Caludon Castle

SEND and Inclusion Policy

Local Level Policy

Date effective	01 September 2023
Review Cycle	Annually
Review Date	31 August 2024
Date of Approval by Governors	October 2023
Committee approved by	Caludon Local Governing Body
Author	Louise Graham

Date	Notes

Special Education Needs and Disabilities Policy Statement

Background Information

We are a school of almost 1600 students situated on the north-east of the city. Our intake reflects a range of SEND and some with Educational Health Care Plans. We have students with difficulties in the area of social and communication, social, emotional and mental health, sensory and/or physical difficulties and cognition and learning.

Our Inclusion Faculty is led by a Senior Assistant Headteacher/SENDCO, supported by a non-teaching Assistant SENDCO/Pastoral Manager, a teaching Assistant SENDCO, and an Assistant Leader of Inclusion (LAC/Inclusion teacher). This is line managed by a Deputy Headteacher. Furthermore there is an administrator for Inclusion. There are also a number of Student Support Mentors (SSMs) employed by the school to work with students with SEND, led by a Lead SSM and Assistant SENDCO. The Inclusion Faculty works as a team and with the Student Support Team, to establish close working relationships between students, staff, parents, governors and outside agencies so that all of our students are supported in a fully inclusive environment.

Aims

The objectives of our policy are to:

- Organise our activities to ensure that all students are included in the life of the school
- Work with parents sharing information on students' progress, outcomes and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Meet the requirements of the Education Act (1996), the Special Education Needs (SEN) Code of Practice (2015), and the Special Educational Needs and Disability Act (2001)
- Encompass the LA Statement of Policy for students with SEND
- Facilitate students' learning by identifying their needs and ensuring provision is matched to support each individual's attainment and well being
- Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs
- Support students' learning without making them feel inferior to their peers

This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedures set out will be monitored and reviewed each year in order to build on best practice at Caludon Castle.

We are a pro-active school and believe in the importance of rigorous quality assurance, followed by prompt and appropriate action and intervention.

Responsibilities

The Inclusion Faculty:

Steve Carter
Deputy Headteacher (line manages Louise Graham)

Louise Graham
Senior Assistant Headteacher for Inclusion/SENDCO

Pete Earle
Assistant Leader of Inclusion (LAC Lead/Phoenix Manager)

Lizzie Charters
Assistant SENDCO

Karen Hope
Assistant SENDCO/Pastoral Manager/Exams Access Arrangements Co-ordinator and Assessor/LAC Teacher

Gemma Brown
Inclusion Administrator

Wider team:

Jo Webb
Assistant Headteacher with responsibility for HA and PP

Inclusive Literacy Leaders:
Kathy Howell – Literacy Lead

Student Support Team:
2 full time SEND SSMs
4 part time SEND SSMs
3 full time Year SSMs
2 part time Year SSMs
Technicians/Faculty SSMs in 6 subjects (including English, Maths and Science)

Responsibilities

The Inclusion faculty will:

- Liaise with partner primary schools.
- Liaise with external agencies to support provision for our SEND students.
- Lead on and manage the day to day operation of this policy.
- Review and update the SEND Register regularly.
- Review and update IEPs, and communicate updates to staff.
- Review student targets after each data point.
- Use the 'Assess, Plan, Do, Review' approach to ensure students are accurately identified, provision arranged, monitor and review the effectiveness of that provision.
- Communicate regularly with parents and carers.

- Ensure that provision for all SEND students is arranged.
- Facilitate the tracking of and lead on the intervention for students.
- Use the WAVE approach and student profiles to provide accurate and appropriate support for all students with SEND.
- Manage the timetables of teachers, SSMs, ITT trainees and learning instructors assigned to the faculty.
- Report on the effectiveness of provision to the Senior Leadership Team and through them to governors.
- Keep up to date with new initiatives to support students with SEND and share good practice with all teachers.
- Lead and manage arrangements for monitoring, tracking, reviewing and evaluating the effectiveness of SEND provision.
- Analyse the progress made by SEN Support students and those with EHC plans in the school through all key stages.
- Liaise with and triage referrals made by year teams and faculties.
- Ensure that parents/carers are aware of the Local Offer and know where to seek advice on SEND.
- Complete referrals, including EHC requests, where appropriate.
- Respond to EHCP consultations and Draft EHC Plans sent by the LA, having considered if need can be met, within 15 days of receipt.
- Apply for additional funding for SEND students where relevant.
- Write and publish an annual SEN Information Report.
- Recruit, appoint, train and review Student Support Mentors.

The Headteacher and Senior Leadership Team will:

- Manage and focus the work of the faculty in line with the whole school policy.
- Identify and allocate resources for SEND.
- Plan with the faculty on how resources are used to support students in the most efficient, effective and equitable way.
- Set the overall school policy for SEND & Inclusion.
- Decide whether to put forward students for statutory assessment (EHC Plans), in consultation with parents/carers.
- Ensure that the SEN Information Report is accessible via the website.

Subject Teachers will:

- Attend regular CPD training for SEND.
- Read staff bulletins and updates for SEND.
- Adopt and promote an inclusive classroom approach; ensuring Quality First Teaching (TRUE) and, where appropriate, adaptations/scaffolding to personalise learning.
- Use Provision Map and Arbor to check and use plans regularly to facilitate this effective personalisation in lessons.
- Identify and refer students experiencing difficulties.
- Ensure SEND students are placed appropriately in the classroom; use Arbor to facilitate this.
- Discuss students with SEND with the faculty and then (where relevant) with parents/carers.
- Contribute to planning and provision to meet identified needs, including working with Student Support Mentors.
- Contribute to monitoring and review procedures.

- Provide feedback and information requested, and meet deadlines set by the Inclusion Faculty.
- Seek to meet SEND within the overall framework of inclusion in the school.
- Track the progress made by students on the SEND register; review targets for students not making good progress.
- Attend Phoenix conferences regarding the students they teach.

Heads of Department/Faculty will:

- Liaise with the Inclusion Faculty, and inform relevant teaching staff, concerning special arrangements for students in assessments and examinations in their subject areas.
- Ensure IEPs and Learning Plans are used by staff and are consulted on a regular basis.
- Ensure curriculum maps and schemes for learning detail strategies for adaptations.
- Use departmental/faculty resources to develop teaching resources available for SEND.
- Monitor teachers' plans to ensure they include appropriate adaptations for students with SEND and provide appropriate provision for the WAVE approach, following principles of the TRUE Strategy.
- Ensure assessment procedures are appropriate for students with SEND, applying access arrangements where applicable and that rigorous tracking systems are in place to monitor and report on the progress of SEN Support students and those with an EHC plan.
- Report on the progress of SEND students within their subject/faculty areas.

Year Leaders will:

- Liaise with the Inclusion Faculty and Student Support Team over issues arising with students.
- Liaise with faculties to help evaluate the effectiveness of provision.
- Support and contribute to the profiling of SEND students.
- Take on the role of go-to person for identified students and follow procedures outlined in the profiles to support identified students.
- Lead/contribute with CAFs.
- Attend Annual Review meetings for EHCP students and other relevant SEND meetings.
- Discuss SEND students (especially EHCP) in SSS meetings.
- Liaise with parents/carers of SEND students when and as required.
- Complete referrals when requested to support internal or external provision.

Governors will:

- Identify one governor with a special interest in SEND.
- Report on the effectiveness of the SEND & Inclusion policy at the relevant committee meeting and recommend changes as necessary annually.
- Use their best endeavours to ensure that students' special educational needs are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.

Form Tutors will:

- Take on the role of go-to person for identified students and follow procedures outlined in the plans to support identified students.
- Liaise with parents/carers to discuss progress made by SEND students and take and active role in setting targets.
- Set relevant targets for identified students whilst involving students, parents/carers and the Phoenix faculty when relevant.
- Complete referrals when requested.
- ==Ensure Personal Development lessons are delivered to SEND students, with adaptations and reasonable adjustments made to ensure statutory topics are understood.==

Admission Arrangements

Before students come to Caludon Castle School the Inclusion Faculty will:

- Visit partnership primary schools, note students who have already been identified as having SEND and collect information about their educational history.
- Undertake follow-up visits to discuss individual students in more detail as necessary.
- Collect information about a student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers.
- Provide early/extra transition opportunities for students (and their parents/carers) identified as SEND by primary schools.
- Where relevant, attend review meetings for students.

Once students arrive in school we will:

- Identify students with SEND and establish their strengths and areas of difficulty and identify strategies for staff to use with each student.
- Profile the needs of each student and share with staff.
- Discuss students' SEND with parents/carers.
- Make sure that information about students' SEND is passed on to appropriate school staff.
- Liaise with parents/carers and inform on progress made by students.

If a review at school reveals insufficient progress on the part of the student, or if the Inclusion Faculty believes the nature of the student's difficulties requires such action. The school will:

- Seek the involvement of external agencies to support the production of a profile for the student.
- Continue to work closely with parents/carers.
- Continue to keep the student's progress under regular review.

Students can come off the SEND register if sufficient and agreed progress is made and sustained for at least 2 terms. Parents/carers will be informed of this.

When students leave the school we will:

- Pass on information about a student's educational history to any receiving school/college/==provider==.

- Complete other transfer documentation as required.
- As required, draw up a profile for a student, in consultation with the student's parents/carers.
- Attend transfer meetings as required.

Education Health and Care Plans (EHCPs):

Following an EHC referral (completed by the school), a needs assessment is organised by Coventry Education Service and, if successful, a plan is produced in close liaison with the school and the student's parents/carers.

The provision set out in a student's EHC plan will be closely monitored by the SENDCO and Assistant SENDCOs and reviewed annually. Students and their parents/carers will be invited to contribute to the review and attend the review meeting.

Student progress will be measured termly, against targets and outcomes in their plan and/or set at the annual review.

All relevant external professionals will be consulted and where relevant invited to attend.

Students from Year 9 upwards will also have a 'Preparation for Adulthood' focus to their Annual Review, including input from Careers professionals.

Building Adaptations and Special Facilities

Please also refer to our Accessibility Policy on the school website.

We have the following adaptations and special facilities:

- Wheelchair access to all teaching areas and blocks to ground floor classrooms.
- Accessible toilets for students with disabilities including wheelchair access and a hoist.
- A Learning Support Centre; Phoenix Suite, equipped with ICT, play therapy equipment, etc.
- Adapted tables and work stations for wheelchair users in every faculty area.

We are continuously extending and reviewing these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and facilitate access for adults with disabilities.

The allocation of resources to and amongst students with SEND:

The Governing Body of the school sets the overall budget available to meet SEND taking account of:

- Statutory requirements.
- Other budgetary requirements in the school.
- The resources identified (but not earmarked) for SEND within the whole school's budget.

- The availability of additional grants to the school.
- Priorities identified in the School Improvement Plan.

The Inclusion Faculty works with the Senior Leadership Team of the school to:

- Identify the pattern of need across the school.
- Establish the most cost-effective means of meeting these needs.
- Allocate support to groups of students and individual students, including those with Education Health and Care Plans.
- Ensure that support is allocated to students on a fair and equitable basis.
- Monitor the progress made by students with SEND.
- Evaluate the effectiveness of provision for SEND.
- Ensure that support staff, including Student Support Mentors, work within the framework of school policy and practice.

Assessment:

The Inclusion Faculty will refer students with SEND to the relevant and appropriate external agencies. Such referrals will always be first agreed with parents/carers.

Students are entitled to forms of assessment which are appropriate and recognise their achievement.

Faculty/Subject Leaders will ensure access for students with poor literacy skills when written formal assessment is required.

Faculty/Subject Leaders will ensure access arrangements for relevant students are adhered to.

Reporting and reviewing of a student's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

Student Participation:

Staff will actively seek to involve students (in an appropriate way) in discussions about their individual programmes.

Staff will ensure that activities are accessible to and do not exclude all SEND students.

Monitoring:

Faculty/Subject Leaders will monitor student progress and report any concerns to the Inclusion Faculty.

Year Teams will monitor student progress and Attitude to Learning data and report any concerns to the Inclusion Faculty.

Subject Teachers can meet with the Inclusion Faculty to discuss any concerns over individual students.

Phoenix conferences are an integral part of the monitoring system and function to support staff in meeting the needs of our students; when a case conference takes place, a representative from each faculty will be present.

Review:

Plans will be reviewed at least twice in a year and updated as needed. The school welcome parents/carers to be active participants in their child's education, including inputting into learning profiles.

The Inclusion Faculty will review and update the school's annual SEND information Report.

The Inclusion Faculty will work with the Senior Leadership Team to review the overall pattern of SEND support on at least an annual basis.

Governors will include in their Annual Report to Parents information on the success of the SEND Policy over the year, and any changes made to the policy, as required by the SEN Code of Practice (2014).

Arrangements for Providing Access to the Curriculum for Students with SEND:

We support access through adaptations using the graduated WAVE approach, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
We will liaise closely with Pastoral, Attendance and Mental Health teams with regards to the above.

How students with SEND are integrated into the school as a whole:

We seek to be an inclusive school by:

- Using the principles of TRUE Strategy in lessons and interventions.
- Using the SEND review procedures to identify any barriers in the way of students and plan appropriate and reasonable action.
- Ensuring that all students have appropriate learning targets which are challenging.
- Valuing the diversity of our students of which SEND are a natural part.
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Seeking opportunities for students with SEND to work with other students.
- Developing links with special schools to extend students' experience of diversity.
- Members of the faculty will attend the Equality and Diversity Focus Group.
- SEND students will be represented on the Student Equality Group.

Criteria for Evaluating the Success of the SEND Policy:

The following criteria will be used:

- The amount of identified teaching time available to support SEND students.
- The number of students achieving their target in assessments and end of year/key stage exams.
- Improvement in reading ages of students receiving support.

- There are a number of planned programmes of appropriate intervention and support.
- The budget allocated to SEND by governors.
- That teachers' records include information on the SEND of students in their classes.
- That schemes for learning show planning for ==adaptations== for students with SEND.
- That CPD time is allocated to staff development with reference to special educational needs and disabilities.
- The number of parents/carers attending or contributing to reviews and consultations.
- Staff fulfil their role in carrying out procedures for SEND and contribute to documentation for profiling, reviews, reports and evaluations when requested.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Students with SEND are making progress towards their target grade.
- Students with SEND are appropriately supported during their transition between stages.
- SEND students' attendance is in line with school averages.
- SEND students' exclusions are in line with school averages.

<u>Arrangements for Considering Complaints about the SEND Provision within the School:</u>

In the first instance, complaints should be taken up with school staff directly concerned, the Subject Teacher, Head of Department/Faculty and then the Inclusion Faculty.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant.
- Undertake further investigations.
- Seek the involvement of external agencies, such as the SENDIASS or the Midlands Mediation Service.
- Take action to address the complaint.
- Decide that the complaint does not warrant any action and advise complainants of further action they can take.

Information about the School's Staffing Policies and Partnership with Bodies beyond the School:

<u>The School's Arrangements for SEN In-service Training:</u>

- All staff receive In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability.
- All staff have the opportunity to receive In-Service training on SEND Procedures in school.
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of students within their care.
- All staff have the opportunity to receive training in specific techniques related to ==adaptations/scaffolding,== class management and specific ==diagnoses==, e.g., Dyslexia, Autism, etc.
- The Inclusion Faculty will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

<u>Extremism and Radicalisation:</u>

Caludon Castle School has a statutory duty under the Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting all students from the threat of radicalisation and refer any concerns to the designated safeguarding lead. Staff will be particularly careful, given the vulnerability of the school's SEND students, to be alert to both the signs of vulnerability that are outlined in the Trust's Preventing Radicalisation Policy and those that SEND students may have a tendency to display, seeking advice and referring concerns as appropriate. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

<u>The Role of Caludon Castle SEND Student Support Mentors (SSMs):</u>

Before the lesson, where possible <u>teachers</u> should:

- Ensure SSMs have copies of the medium term plans for subjects at the start of the scheme of learning

NB: In addition, it is beneficial if planning given to SSMs includes any worksheets going to be needed and identification of your intended SSM role within lessons.

During the lesson <u>teachers</u> should:

- Ensure SSMs have tasks to complete during all parts of the lesson
- Ensure SSMs have clear instructions as to the job/s you require them to do by the end of the lesson:

Before the lesson, <u>SSMs</u> should:

- Read any plans and take up any queries/needs with staff.
- Arrive on time to aid teacher to begin the lesson punctually.
- Ensure they have knowledge of profiles and individual learning needs for the SEND students who they are supporting in that lesson.

During the lesson, <u>SSMs</u> should:

- Ensure they understand the level of support/tasks required by the teacher for the lesson.
- Prepare SEND resources that are needed for particular lessons.
- Ensure the identified SEND students are able to access the curriculum through further adaptations/planning/preparation through modification of programmes/activities for designated individuals/groups of identified students.

During teacher introductions at the start of the lesson, SSMs could be asked to:

- Read through lesson plans/teachers previous notes/yesterday's achievements in teacher planner.
- Carry out planned starter activities for the lesson with identified students.
- Carry out speaking and listening observations of the whole class or targeted students.
- Read/introduce the lesson starter.
- Be a partner to a student.
- Ensure resources that are needed for the lesson are available in order to support targeted students.
- Further adapt/scaffold materials/resources to enable SEND students to achieve lesson objective.
- Support students to aid their understanding/answering of oral questions.
- Guide/support students through the reading/explanation of a text/worksheet.

In the main part of the lesson, SSMs should:

- Take a proactive role and use initiative within the classroom.
- Support/aid/track the learning of EHC students and those with SEND.
- Implement action written in profiles and support staff through discussion of student's individuals needs with regard to their profiles.
- Further adapt/scaffold/extend/modify specific tasks/activities for SEND students in order for them to achieve success and meet their needs.
- Test identified students in order to provide evidence of progress: reading, spelling, phonic, memory test etc.
- Support a group of SEND registered students to achieve the task/objective set.
- Support/adapt the curriculum to meet the needs of SEND student.
- Teach/support students to achieve their profile objectives or Speech/Language Therapy targets.
- Lead/deliver specific teacher directed activities/programmes of work with SEND students.

In the main part of the lesson, SSMs could be asked to:

- Team-teach alongside the teacher.
- Support group/individual-reading tasks.
- Use practical activities with small groups of students with a particular need outside of the classroom.
- Work with other students who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
- Support small groups of students to achieve the differentiated task/objective set.

- Aid students with organisational problems to become more organised and begin the task more quickly.
- Teach specific learning programmes of work: Speech and Language therapy programmes – when trained.
- Re-explain tasks/objectives to individuals/groups of students.
- Reinforce teacher's instructions or carry out assessments missed by SEN students due to absence.
- Support students' physical needs.
- Support and assist mobility between lessons.

At the end of the lesson, SSMs should:

- Support students in order to help them pack away, reinforce home-learning, record home-learning.
- Support targeted students to help them participate in the plenary sessions.
- Provide feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with the Inclusion Faculty if further testing/resources required.
- Plan and prepare activities/resources needed for subsequent lessons.
- Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
- Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific students
- Discuss/report any areas of achievement, written or verbally, for specific students.

After the lesson, SSMs should:

- Record areas of difficulties/achievements/strategies/triggers for students assigned to work with and let the Inclusion Faculty know, and add this information to profiles when completing SSM reviews.
- Ask if there are any additional needs/considerations that could be included into future lessons to help particular students achieve greater success.
- Try to give feedback to Teachers with regard to their support and identify the next stage of learning that students will be undertaking, where possible.
- Record evidence/test results of achievement/areas of concern/assessments for reviews & complete "Round Robins" as necessary for students' reviews.
- Attend reviews where relevant in order to aid the evaluation process.
- Review students' IEPs and targets.

<u>The Use made of Teachers and Facilities from Outside the School Including Support Services:</u>

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school.
- External agencies will be used to identify specific targets for students in line with the school's procedures.
- The SENDCO will hold a planning meeting at the beginning of each term to agree a programme of work with the Educational Psychology Service, Social Emotional Mental Health and Learning Team and Complex Communication Team.
- Regular liaison takes place with Area Health professionals to access services such as: Speech and Language Therapy, Child and Adolescent Mental Health Service, Counselling Services, Occupational Health and Social Services

- We have an in-house Careers advisor who regularly works with students from year 9 onwards to help them plan their future after school. EHCP students will also be supported by Prospects Careers Service from Coventry SEN.

Arrangements for Partnership with Parents:

The concept of parents/carers as partners is central to the SEN Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their child's progress at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

We seek to work in partnership through:

- Regular consultation and review procedures for the sharing of information
- Sharing of assessment and planning information through using the profiles as a tool to aid discussion and liaison.
- Discussing with parents/carers options when students leave schools.
- Meeting the parents/carers of prospective new students to the school to discuss SEND support.

References:

Our policy is based on legal requirements. The framework for SEN Policies is set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999.

The Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2015. The Special Educational Needs and Disability Code of Practice for schools was published in 2002.

Inclusion – A Policy Statement

Aims:

- At Caludon Castle we are committed to working towards the standards as defined by Coventry City Council in "Coventry Inclusion Standards".
- We aim to promote 'presence', 'participation', and achievement for all our students (AFA).
- We aim to be classified as "leading edge" with regard to our work and practice for inclusivity.

Objectives:

I. To ensure that all students who belong to any of the key groups have been identified.
II. To share such information from (I) with all staff so that needs can be fully assessed and met.
III. To fully develop the work and practices which fall into the eight areas for INCLUSION. These areas being: Leadership, Management/Organisation, Ethos and Environment, Teaching and Learning, Pupil Progress and Development, Staff Development, Collective Review and Parental/Community Involvement.
IV. To identify a member of staff to 'lead' on each of the 28 standards and to be responsible for further developments in the provision and practice for inclusivity.
V. To place INCLUSION firmly at the centre of the school's plans for development by making it a focus for School, Faculty and Pastoral Short and Long term Improvement Plans.

Methodology:

- A member of the Senior Leadership Team assumes overall responsibility for INCLUSION.
- All staff and Governors are made familiar with the Standards for Inclusion which are used to measure and achieve inclusive educational practices through Teacher Training Days, Leadership Team Meetings, Governors INSET and Subject/Pastoral meetings.
- The students who belong to the various vulnerable groups are identified using information from Primary Schools, parents, SEND staff, Social Services, Connexions, the EWO, performance data, the Local Education Authority, Hospital Tuition, LAC records, MIS records, MGSS and the Young Offenders Team.
- Personalised learning strategies are identified and recorded along with INCLUSION codes for all students, which are available on the school's MIS and/or Provision Map.
- Information about students is shared appropriately and sensitively so that there is no infringement of the rights of the individual and is GDPR compliant.

Monitoring and Evaluation

- Information is updated regularly throughout the year and verified by the key staff responsible on a termly basis.
- Information is shared with all staff and the Subject and Pastoral Improvement Plans are reviewed throughout the academic year to ensure targets are being met.

- Performance Indicators are used to assess 'presence', 'participation' and 'achievement' of the identified groups of students.
- Members of the Leadership Team work with Subject and Pastoral to ensure that standards are being met.
- Existing inter-agency working principles are used to monitor and support vulnerable groups and individuals.