



INCLUSION POLICY

Approved and signed by the Learning and Standards
Committee

08.06.22

DUE FOR RENEWAL JUNE 2023

CHANGES

March 2020	Policy implemented
May 2021	Policy reviewed and updated with Outcome Stars added as an assessment method
May 2022	Policy reviewed and minor updates made

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RATIONALE

Policy reviewed:

The Discovery Multi-Academy Trust (Discovery MAT) is committed to providing an appropriate and high quality education to all the children living in our local area. We plan our teaching and learning with a view to ensuring that each child has the opportunity to aspire to the highest levels of personal achievement. We value the individuality of all our children and by focusing on an environment of inclusion we hope to create a culture in which the gifts and talents of all will be fostered and in which our most able children will feel supported and challenged.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Discovery MAT is committed to inclusion. Weston Mill Community Primary Academy (WMCPA) achieved the Inclusion Quality Mark (IQM) and Centre of Excellence status (COE) in 2015 – 16 and as part of this quality mark, is assessed on a yearly basis to ensure this is maintained.

Part of the MAT's strategic planning for improvement is to develop cultures, policies and practices that include all Learners. We aim to engender a sense of community and belonging, and to offer new opportunities to Learners who may have experienced previous difficulties.

This does not mean that we will treat all Learners in the same way, but that we will respond to Learners in ways which take account of their varied life experiences and needs as part of a Trauma Informed Approach.

We believe that educational inclusion is about equal opportunities for all Learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of Learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- those who are high attaining
- those who are looked after by the local authority (LAC)
- any Learners who are at risk of disaffection and seclusion

Challenge and Inclusion

- Teachers plan carefully to meet the needs of all children and identify a range of groups including Greater Depth on planning
- We regularly review teaching arrangements to ensure there is sufficient challenge for all.
- Subject Leaders arrange at least one enrichment activity per academic year which is recorded as part of the school provision map.

- We monitor the progress of all children, including the attainment of greater depth children and share progress with parents and carers at parents' evenings and through annual reporting.
- Senior leaders ensure that greater depth pupils are discussed as part of pupil progress meetings.
- Staff update their understanding of challenge and greater depth practices as part of the schools Continued Professional Development.
- We offer a range of extra-curricular activities, visit from experts and educational visits to broaden experiences and offer challenge to all.
- Parents and carers are encouraged to share their children's successes with the wider school community through celebration assemblies.

A Trauma Informed Approach

Discovery Multi Academy Trust has been successful in achieving a [Mentally Healthy Organisation Award](#) from Trauma Informed Schools UK.

We use a trauma informed approach within the MAT. In practice this means that we:

- Provide vulnerable children with daily access to at least one named, emotionally-available adult, who believes in them, relates to them with compassion, empathy, provides appropriate limit setting, understands their attachment and mental health needs, knows their life story, and offers repeated enriched relational, regulatory and reflective opportunities.
- Catch children as they are 'falling' not after they have fallen. When the child is experiencing a painful life event, the emotionally-available adult/s will help them process, work through and make sense of what has happened, rather than waiting until the pain of the trauma has transformed into challenging behaviour and/or physical and mental health problems.
- Trained staff in the art of good listening, understanding and finding the words to convey accurate empathy.
- Have a commitment to relating to children in a school or other setting in ways that help them feel calm, soothed and safe, instead of over- stimulated, bombarded and anxious. This means protecting them from toxic stress inducing situations.
- Staff/adults interact with all children in such a way that they feel valued as individuals throughout their day
- Staff/adults adjust their expectations of vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.
- Train staff/adults in key conversational skills to enable children to address negative self-referencing and to help them move from 'behaving' their trauma/painful life experiences, to reflecting and developing coherent life narratives.

I. WHAT IS SPECIAL EDUCATIONAL NEEDS?

The term Special Educational Needs is used if:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her"

(Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age, Or Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools. (Special Educational Needs and Disability code of practice: 0 – 25 years, 2014)

A disabled person is defined by the Equality Act 2010 as:

Someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Special educational provision means:

Educational provision which is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college. (Section 312, Education Act 1996)

In accordance with the DfES Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught.

The four main areas of difficulty identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

This report describes the way we meet the need of children who experience barriers to their Learning in any /all of these areas.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to Learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Discovery MAT, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Discovery MAT sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Meetings are regularly held with the school's Educational Psychologist, SEND Team, Pastoral Team, Outside Agencies and the School Nursing Service.

2. OUR OBJECTIVES:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and EAL.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide access to the curriculum through scaffolded planning by class teachers, INCO and support staff as appropriate
- To provide specific input, matched to individual needs, in addition to scaffolded class room provision, for those pupils recorded as having SEND or EAL.
- To ensure that pupils with SEND or EAL are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our community.
- To develop children to become capable, inspired, self-motivated, enthusiastic ambitious and individual citizens
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

3. WHO IS THE PERSON RESPONSIBLE FOR INCLUSION, AND HOW DO I CONTACT THEM?

Beechwood Primary Academy: Inclusion Coordinator (INCO)

Mrs Felicity Lock

Contact school office on 01752 706360

Email: beechwood.office@discoverymat.co.uk

Oakwood Primary Academy: Inclusion Coordinator (INCO)

Mrs Chelsea O'Brien

Contact school office on 01752 775478

Email: oakwood.office@discoverymat.co.uk

Weston Mill CPA: Inclusion Coordinator (INCO)

Mrs Clare Burch

Contact school office on 01752 365250

Email: westonmill.office@discoverymat.co.uk

Support available outside of School:

Plymouth Information Advice and Support Service for SEND. (PIASS)

Plymouth Information Advice and Support Service for SEND is a support service for Young people, parents and carers in the Plymouth area. This includes a specialized service for parents and carers of children with additional needs or special needs and disabilities.

They provide impartial and confidential information and support about additional or special educational needs, providing: Impartial support in meetings, Help with reports, letters and other paperwork, Impartial guidance through the statutory assessment process, including: Support through parents request for statutory assessment, Assistance with the EHC needs assessment, Support around proposed EHCP and the appeals process, Support in choosing schools including special schools, Support at annual review meetings, Help in understanding Direct payments and Personal budgets, Support at transfer review from a statement of education needs to an Education Health and Care Plan, Signposting to relevant groups / services

e.g. inclusion works / short breaks, Signposting to the relevant parent carer groups in the city.

Web address: <https://www.plymouthias.org.uk/>

Included on their website is a link to the Plymouth Local Authority Local Offer. Local authorities must set out, in one place, the provision available across education, health and social care for children and young people who have SEN or are disabled.

4. ARRANGEMENTS FOR COORDINATING SEN PROVISION

- As part of the school's monitoring programs, the INCO will co-ordinate parents' meetings with class teachers, three times a year to discuss any additional needs concerns and review progress of children.
- At other times, the INCO will be alerted to newly arising concerns in a range of ways including weekly Team and Leadership meetings.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The INCO monitors planning for SEND through the tracking of provision and intervention, termly.

Provision is defined as:

Support for the learner to access the curriculum in and out of the classroom

Intervention is defined as:

The support provided within the lesson.

- The INCO, together with the Head of School, monitors the quality and effectiveness of provision for pupils with SEND through normal classroom observation routines and monitoring of planning.
- SEND support is primarily delivered by class teachers through teaching. Additional support is provided by the INCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the LA.
- Support staff, class teachers, INCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

5. SPECIALISED PROVISION

There are no special educational needs classes or groups at Discovery MAT, rather, we provide additional support to ensure that children are equipped with the necessary tools to engage fully in class and apply new Learning with increased independence.

We may refer children to Plymouth Primary Nurture. The Edison Centre - is a 6 week nurture provision which provides children with therapeutic support towards SEMH targets. Although this provision is part of Discovery MAT it has a referral process for all schools in Plymouth and the surrounding area.

The HUT

At all three schools we have a dedicated base known as 'The HUT'. HUT stands for Helping Us Thrive. Our Multi Academy Trust places a great emphasis on the importance of ensuring that every child develops positive mental health and resilience.

Our aim is to:

- Support children to make sense of their experience(s).
- Find positive and effective ways to manage their emotions and feelings.
- Create an environment of safety, connection and compassion at all times.
- Ensure children are supported to maintain the capacity to thrive and learn, despite difficult events that may occur in their lives.

The Hut staff are specially trained practitioners led by our Inclusion Co-ordinators (INCOs). These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, or in small groups. As a result of this support, children become more self-assured, resilient and readier to engage with life and learning.

We have a robust system for assessing children who might benefit from this support throughout the day or through access at Break times and Lunchtimes

6. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, MONITORING AND REVIEW PROCEDURES

- The MAT's system for regularly
- Observing, assessing and recording the progress of **all** children is used to identify children who are not progressing and who may have additional needs.
- Baseline assessment results
- Progress measured against the objectives in the National Curriculum for all subjects
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations and assessment of social, mental and emotional development using BAE audit, Outcome Star and THRIVE assessments
- An existing Education Health and Care Plan (previously named Statement of SEN)
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

6.1 Curriculum

The code of Practice states:

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

In order to make progress a child may only require some additional scaffolding of the plans for the whole class. The scaffolding may involve modifying Learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Scaffolding will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future scaffolding within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making appropriate progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the child is allocated to the school's SEN register. At this point parents will be notified.

Once allocated to the register, a meeting with parent/carers will be requested to raise a support plan (currently known as an Individual Education Plan - IEP), specific to the needs of the individual child. This may involve intervention and /or provision to address a particular target or difficulty.

The MAT has access to a wide range of resources, both internal and external. These include:

In School (dependent on site)

A number of well trained and experienced Teaching Assistants, including 1:1 support.

Emotional Literacy Support Assistants (ELSA)

THRIVE Practitioners

Speech and Language Therapist

All staff receive training in Trauma Informed Approaches

External Support

Multi Agency Support Team (MAST)

Learning Mentors, Counsellors, Drama Therapists

Educational Psychologist
Educational Welfare Officer
SEND Strategic Advice and Support Team
School Nursing Service
NHS Speech and Language Service
Communication Interaction Team
Early Years Inclusion Service
Child and Adolescent Mental Health Service

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disability organisations on appropriate resources, as required.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we would welcome someone with a disability to join our LAB.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with a disability, as they become available.
- Opportunities to use symbols on displays and around the class are optimised.

Arrangements for providing access to Learning and the curriculum

- The school will ensure that all children have access to a broadly based and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any Learning activity due to their impairment or Learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding, effectively scaffolded and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative Learning.
- Schemes of work and policies for each area of the curriculum are in place and are scaffolded to include appropriate Learning outcomes for all pupils.
- Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording are planned where appropriate.

- Children with sensory or mobility impairments or a Specific Learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

6:2 Monitoring

Individual Education Plans are reviewed three times per year. The class teacher will take the Lead in the review process and parents/carers and their child, will be invited. Targets are a continual process and will be reviewed by the class teacher as and when appropriate, between IEP reviews. Therefore, at the meeting, progress towards targets set at the previous review and any set between reviews, will be discussed. New targets will then be set as required.

As part of the review process, the INCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving support, the child continues to have significant needs which are not being met. At this stage, the involvement of **specialist services** will be required. The INCO will, along with the Class Teacher and parents/care's, determine the appropriate support package for the child. This will require a Multi-agency approach and a team of support will be built around the child. A Multi-Agency Support Plan (MASP), Early Help Assessment (EHA) Team Around Me / Family (TAM/F) may then be commenced, in addition to the School's IEP, to co-ordinate services and target support.

7. SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

For a child on the SEN Register with a Multi-Agency Support package, who is not making adequate progress, despite a period of support from a number of services, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether an Education, Health and Care Plan (EHCP) is required.

The school is required to submit evidence to the LA who makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

8. EDUCATION HEALTH AND CARE PLAN (previously known as a Statement of Special Educational Needs)

A child who has an Education Health and Care Plan will continue to have arrangements as for all children on the SEN register, along with additional support that is provided using the funds made available through the plan.

There will be an Annual Review, chaired by the INCO, to review the appropriateness

of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

9. THE SCHOOL'S ARRANGEMENTS FOR SEN AND INCLUSION, IN-SERVICE TRAINING

- The INCO will hold the National Award for SEN Co-ordination, through Plymouth University, or if new to post, will undertake this within 3 years.
- The INCO attends regular meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the INCO or outside agencies.
- Support staff are encouraged to extend their own professional development and the management team will ensure that needs are met in line with individuals and school.

10. THE USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL INCLUDING SCHOOL SERVICES

- The Educational Psychologist visits the school for planning meetings (3x yearly) and as part of a child's individual support package, as required.
- SEND Strategic Advice and Support Team professionals are consulted, as required, to provide specific information, share resources and provide in-service training to all staff and INCO.
- The INCO liaises frequently with a number of other outside agencies, for example:
Excellence Cluster Professionals –learning mentors/counsellors/therapists
Social Care
Education Welfare Service
School Nurse
GPs / Pediatricians
Speech Therapy
Communication Interaction Team

Parents/carers are involved and required to provide consent for any outside agency involvement. In cases involving Child Protection, consent is not required.

11. ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS/CARERS

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ care's whose children are being recorded as having additional needs. The INCO will attend this meeting if appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents/carers work collaboratively as part of the review process and idea and materials for supporting learning at home will be discussed. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Parents'/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. If this is not the case, parents/carers are able to make a complaint by contacting the Head of School or, if this fails to resolve the issues, the Local Advisory Board (LAB). Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

12. LINKS WITH OTHER SCHOOLS/TRANSFER ARRANGEMENTS

- Reception staff and if required, the INCO, will meet with staff from partner nursery schools prior to pupils starting school. Where necessary the INCO will create a transition plan.
- Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the INCO will telephone to further discuss the child's needs.

- Enhanced Transitions will be arranged for pupils with SEND during the Summer Term when pupils move from Nursery to Foundation or from Yr 6 to Yr 7. Parents, Teachers and other professionals working with the child will be involved in this process,

13. LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATION WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS

- The school regularly consults with health service professionals. Concerns are initially brought to the attention of the school nurse by the INCO, and referrals will be made as appropriate.
- Social Care and the Education Welfare Service will be accessed through the Gateway or Multi Agency HUB, or the visiting education welfare officer as appropriate. Class teachers will alert the INCO / SENCO / Head of School if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. Parents are signposted where appropriate.

14. INCLUSION PRINCIPLES

- Staff at Discovery MAT value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective Learning.

15. ACCESS TO THE ENVIRONMENT

- Oakwood Primary Academy is a single site school built on one level. Entrance to the building is through the main reception which has automatic doors and level access. There is a disabled toilet within the reception area and two within the main school building.
- Beechwood Primary Academy is a single site school built on two levels. The first floor is for adults only and is accessed via stairs at either end of the building and then secure doors. Entrance to the building is through reception which has automatic doors and

level access. There is a lift to the first floor that can be accessed through reception. There is a disabled toilet within the reception area and two within the school building. Yellow bay parking spaces have been designated in the car park closest to the building entrance.

Weston Mill Community Primary Academy is a single site school built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main reception, which is ramped and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access, and a lift to provide access to the first floor. Two yellow bay parking spaces have been designated in the carpark for disabled visitors to park in.

16. ACCESS TO INFORMATION

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them.
- We provide alternatives to paper and pencil recording where appropriate.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

17. ADMISSION ARRANGEMENTS

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Children identified, prior to joining our school, as having additional needs will be matched to a class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a disability, SEN need, Education Health and Care Plan or one pending, will be invited to discuss the provision that can be made to meet their identified needs.

18. TERMINOLOGY, IMAGERY AND DISABILITY EQUALITY

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

- We aim to make optimum use of PSHE sessions and Circle Time for raising issues of language and other disability equality issues.

19. LISTENING TO DISABLED PUPILS AND THOSE IDENTIFIED WITH ADDITIONAL NEEDS

- Discovery MAT encourages the inclusion of all children in the School Champions and other consultation groups.
- We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- We actively and regularly seek pupil voice without prejudice.

20. WORKING WITH DISABLED PARENTS/CARERS

- Discovery MAT recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents'/carers' activities. We also make sure that we hold parents'/carers' meetings in accessible areas.
- When a child starts at the school we ask the parents/carers about their access needs and will then communicate in the required format e.g. audio tape, large print, telephone etc.

21. DISABILITY EQUALITY AND TRIPS OR OUT OF SCHOOL ACTIVITIES

- Discovery MAT tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities.

22. PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- Discovery MAT supports children with EAL according to their ability and need. On entry, the child will be assessed and a support package tailored to meet the individual child's need.
- Children with EAL will not always require additional support, with many managing well with the usual classroom scaffolding and support.
- A child with EAL who requires additional support is not automatically regarded as having a SEND need. They will only be deemed as having a SEND need if a need is identified which is

not related to their EAL status.

23. EVALUATING THE SUCCESS OF THE SCHOOL'S SEN AND INCLUSION POLICY

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs attaining Age Related Expectations by the end of KS1 and KS2,
 - A reduction in behaviour incidents and exclusions
 - A reduction in children on the SEN register
- The INCO will provide information to the governing body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Education Health and Care Plan has been granted / requested. The Head of School will report on any whole school developments in relation to Inclusion, at the same time, and will ensure that the Board are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/carers will include the details of SEND provision.
- SEND and Inclusion is an agenda item at Local Advisory Board meetings at Trust level.
- The INCO will meet with the SEN LAB member to discuss Inclusion and current SEND concerns. The SEND Board member will lead monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting will take place during IEP meetings and between these meetings, as required.
- The policy itself will be reviewed annually by the Trustees.

24. DEALING WITH COMPLAINTS

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the INCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head of School in writing or any other accessible format. The Head of School will reply

within 10 working days.

- Any issues that remain unresolved at this stage will be managed according to the Discovery MAT's *Complaints Policy*. This is available, on request, from the school office.

Additional Information

Additional information for parents and carers can be found in each school's SEND Information Report, which is available on the school's website and can also be accessed through the Plymouth Online Directory.

<http://www.plymouthonlinedirectory.com/>

