
- Working with the Inclusion Manager to collect all available information on the pupil;
- In collaboration with the Inclusion Manager, develop IEPs for pupils with SEND. The extent of the Inclusion Manager's involvement is at the discretion of the Academy;
- Working with pupils with SEND on a daily basis to meet their needs and ensure they make progress through adjustments to their Quality First Teaching;
- Developing constructive relationships with parents/ carers;
- Being involved in the development of the Academy's SEND policy.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND;
- Ensuring that a 'responsible person' is identified to inform about the Statement of all those involved with teaching and supporting Statemented pupils;
- Ensuring that pupils with SEND are fully involved in Academy's activities;
- Having regard to the SEN Code of Practice when carrying out these responsibilities;
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy;
- Reporting annually to parents on the Academy's SEND Policy including the allocation of resources from the Academy's devolved/delegated budget;
- Ensure the SENDCO is a qualified teacher and have gained or are undertaking the NASENCO qualification.

The role of parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the Academy regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress towards their IEP targets in the Autumn, Spring and Summer terms. Parents' evenings are held three times per year. The Inclusion Manager meets with parents regarding their child's additional needs and provides support and information as required.

SECTION B: Identification, Assessment and Provision

Identification, Assessment and Review

Categories of SEND

The STEP Academy Trust does not assume that there are hard and fast categories of Special Educational Needs, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction;
- Cognition and Learning;
- Behaviour, emotional and social development;
- Sensory and/or physical.

The SEN Code of Practice 2002 makes it clear that:

'all teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Inclusion Manager, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision. Other factors are challenged such as attendance. See **appendix 1** for STEP's identification checklist.

SCHOOL ACTION

School Action is characterised by interventions that are *different from or additional to* the normal differentiated curriculum and provision available to all pupils. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent social, emotional and/ or behavioural difficulties which are not affected by behaviour management strategies;
- Have sensory and/ or physical difficulties, and make little progress despite the provision of specialist equipment;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the Academy decides, after consultation with parents, that a pupil requires additional support to make progress, the Inclusion Manager, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. A Provision Map will be written for said pupil (**see Appendix 2**).

Use of support staff within school action – nature of intervention

The Inclusion Manager in collaboration with the class teacher and the Head teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil;
- Provision of alternative learning materials/ special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies;
- Access to LA support services for advice on strategies, equipment, or staff training.

Provision maps

Strategies for pupils' progress will be recorded in a Provision Map, containing information on:

- Short-term targets;
- Provision made;
- Date for review;
- Success criteria;
- The outcomes recorded at review.

The Provision Map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Provision Map will be discussed with the pupil and the parent.

Reviewing provision maps

Provision Maps will be reviewed *termly*, one of them coinciding with a Parents' Evening. The Academy will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the Academy will involve pupils in this process.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the Inclusion Manager after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process (**see Appendix 3**).

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support at School Action, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age;

- Continues to experience difficulty in developing literacy/numeracy skills;
- Has social, emotional and/ or behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme;
- Has sensory and/ or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.

Request for a Statutory Assessment

The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child's Special Educational Needs remain a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:

- The action followed with respect to School Action and School Action Plus;
- The pupil's IEPs;
- Records of the last two School Action Plus Reviews;
- Records and outcomes of regular reviews undertaken;
- Information on the pupil's health and relevant medical history;
- N.C. levels;
- Literacy/Numeracy attainments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- The views of parents;
- Where possible, the views of the child;
- Social Services/Educational Welfare Service reports;
- Any other involvement by professionals.

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to a Statement of SEN.

A Statement (**see Appendix 3**) will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement;
- Of shorter term;

- Established through parental/pupil consultation;
- Set out in an IEP;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

Review of Statements

Statements must be reviewed annually. The LA will inform the Headteacher at the beginning of each Academy term of the pupils requiring Annual Reviews. The Inclusion Manager will organise these reviews and invite:

- The child's parent;
- The child if appropriate;
- The relevant teacher;
- The Inclusion Manager;
- Professionals from relevant external agencies, if appropriate;
- A representative of the LA, if appropriate;
- Any other person the LA considers appropriate;
- Any other person the Headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing Statement of SEN in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set new targets for the coming year.

In Year 5, pupils with Statements of SEN will have a transitional Annual Review whereby appropriate secondary provision will be considered. The views of those at the Year 5 Annual Review will then be documented and sent to the LA, alongside their Annual Review.

At Year 6 Annual Reviews the Inclusion Manager of the Secondary school (if known) will be invited to attend.

Curriculum Access and Inclusion

STEP strives to be an inclusive Trust, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all pupils;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all children.

At STEP, we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of Academy life.

Evaluating success

The success of the Academy's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by Inclusion Manager and subject co-ordinator;
- Analysis of pupil tracking data and test results for individual pupils and cohorts;
- Value-added data for pupils on the SEND Register;
- Consideration of each pupil's success in meeting IEP targets;
- Termly monitoring of procedures and practice by the SEND Governor;
- Academy self-evaluation;
- The Governors' Annual Report to Parents;
- The Academy Development Plan/SEND Action Plan.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the Academy will consider the views of:

- Teachers;
- Parents;
- Pupils;
- External professionals.

Complaints procedures

The Trust's complaints procedure is outlined in the Academy prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/ carers if required.

Partnership within and beyond the Academy

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. Part of the Inclusion Manager's role in Academy-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEND. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the Academy will be given training on the Academy's SEND policy as part of their induction. The Academy's INSET needs will be included in the Academy Development Plan.

Links with other agencies, organisations and support services

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEND. When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists;
- Medical practitioners;
- Speech and Language therapists;

- Physiotherapists;
- Hearing impairment services;
- Visual impairment services;
- Pupil Referral Service (PRS) ;
- Education Welfare Officers;
- Social workers;
- Early Years Intervention Team;
- Education Service for Physical Disability (ESPD);
- SEND Support Service (SENDSS) ;
- Traveller Education.

In addition, important links are in place with the following organisations:

- The LA;
- Specialist Services;
- Education Welfare Officer;
- Social Services;
- Friends of the Academy/PTA;
- Other groups or organisations;
- Local Authority PRU.

Partnership with parents/ carers

STEP firmly believes in developing a strong partnership with parents/ carers and that this will enable children and young people with SEND to achieve their potential. Our Academies recognise that parents/ carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (SEN CoP 2.2)

The SEND Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (SEN CoP 2.14)

The voice of the child

At STEP, we believe all children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their Academy years.

Appendices for SEND

1. Identification of SEND checklist
2. STEP Provision Map
3. STEP IEP
4. Local offer of the Trust.