Guilsborough Academy
Guilsborough Multi Academy Trust

GUILSBOROUGH ACADEMY

INCLUSION POLICY

Policy Name	Inclusion Policy
Policy Owner	Assistant Principal for Inclusion and SENDCO
Statutory	Yes
Authorisation	Trust Board

Date Ratified	**Review Date**
October 2025	February 2027

Guilsborough Academy
Guilsborough Multi Academy Trust

Version	Date	Author	Changes

Legislative Guidance
Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2015)

Linked Policies
Accessibility plan Positive Behaviour Equality information

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This policy has been written in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2015)

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Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)** that sets out a school's responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014, revised in January 2015 and came into force April 2015.
- Ofsted Section 5 Inspection Framework May 2019
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

This policy also complies with our funding agreement and articles of association.

Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

Inclusion Statement

At Guilsborough Academy, inclusion is a core value that shapes every aspect of our school culture. We are committed to ensuring that all students—regardless of ability, background, or need—feel respected, supported and empowered to succeed.

We place a strong emphasis on the early identification of special educational needs and disabilities (SEND), ensuring that appropriate support is in place to promote progress, independence, and wellbeing. Our aim is for every learner to access high-quality teaching from subject specialists within the mainstream classroom and we expect all students to be active participants in their learning.

Class teachers take responsibility for making adaptations and reasonable adjustments to meet the needs of all learners. We believe that inclusive teaching benefits everyone, and we

work collaboratively to remove barriers to learning through thoughtful planning, differentiated instruction and a nurturing environment.

We recognise that underperformance or low attainment does not automatically indicate a SEND need. Many factors can affect learning, and we approach each student as an individual with unique strengths and challenges. Similarly, we affirm that English as an Additional Language (EAL) is not a special educational need and we celebrate the linguistic and cultural diversity that enriches our school community.

Our commitment to inclusion is grounded in high expectations, compassion, and a belief that every student deserves to be seen, heard, and supported. Together, we strive to create a school where difference is valued and every learner can flourish.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Principal and the Trust Board have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the Principal and the Trustee with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times. Training and updates will be provided to current and new staff to ensure they are reminded of their responsibilities.

The English as Another Language (EAL) co-ordinator monitors and supports the students on an individual basis and delivers additional English lessons to the EAL cohort as and when required.

The name and contact details of the SEND co-ordinator.

Mr A Bunney

abunney@Guilsborough.northants.sch.uk

01604 740641

The name and contact details of the Designated Teacher for Looked After Children.

Mr A Bunney

abunney@Guilsborough.northants.sch.uk

01604 740641

The name and contact details of the English as Another Language (EAL) co-ordinator.

Mr D Thompson

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As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, covering the SEND Code of Practice areas of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical, Sensory and Medical needs, when budget, resources and availability of expertise has allowed. This has included students with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- SEMH e.g. anxiety and ADHD
- Sensory Processing Disorders
- Hearing Impairment
- Visual Impairment

In admitting students with special educational needs, we would expect to have informative discussions with both the student's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for Targeted SEND Funding if the student's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for students whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

At the beginning of Year 7 students are placed on the SEND register based on information from Primary Schools. This is reviewed along with information from Cognitive Ability Tests taken at the start of Year 7. Students with a score of 80 or lower will be identified and monitored to assess if further investigation is required.

Regular progress reports, following assessments in subject areas, are used to track the progress of students with SEND and to set challenging, achievable targets. These are reviewed by the Key worker along with the pupils and parents/carers.

We have an inclusive approach with responsibility for meeting students' needs lying with each subject teacher. Support comes from a skilled team of Teaching Assistants (TAs), who work closely within one year or subject area and train for more specialist knowledge in an area of SEND.

The curriculum is reviewed each year and provision may change according to the needs of the students. For example, vocational courses may be offered along with work experience or small groups created for more individual attention. Adaptations to the learning environment may be made based on a particular student's needs.

The quality of SEND provision across the school is monitored by the SENDCO and Assistant Principal for Inclusion.

As an Inclusive school, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing students and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all students in the school (e.g. educational visits, extra-curricular activities) particularly where a voluntary contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

Students are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Students are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

All lesson planning seeks to address the learning needs of all students in the class. Teachers receive regular training and support to ensure they are skilled in implementing adaptive teaching strategies and reasonable adjustments for vulnerable learners. When subject coordinators monitor planning, work and progress data, and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:
"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014" SEND ***Code of Practice (2015: Para 1.24)***

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level"
Ofsted SEND ***Review 2010. p68)***

The Identification of SEND and process

1. Identification of SEND

- Class teacher identifies concerns about a student's learning or development.
- Teacher completes a **SEND referral form (see appendix 1)**, detailing:
  - Specific concerns
  - Reasonable adjustments already made
  - Impact of those adjustments
- Referral is submitted to the SEND department.

2. Referral Review & Parent Engagement

- The **SEND team meets weekly** to review all referrals.
- Team discusses next steps and contacts **parents/carers** to:
  - Share the referral
  - Gather parental views
  - Build a fuller profile of the student
- An **Action Plan (see appendix 2)** is discussed, and **parental consent** is obtained for further investigation (e.g. screeners, external referrals).

3. Action Plan & Investigation

- SEND team initiates further investigation to determine if a SEND need is present:
- Classroom observations
- Input from subject teachers
- Review of student data and progress
- Book checks
- Screening tools

4. **Next Steps & Decision**

- SEND team contacts **parents/carers** again to share findings.
- Two possible outcomes:
- **No SEND identified**: Other barriers to learning are present → student referred to **Year Team** for appropriate support.
- **SEND suspected**: Student placed on **SEND Monitoring Register** and may receive **short-term intervention**.

5. Monitoring & Progress Review

- If student makes **expected progress** and can access the curriculum independently → **removed from monitoring**.
- If student **does not make expected progress** and requires ongoing support → **placed on SEND Register** for long-term intervention.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in other areas other than attainment, for example social needs.

Slow progress and attainment will not automatically mean a pupil is recorded as having SEND**.**

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, reading ages, other whole-school pupil progress data
- Classroom based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with Primary school on transfer
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. This may include a Dyslexia Screener, but not a diagnostic assessment.
- Involving an external agency where it is suspected that a special educational need is significant.

Supporting SEND Learners

Students with SEND are supported through a graduated approach, in line with the SEND Code of Practice. This begins with **Wave 1 provision**, which ensures that students whose needs can be met within the classroom environment receive appropriate support through high quality teaching and some reasonable adjustments. Such strategies enable students to engage fully with learning and promote inclusion within the mainstream classroom setting. These students are likely to be on the SEND monitoring list.

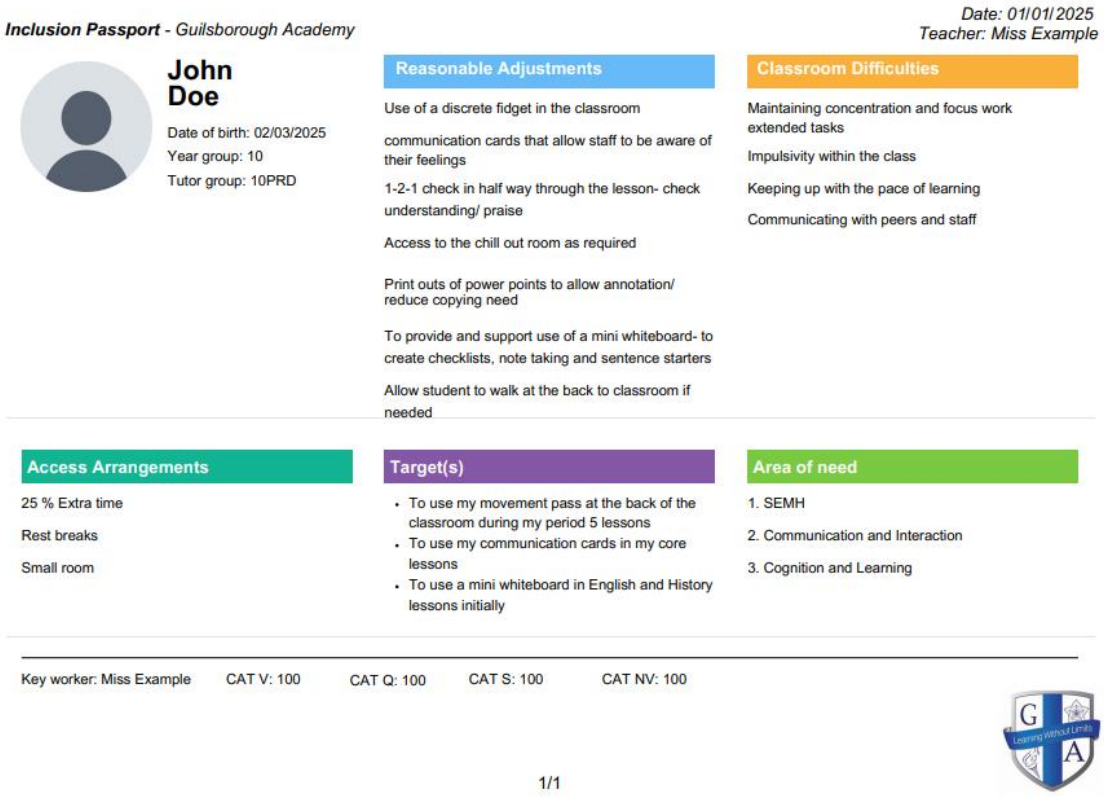
Wave 2- Identifies students who require reasonable adjustments and provisions in order to make progress in line with their peers. Students on the SEND register receive tailored support designed to meet their individual needs and promote meaningful progress. Each student is assigned a key worker who acts as a trusted adult and consistent point of contact, providing additional guidance and emotional support. The key worker creates a detailed student passport that outlines the pupil's specific needs, strengths, and the reasonable adjustments required to ensure full access to the curriculum. Personalised targets are set in collaboration with the student, and these are intentionally ambitious to encourage high expectations and sustained growth. The key worker meets with the student at least three times per academic year to review progress, celebrate achievements, and plan next steps. These passports are shared with parents and carers, who are invited to meet three times annually to discuss their child's development and support strategies. In addition, key workers are responsible for making referrals to appropriate interventions and provisions ensuring that students have access to targeted support that enhances their learning experience and overall wellbeing.

Inclusion Passport

Our Inclusion Passports and Student Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as working document which can be constantly refined and amended.

Information on Inclusion Passports will be arrived at through :

- ❖ Discussion between teacher; TA's and SENDCO
- ❖ Discussion with students and parents/carers
- ❖ Discussion with another professional when involve



***Inclusion Passport** - Guilsborough Academy*

Date: 01/01/2025
Teacher: Miss Example

John Doe

Date of birth: 02/03/2025
Year group: 10
Tutor group: 10PRD

Reasonable Adjustments

Use of a discrete fidget in the classroom

communication cards that allow staff to be aware of their feelings

1-2-1 check in half way through the lesson- check understanding/ praise

Access to the chill out room as required

Print outs of power points to allow annotation/ reduce copying need

To provide and support use of a mini whiteboard- to create checklists, note taking and sentence starters

Allow student to walk at the back to classroom if needed

Classroom Difficulties

Maintaining concentration and focus work extended tasks

Impulsivity within the class

Keeping up with the pace of learning

Communicating with peers and staff

Access Arrangements

25 % Extra time

Rest breaks

Small room

Target(s)

- To use my movement pass at the back of the classroom during my period 5 lessons
- To use my communication cards in my core lessons
- To use a mini whiteboard in English and History lessons initially

Area of need

1. SEMH
2. Communication and Interaction
3. Cognition and Learning

Key worker: Miss Example CAT V: 100 CAT Q: 100 CAT S: 100 CAT NV: 100

1/1

Wave 3- Students receiving Wave 3 support require significant and sustained provisions to access their curriculum effectively. These pupils often engage with multiple targeted interventions tailored to their specific needs, and at this stage, referrals to external services may be made to gain expert advice and guidance. Each student has an individual learning plan alongside a student passport, both of which outline short- and long-term targets based on bespoke learning pathways. These documents ensure that provision is highly personalised, ambitious, and regularly reviewed to support meaningful progress and holistic development. At this stage students may be accessing a personalised timetable, alternative provisions and/or Outreach provision. At this stage a request for statutory assessment may be made.

Students with Education, Health and Care Plans

Guilsborough Academy is committed to providing high-quality, personalised support for students with Educational, Health and Care Plans (EHCPs). When consulted by the local authority regarding a potential placement, the school carefully reviews the provisions outlined in Section F of the EHCP, alongside all supporting advice and documentation. Parents and carers are contacted to gather their views and ensure a shared understanding of the child's needs. Where, despite best endeavours, the school feels it cannot meet the identified needs, a response is provided to the local authority outlining the rationale. If the school determines it can meet the child's needs, parents are invited to discuss the

placement further, and the local authority is informed. Students with EHCPs who attend Guilsborough Academy are assigned a key worker who meets with them once per half term to provide consistent support and monitor progress. Provisions are planned annually to reflect both the requirements in Section F and the student's evolving needs. Parents are offered three meetings per year with the key worker, in addition to the statutory annual review of the EHCP.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENDCO, middle and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENDCO
- Informal feedback from all staff.
- Pupil interviews when setting new student passports targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring, evaluating the impact of Student Passports on students' progress.
- Attendance records and liaison with the School Attendance Support Service (SASS)
- Regular meetings about students' progress between the SENDCO, SLT and DoL
- Principal's report to parents and Trustees

The SEND register

At Guilsborough Academy, the **SEND Register** is a strategic tool that enables us to maintain clear oversight of students who require provision that is *additional to or different from* that made for their peers. This aligns with the statutory definition of SEND outlined in the *Children and Families Act 2014*, which states:

- "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."
  — *Children and Families Act 2014, Section 20*
- The *SEND Code of Practice: 0 to 25 years* further clarifies that special educational provision is that which goes **beyond the differentiated approaches and learning arrangements normally provided** as part of high-quality teaching.

Criteria for Inclusion

Only students with **long-term needs** requiring **ongoing, extensive support and provision** should be placed on the SEND Register. Where a student's needs can be met through **reasonable adjustments** within the classroom, they do not meet the threshold for the register—but should be **monitored carefully** to ensure progress and wellbeing.

A Dynamic and Responsive Document

The SEND Register is a **fluid document**, designed to reflect the evolving needs of students in real time. It is reviewed **once per term**—in the **Autumn, Spring, and Summer**—by the **SENDCo** and the **Senior Leadership Team (SLT) link for Inclusion**.

Movement On and Off the Register

- If a student is **making expected progress** and no longer requires provision beyond their peers, they will be **removed from the SEND Register** and placed on the **Monitoring Register**.

- If a student's needs increase or become more complex, they may be **added to the SEND Register** following appropriate assessment and consultation.

- Communication with Families
- Parents and carers are **contacted each time** there is a change to their child's SEND status. This ensures transparency, partnership and shared understanding of the support being provided.

Roles and Responsibilities

Principal

- the Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- the Principal and the board of trustees will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO)
- the Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - pupil progress meetings with individual teachers and TAs
  - regular meetings with the SENDCO
  - discussions and consultations with students and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- identifying a staged list of students with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities.
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students an Education Health and Care Plan
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support
- Support parents/carers if they wish to submit a request to the Local Authority for statutory assessment for and Education Health and Care Plan.
- overseeing the smooth running of transition arrangements and transfer of information for Year 7 students
- monitoring the school's system for ensuring that Inclusion Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile

- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of students on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCO network meetings and training as appropriate.
- liaising with the school's Inclusion Trustee, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

The SEND Trustee
The SEND Trustee will:
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher, SENDCO and SEND SLT link to determine the strategic development of the SEND policy and provision in the school

Class teachers
Each class teacher is responsible for:
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring they are familiar with Inclusion Passports and Student Support Plans

Emotional and Social Development

Students have their form tutor as the initial pastoral contact. The Assistant Heads of Year (non-teaching) are available for discussion of issues, reporting of bullying and liaison with parents and outside agencies. Pastoral staff are now trained in a number of SEMH (Social, emotional and mental health) interventions to support students in their year group and across the school. These are tracked and logged for impact.

Regular monitoring of student well-being through the student voice, helps to inform staff of current concerns and to plan for the prevention of bullying. Each student with a Student Passport has a key worker with whom they can also discuss their progress and emotional well-being.

Staff Training

All staff are provided with regular and ongoing training in Special Educational Needs and Disabilities (SEND) to ensure a consistent and inclusive approach across the school. This professional development is embedded within directed time and delivered through a variety of formats, including whole-school training days, staff briefings, twilight sessions, and pupil focus meetings. These sessions are designed to enhance staff understanding of SEND strategies, promote best practice, and support the effective implementation of personalised learning plans. By investing in continuous SEND training, the school fosters a culture of inclusion where every pupil's needs are recognised and supported. The provision for children with SEND is closely monitored by the SENDCo and the senior leadership team, who employ a range of quality assurance methods such as book scrutiny, lesson

observations, learning walks, and pupil pursuits. This ensures that SEND provision remains high-quality, responsive, and aligned with the needs of every learner.

- The Teaching Assistant team train in a range of interventions and provision offers
- The SENDCO and Designated Teacher for LAC will regularly attend local network meetings
- In accordance with Section 6 of the SEND Code of Practice 2015 our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- Specific training needs will be identified and met through the appraisal/performance management process.

Specialist Services

Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to Trustees on the efficacy of these arrangements (including value for money).

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Targeted SEND Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Parental Involvement and Support

Parental involvement is a vital component of effective SEND provision, and the school is committed to fostering strong, collaborative relationships with families. For pupils on the SEND register, parents and carers are invited to meet with their child's key worker three times per academic year to review progress and update individual targets, following the *Assess, Plan, Do, Review* cycle outlined in the SEND Code of Practice. These meetings are in addition to whole-school parents' evenings and provide a focused opportunity to discuss personalised support strategies. To further strengthen communication and shared understanding, the school hosts a SEND Parent Forum three times a year. This forum offers a space for parents and SEND staff to raise topics, share experiences, and work together to enhance provision. External agencies are also invited to attend, offering guidance and support to families on a range of SEND-related issues, ensuring parents feel informed, empowered, and supported throughout their child's educational journey.

We work in partnership with parents/carers by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the SEND Information Advice Support Service (IASS) available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

External Services

Where the school believes that further investigation and support is required to meet the needs of a student then relevant services will be considered. These include but are not limited to-

- **Educational Psychology Service (EPS)** – for cognitive assessments, learning profiles, and behavioural strategies
- **Specialist Teaching Services** – including teams for autism, speech and language, and sensory impairments
- **Learning, Communication and Interaction (LCI) Team** – supports students with speech, language, and social communication needs
- **Speech and Language Therapy (SaLT)** – for communication difficulties
- **Occupational Therapy (OT)** – for motor skills, sensory processing, and physical access needs
- **Physiotherapy** – for physical development and mobility support
- **Community Paediatrics** – for developmental assessments and medical input
- **School Nursing Team** – for health plans and medical coordination
- **Children and Adolescent Mental Health Services (CAMHS)** – for mental health assessments and therapeutic support
- **Mental Health Support Team (MHST)**
- **Social, Emotional and Mental Health (SEMH) Teams** – for behaviour and emotional regulation strategies
- **Early Help Services** – for family support and early intervention
- **Hearing Impairment (HI) Support Team**
- **Visual Impairment (VI) Support Team**
- **Local Authority SEND Teams** – for EHCP coordination and statutory assessments

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- receive clear information so that they know what their targets are and why they have them
- self-review their progress
- for students with special educational needs monitor their success and learning strategies on their Student Passport.
- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings Involving students with special educational needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood

At Guilsborough Academy, we recognise that a successful transition is especially important for students with special educational needs and disabilities (SEND). Our transition process is designed to ensure continuity of support, build strong relationships, and create a smooth, confident start to secondary school life.

Primary School Survey & Identification

- All feeder primary schools complete a **transition survey** identifying students on their **SEND register** or **monitoring register**.
- The survey includes:
    - Current needs and support strategies
    - Attainment data
    - Barriers to learning
    - Previous and current interventions
    - External agency involvement

SEND Liaison Meetings

For every identified student, a **meeting is arranged** between a member of the Guilsborough SEND team and the **primary SENDCo** or relevant staff.
These meetings allow us to:

- Build a comprehensive profile of the student

- Discuss support needs for Year 7
- Begin planning for appropriate provision

Student Profiles & Staff Sharing

- Information gathered is used to create **SEND Student Profiles**.
- These profiles are shared with **Guilsborough teaching staff** to ensure a joined-up approach from day one.

Enhanced Transition Support

- Students identified as needing additional support are invited to an **extra transition day** at Guilsborough Academy.

This provides:

  - Familiarisation with the school environment
  - Opportunities to meet key staff
  - Early relationship-building with the SEND team

Year 6 Transition Evening

All Year 6 students and their families are invited to a **transition evening** to meet:

- Tutors
- Year Team
- Senior Leadership Team
- The **SENDCo**, who is available to discuss individual needs and answer questions

September Key Worker Contact

At the start of Year 7, every student placed on the SEND register is contacted by their **key worker** from the SEND department.

Families receive:

  - A copy of the **Student Passport**
  - An opportunity to discuss their child's needs
  - Support in setting initial learning targets

SEND Coffee Morning

- In the first half term, parents/carers of Year 7 students on the SEND register are invited to a **SEND Coffee Morning**.
  - This informal event allows families to:
  - Meet the SENDCo and team
  - Learn more about SEND provision at Guilsborough
  - Ask questions and share feedback

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in KS4, will offer transition meetings to all students in receipt of Additional SEND support and all those with Education Health and Care Plans. They will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" from KS2 to KS3 but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
The school is equipped with wide doors and ramps for wheelchair access to each block. If a student has any difficulty in coping with stairs on a permanent or temporary basis, their lessons, where possible (whole normal teaching groups) are timetabled in classrooms downstairs. Any concerns over moving in large crowds prompts an escorted early departure from lessons.
Further information can be found in the Equality Duty Workbook.

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO then, if unresolved, by an SLT member appointed by the Principal. The Trustee with specific responsibility for SEND /inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Trustees complaints procedure (see separate Complaints Policy)

Support services for the parents of students with special educational needs
(Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-agency and Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:
Educational Psychology Service
http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx

West Northants School Attendance Support Service
Attendance and behaviour support | West Northamptonshire Council (westnorthants.gov.uk)
Information Advice Support Service (IASS): Contact Number: 01604 364772
http://www.iassnorthants.co.uk

Virtual School for Looked After Children : Contact number : 0300 126 1000
http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx

See Local Offer website link for contact details in relation to High Needs Funding Applications and Educational Health Care Plans
http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx

Links with other policies and documents
This policy links to our policies on:

- Accessibility plan
- Positive Behaviour
- Equality information

Inclusion of students with English as an additional language

Definition

A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community. The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Students with EAL are supported in accessing mainstream provision through the implementation of appropriate strategies. Where necessary, additional support will be given to improve acquisition of English. The EAL Co-ordinator oversees the provision for EAL students.
The following provision can be expected:
An initial benchmark assessment to determine English proficiency levels using the Common European Framework of Reference (CEFR).
Weekly EAL lesson to improve proficiency in listening, speaking, reading, and writing.
Termly assessments to ascertain attainment levels and monitor progress.
A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
Students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Students will not be placed with SEND students unless SEND is indicated or within a mixed ability classroom setting.

- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for students may be given through: first language resources, translation facilities, teaching support on a 1:1 or small group basis, peer group support, as well as the pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL students will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set, and provision made on agreement between the EAL Co-Ordinator class teacher and the SENDCO. Provision will be recorded and monitored for effectiveness in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of students who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
    - Placement instability
    - Unsatisfactory educational experiences of many carers
    - Too much time out of school
    - Insufficient help if they fall behind
    - Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

    - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
    - ensuring that children who are 'looked after' have access to the appropriate network of support
    - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every four months
    - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
    - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
    - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
    - liaising with the child's social worker to ensure that there is effective communication at all times
    - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of students who are very able and/or talented

In this section the term 'very able' refers to students who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to students who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents such as sports, games, skilled, dexterity
- Visual/performing abilities, dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership, organiser, outstanding team leader, sound judgements
- Social awareness, sensitivity, empathy,
- Creativity, artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of students as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.