

ACHIEVEMENT & INCLUSION POLICY 2021

RESPONSIBILITY:	LEARNING & ACHIEVEMENT COMMITTEE
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PROPOSED BY:	DEPUTY HEADTEACHER
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TYPE OF POLICY:	STATUTORY
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ON WEBSITE:	YES
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DATE AGREED BY LEARNING & ACHIEVEMENT COMMITTEE:	1 JULY 2021
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FREQUENCY OF REVIEW:	THREE-YEARLY
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NEXT REVIEW:	JULY 2024
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APPROVED BY:	GOVERNING BOARD
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DATE APPROVED AND ISSUED:	19 JULY 2021
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SIGNATURE:	 DAVID PACKER CHAIR OF GOVERNORS
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In reviewing this policy, the Learning & Achievement Committee has taken into account the provisions of the Equality Policy 2016.



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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 Learning Mentors. 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/carers 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 EHC Plans are allocated to provide additional support between parents/carers and school.

B. Practice

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

- carrying out statutory requirements for the whole SEND area, including carrying out Annual Reviews for those students with EHC Plans
- timetabling Teaching Assistants 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 SENDCO will encourage and support all members of the team to build strong working relationships with teaching staff, enabling them to meet the needs of SEND students within their own lessons
- ensuring that students with additional needs 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 EHC Plans with Keyworkers from the Achievement and Inclusion Team
- ensuring that students with EHC plans and additional needs have student profiles and that these are available to staff via the intranet and the SIMS system
- 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
- apply for Education Health Care plans for students as the need arises
- apply for Exam Access Arrangements for students as needed

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 SENDCOs in Summer Term
- attend at Annual Reviews in Year 8 Middle School
- give reading tests to all new Year 9 students during their first week of school

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

- coordinate weekly planning and review meetings of SEND students and their provision with SENDCO and HOH
- hold regular weekly meetings with the Achievement and Inclusion team to review students with SEND and their needs
- hold targeted discussion meetings with the Achievement and Inclusion team regarding the progress of students with SEND, 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 SEND is used to provide for individual needs of students as set out in Education, Health, Care plans
- there is discussion with the SEND Governor over budgeting issues
- there is discussion with the School Finance Officer over budgeting issues

E. Partnership with Parents/Carers

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/carers to raise concerns before they build up, provide parents/carers with SENDIASS 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/carers on a regular basis.