



Wellsway Multi Academy Trust

Inclusion Policy

This policy describes the way in which we meet the needs of students who experience barriers to their learning.

This policy complies with the statutory requirements of the following legislation

- Children and Young Persons Act 2008
- Equality Act, 2010
- Teaching Standards, 2012
- Schools SEN Information Report Regulations, 2014
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Children and Families Act, 2014
- SEND Code of Practice 0 – 25, September 2014

The following have been used to guide this policy

- The role and responsibilities of the designated teacher for looked after children - DCSF 2009
- The Promoting the educational achievement of looked after children: statutory guidance for local authorities - DCSF 2010

NB: Looked After Child (LAC) and Child in Care are interchangeable. For this policy, LAC is the chosen term. Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

- (i) children who are accommodated by the local authority under a voluntary agreement with their parents;
- (ii) children who are the subject of a care order or interim care order;
- (iii) children who are the subject of emergency orders for the protection of the child;
- (iv) children who are compulsorily accommodated. This includes remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

A looked after child may be in residential care, a foster placement or could be living with their parents. If living with their parents, this could be on a part time basis or possibly before returning home permanently after a care placement.

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Rationale

Wellsway Multi Academy Trust (WMAT) is committed to improving outcomes for all students through providing an appropriate and high quality inclusive education to all members of the Academy community. We recognise that we need to provide a safe environment for all our students as every student has different life experiences and needs and that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We endeavour to identify these needs as they arise and provide appropriate support.

Aims

Wellsway Multi Academy Trust aims to

- 1.1 work in partnership with our students, parents and the community to improve outcomes for our students
- 1.2 provide a broad and balanced curriculum for all our students
- 1.3 promote a positive ethos with an atmosphere of encouragement, tolerance and respect for each other so that all students can achieve their best
- 1.4 identify, nurture and encourage the skills and talents that all our students
- 1.5 develop and celebrate their successes
- 1.6 develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- 1.7 identify a student who needs support as early as possible and adapt the curriculum effectively and/or implement appropriate interventions to support their needs

Identification

We identify the needs of students by considering the needs of the whole person. There are several factors which may impact on progress and attainment such as:

- 2.1 Special Educational Needs (SEN) and/or Disability (D)
- 2.2 Being in receipt of Pupil Premium (PP) Grant
- 2.3 Being a child of a Serviceman/woman who is on active duty
- 2.4 Being a Looked After Child (LAC)
- 2.5 Health and Welfare (Medical)
- 2.6 English as an additional language (EAL)
- 2.7 Attendance and Punctuality – in a separate policy

Special Educational Needs and Disability

The SEND Code of Practice 2014 defines SEN and Disability as the following:

- 3.1 SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age.** Special educational provision means **educational or training that is additional to, or different from,** that is made generally for others of the same age in a mainstream setting in England.*
- 3.2 Disability: *Many children and young people who have SEN/D may have a disability under the Equality Act 2010 – that is “... a **physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities.**” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*
- 3.3 The broad areas of need are:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 3.4 These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to enable the development of appropriate adaptations to the curriculum, not to fit a student into a category.
- 3.5 In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a student’s behaviour should be described as an underlying response to a specific or range of needs. In school we endeavour to recognise and identify this through our understanding of the student.

A Graduated Approach to SEN Support

The new Code of Practice for SEN clearly states that

- 4.1 *‘teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’.*

- 4.2 Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all students.
- 4.3 Teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of students who are at different levels of ability and who work at different rates.
- 4.4 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- 4.5 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- 4.6 Additional intervention and support does not replace or compensate for a lack of good quality teaching.
- 4.7 The Academies regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.
- 4.8 This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of SEN most frequently encountered.
- 4.9 If there are further concerns for a student the academy will apply the ASSESS-PLAN-DO-REVIEW cycle which involves:
- Collecting further evidence of the student's needs including any formative data or support agency advice.
 - Observations of learning used to identify learning strengths with a focus on what the student **can** do.
 - Meeting with parents to discuss their views and how they are able to support
 - Ascertaining the views of the student
 - Seeking the support of the SENCO as necessary
 - Planning and setting targets and regularly keeping parents informed of progress
 - Reviewing the plan with parents and setting new targets if progress has been made in line with expectations

- 4.10 If, after a period of 'early action' and where students have not made adequate progress, the adults involved with the student and the SENCO will consider if further or continued support is required.
- 4.11 If this is the case, the student will now be identified as receiving **SEN Support**, the single category of SEN.
- 4.12 Parents are informed of this in writing and informed that their child will be recorded on academy tracking system as receiving SEN Support with the category of need.

Managing students' needs on the SEN register

- 5.1 If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought from an outside agency.
- 5.2 The impact of this advice will be monitored and reviewed. We have access to a range of specialist services and expertise including:
- Outside agencies eg Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health Workers.
 - Thrive practitioners. These are staff within WMAT who have received training to support the needs of students who have emotional needs.
 - Health Care staff who are trained to support specific health care needs eg epilepsy, severe allergies, brain injuries.
 - Access to a range of universal (eg school nurse, speech and language therapy, CAMHS) and specialist (eg Educational Psychology, ASD outreach team, Behaviour) support services who can provide specialised assessments.
- 5.3 If expected progress is not evident, despite 'relevant and purposeful action', then the academy will consider requesting an Education, Health and Care needs assessment.
- 5.4 This may lead to an Education, Health and Care Plan (EHCP) which replaces the former Statement of SEN; this process should take 20 weeks.
- 5.5 Once an EHCP is in place it will be reviewed annually.
- 5.6 Parents and students are involved throughout and will be invited to participate in meetings and target setting.

Monitoring and Evaluation of SEN

- 6.1 The Academy regularly monitors and evaluates the quality of provision offered to all students.
- 6.2 SEN learning walks enable the SENCO and other members of the Academy community to audit the quality of provision for students with additional needs in the classroom setting.
- 6.3 All teachers use inclusive teaching strategies for example ensuring different coloured paper is available for dyslexic learners.
- 6.4 The SENCO meets informally with teachers to discuss the needs of individual students and to adapt provision as required.
- 6.5 Further meetings are held to monitor progress of several students and identify further allocation of resources and training needs.
- 6.6 SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual students and these are monitored and reviewed regularly.
- 6.7 The quality of Teaching Assistants support is monitored through a rigorous process of performance management.
- 6.8 Training needs are identified as part of this process.
- 6.9 Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEN is developed through a cycle of provision planning, implementation and review.
- 6.10 Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all students.
- 6.11 SEN provision and support for vulnerable learners is a focus of academy governor's meetings. An annual SEN report is shared with the Academy Council who monitors and evaluates the progress of SEN across the academy.
- 6.12 It is the Academy's aim to involve parents in the co-production of this policy. Parent views are gathered and these will directly influence our policy for SEN students.

Funding of SEN support

- 7.1 Academies receive funding for all students including those with Special Educational Needs and Disabilities and additional needs are met through this.
- 7.2 Funding allocated to schools enables early intervention and appropriate provision for all students with SEN.
- 7.3 For those students with a Statement of SEN or an EHCP, extra funding may be allocated to the academy.
- 7.4 Through the process of school based reviews, the Academy evaluates the provision provided through school based funding showing student progress.
- 7.5 This will indicate the additional provision which may be required for students to access a broad and balanced curriculum.
- 7.6 In these very limited circumstances, the Academy may receive this extra funding from the Local Authority in order to provide the additional support required.

Criteria for exiting the SEN register

- 8.1 The role of the teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by all teachers and targets are set, in collaboration with the SENCO where appropriate, for students who require them.
- 8.2 Progress meetings between the staff and parents are held three times a year and progress is monitored at least termly.
- 8.3 Where further specialist advice is required, the SENCO will contact an appropriate professional and parents will be invited to meet with them to plan and set targets for their child.
- 8.4 When students have made similar progress to their peers and are broadly achieving in line with their peers, it is appropriate to remove them from the SEN register.
- 8.5 The performance of these students will continue to be monitored to ensure progress is sustained.

Supporting students and families

- 9.1 Schools have a statutory requirement to provide a SEN Information Report and this can be found on the academy websites.

- 9.2 A copy of the Local Offer can be found at [South Glos](#) or [BANES](#) as appropriate. Education, Health and Social Care jointly produce the information and these are dedicated websites for disability services.

Admission and Transition

- 10.1 WMAT adopts an inclusive admissions policy. In the case of a student in possession of a statement or EHCP, the recommendations of from the last Annual Review will be taken into account.
- 10.2 The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. As such, the SENCOs in both schools will communicate to ensure that the transition is as smooth as possible.
- 10.3 Some students may find transition between year groups a challenge and extra support will be provided. All SEND information is passed forward as necessary. Parents are welcome to contribute to the transition process.
- 10.4 For students transferring within the school year, parents/carers and student will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEND concerns. Information from the previous school is requested or sent on as soon as possible.
- 10.5 For students moving from primary, there will be opportunities to visit their new school/academy. The SENCOs from both the primary and secondary will liaise and if the student has SEND, additional meetings will be arranged. The SENCO from the secondary school/academy will be invited to a transition meeting to prepare the student. If a student has particularly high needs a transition package should be arranged and will be personalised to meet individual requirements.

Training and Resources

- 11.1 In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all students, Academy staff undertake regular and appropriate training and development.
- 11.2 The Learning Support Teams have regular training to support the needs of the students on the SEN register. This is provided and updated depending on the needs of the student with whom they are working.

- 11.3 Staff who have students with specific SEN will access training towards the beginning of the academic year where possible. The Academy uses a whole school approach where possible to ensure consistency across the academy.
- 11.4 If your child has specific needs which require highly personalised training, this will be arranged and specialists will be involved where necessary.
- 11.5 All teachers and support staff undertake induction when first in post and this includes a meeting with the SENCO to explain the procedures in place around the school's SEN provision and to discuss the needs of individual students.

English as an Additional Language

- 12.1 All students have an entitlement to language development as it is the main medium that we use for thinking, teaching and learning. It is best learnt in the context of the subjects being taught.
- 12.2 Students will be baseline assessed in order to support both teachers and learning in understanding the next steps and to complete the January census accurately.
- 12.3 Those students who are not yet fluent in English are entitled to receive planned support to enable access to the curriculum.
- 12.4 All subjects take account of the range and complexity of the language in their subject area and develop a curriculum that develops literacy skills over the key stages taught whilst developing the oracy and literacy of the student appropriate to their subject area.
- 12.5 Departments consistently develop students' skills both orally and collaboratively. Modelling of specialist vocabulary are presented in an accessible way so that new concepts are comprehended. Reading of texts are supported and scaffolded and writing frames are used.
- 12.6 Additional support in class and some small group literacy teaching will be offered by the academy. Students will not be withdrawn from English, maths or science or any subject where they can usually make good progress whatever their language level.
- 12.7 EAL students need:
- a classroom rich in oral experiences
 - an opportunity to draw on their existing knowledge of other language/s

- bilingual support from other students and staff
- translated materials and bilingual dictionaries
- time to practice new language
- visual support of all kinds (diagrams, maps, charts, pictures, realia)
- card sorting, sequencing and matching activities
- support in adapting our everyday speech into formal written texts
- to clarify and present ideas through speaking
- develop active listening skills
- to learn to problem solve and evaluate through discussion

12.8 Staff are expected to:

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use other adults in the room to support discussion groups
- Make the purpose of reading explicit
- Read aloud to students
- Teach students how to find their way around text books and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Ask students to transfer information from text to diagrams
- Encourage and show students how to use the library for research and pleasure
- Make sure students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality
- Give students model texts before asking them to write
- Show students how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask and help students to evaluate, correct and redraft their writing

Pupil Premium Grant & Service Pupil Premium Grant

Context

- 13.1 The Pupil Premium Grant (PPG) is designed to tackle the achievement gap between students from low-income families and their peers. After prior attainment, poverty is the single most important factor in predicting a child's

future life chances. The chances of a student eligible for free school meals (FSM) achieving five or more GCSEs at A*-C including English and mathematics across the country are less than one third of those of a non-FSM student.

- 13.2 The PPG is additional to main school funding and is designed to address the underlying attainment inequalities between children eligible for free school meals and those from wealthier backgrounds.
- 13.3 The Government allocates money to schools based on the number of students receiving free school meals with a six year date range. The money is not ring fenced but should be used to improve outcomes for those children. There are also allocations for Looked After Children, and a much lower grant for Service Personnel Children.
- 13.4 The Service Pupil Premium (SPP) helps schools to support the unique challenges children with parents in the armed forces can often face. It is designed to assist the school to provide mainly non-educational support (known as pastoral care) to these children. SPP is for children, up to Year 11, of currently serving, regular Service Personnel. It is also for children with a Service parent who has died in service, or has left, including through injury, for up to a maximum of six years. A child must live with their Service parent to be eligible for the SPP. A child where the Service parent is the main carer, even if they are not biologically their child, is also eligible.
- 13.5 Service children change schools much more frequently than their civilian peers. This can generate additional administrative or curriculum demands on schools, particularly if the children have to follow a different curriculum at the new school. In addition, when a Service parent is deployed on operations, children are often in need of additional pastoral support and nurturing at school, which the additional resources can help to provide. The needs of each service child will be considered individually to assess whether SPP can be used to provide additional support to meet these challenges.
- 13.6 All schools are free to spend the Pupil Premium Grant as they see fit, but will be held accountable for how they have used the additional funding by measures in the performance tables.
- 13.7 The decisions the Principal makes on how to use the funding to improve the progress and attainment of the eligible students will be based on guidance provide by educational research as well as our analysis of the specific needs of our school and wider community.
- 13.8 Evidence shows that the most effective schools narrow the achievement gap through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted intervention and enrichment activities.

Aims

- 14.1 We will ensure that the funding reaches the groups of students for whom it is intended.
- 14.2 We will ensure that this funding has significant impact on their education and their life chances.
- 14.3 We will ensure that the funding is used to provide targeted support in order to improve progress and attainment for these students.
- 14.4 We will aim to continue to close the gap in achievement between these students and their peers.
- 14.5 We will use the additional funding to address any underlying inequalities between these students and their peers.

Procedures

- 15.1 The Pupil Premium Grant will be clearly identifiable within the budget.
- 15.2 The Governors, delegate to the Principal the authority to decide how the grant is spent for the benefit of the entitled students.
- 15.3 Funding will be allocated by making use of robust and frequent tracking data.
- 15.4 Funding will be allocated to support individuals where need is identified.
- 15.5 The funding will be used in a way that primarily benefits eligible students, but where benefit is accrued for other students, this will be viewed as a positive advantage.
- 15.6 All teaching colleagues will contribute to the enhancement of educational provision for the eligible students.
- 15.7 All teaching colleagues will have access to accurate data and information that enables them to support the eligible students effectively in lessons, tutor groups, faculties and House groups.
- 15.8 We will continuously track the impact of the strategies put into place through the funding to ensure that we can show that value has been added to the education of the entitled students.
- 15.9 We will continuously seek to improve the quality of the strategies put into place.
- 15.10 We will continuously research developments at both a local and national level, seeking to understand and gain from the most effective practice.

Roles and Responsibilities

- 16.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.
- 16.2 The Governors, Principals and the Senior Leadership Teams are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the attainment gaps of our students.
- 16.3 Staff will be given the appropriate support and relevant professional development opportunities to accelerate pupil progress and attainment.
- 16.4 Teaching and Support Staff will:
- ensure pupil premium students are clearly marked on data rich seating plans,
 - mark the books of pupil premium students first,
 - include pupil premium students as part of regular, 'no hands up' questioning,
 - closely monitor the progress being made by pupil premium students
 - maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
 - promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to flourish,
 - plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that attainment gaps can be narrowed and improvements maintained,
 - support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
 - keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- 16.5 We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.
- 16.6 Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented and monitored by the Governors Curriculum Committee.
- 16.7 Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium.

- 16.8 In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.
- 16.9 At the start of the academic year, our Governors will ensure that there is an annual statement for parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had in the previous academic year.

Monitoring, Evaluation and Review

- 17.1 The Vice Principal will report to the Governing Body on how effective the interventions have been in achieving their aims.
- 17.2 The school will publish data on achievement on its website annually, comparing the outcomes of eligible students with the remainder of the cohort.
- 17.3 The school will publish on its website, details of how the allocated funding has been spent annually, and an evaluation of the impact of the expenditure.
- 17.4 There will be a regular review of the learning experience for students in receipt of PPG within the usual monitoring and evaluation cycle.
- 17.5 The Vice Principal monitors and reviews this policy through dialogue with the Union Representatives and seeking the views of teacher to ensure that they agree with and support the policy.

Looked After Children

- 18.1 We aim to ensure that children in care fulfil their potential.
- 18.2 We aim to overcome their barriers to learning, celebrate their successes and enable them to leave us happy and secure in themselves, understanding that they do have control over their destiny and that education does matter.
- 18.3 We will support children in care to have the courage to tell us about what they want from their education, to trust us and to listen and try to address any concerns or issues raised through various means both in school and more widely including working with the Local Authorities and Virtual Schools, Student Voice and surveys.
- 18.4 WMAT strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school, pupils should be treated with kindness and with respect and the opportunity to experience, understand and celebrate diversity in line with our vision statements.

- 18.5 We will support children in care by:
- Ensuring there is a key adult to support when joining the school or when coming into care whilst already on the school roll;
 - Balancing high levels of support with real challenge;
 - Ensuring that each child has a high quality Personal Education Plan;
 - Linking each child to a key person they relate well to;
 - Making it a priority to know the children well and to build strong relationships;
 - Developing strong relationships with carers, local authorities including the Virtual School Head and specialist agencies;
 - Engaging children in care in learning outside the classroom and after-school activities;
 - Intervening promptly if a problem emerges such as with behaviour or attendance;
 - Giving integrated but low profile support in school for each child in care so that they are not made to feel different from other children;
 - Planning for future transitions e.g. to college.

Personal Education Plans

- 19.1 All children in care must have a Personal Education Plan (PEP) which is drawn up and reviewed by the local authority which looks after them.
- 19.2 The care plan must include a Personal Education plan (PEP), which forms part of the child's official school record.
- 19.3 The school and the Local Authority have a shared responsibility for making sure that the PEP is a useful document and for helping children in care to achieve and enjoy.
- 19.4 Discussion about how together they can make that happen through the content, implementation and review of the PEP should be done through a meeting involving the young person, carers, the social worker, a teacher and others such as, where appropriate, staff from the Education of Children Looked After Service (ECLAS).
- 19.5 If the young person has a Statement of Special Educational Needs this should be reviewed annually and should, where possible, tie in with the PEP.
- 19.6 The PEP will be drawn up within 28 days of the child being placed into care and reviewed in line with current policy, currently every six months.

- 19.7 PEPs are analysed by the designated Local Board member for LAC each year to monitor their quality.

Funding

- 20.1 Children in long term care are entitled to additional funding to help improve their outcomes and narrow the gap between their outcomes and those of their peers. Which young people are eligible and the amount of such funding available will be determined as a result of government policy.
- 20.2 The school is committed to ensuring effective use of this dedicated funding where available for all eligible children in care on roll to provide additional, personalised support to ensure accelerated progress in order to improve outcomes.
- 20.3 The appropriate use of allocated funding is to be assessed through the Personal Education Plan.

Admission

- 21.1 Children in care are a priority for admission and, as such, we will follow the Local Authority's published admission criteria.
- 21.2 On admission to the school or to care, carers will be given an introductory booklet about the school's expectations and processes in line with all new parents.
- 21.3 A meeting will be held between the foster parent and designated teacher and to explore any specific issues about the child. The child will meet with the designated teacher for children in care if they do not already know them. The designated teacher will identify any relevant issues, academic or pastoral, and ensure the child is made to feel supported in our school.
- 21.4 Consideration will be given to giving the child a peer mentor.
- 21.5 On admission, records will be requested from the child's previous school. We will always aim to meet the carer / parent and child prior to the child starting school with us. As soon as practicable after the records are received, a meeting will be held with the carer/parent, social worker, other relevant professionals and the child, as appropriate, to put together a new PEP as appropriate. This early meeting will ensure that communication systems are established early. If records are not received promptly we will undertake our own assessment to make sure that the teaching and support received are appropriate.

- 21.6 When children already on school roll enter care, the school will ensure that the student meets with the designated teacher as soon as possible and is fully informed of the school procedures and additional support arrangements available. A meeting with other parties will be arranged and PEP prepared as soon as possible in the same way as for those children already in care admitted to school.
- 21.7 At the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances).

School Trips and Special Activities

- 22.1 We aim to ensure that children in care enjoy as many extra-curricular opportunities as possible by reserving placements for them on trips or enrichment activities which they are eligible for and allowing sufficient time to gain the necessary consent. Activities such as this could be part paid for with pupil premium funding.
- 22.2 The responsibility for giving permission for school trips and enrichment opportunities is that of the social worker, although they often delegate this to foster carers. The person who may give permission will be clarified at the first PEP meeting. If in doubt we will always send consent forms to the social worker.

Leaving Arrangements

- 23.1 When a child in care leaves the school we will find ways to say goodbye. We will also ensure the swift transfer of information to the next school. If the child is removed from care, and placed back with parents and carers, we aim to support the child through ongoing mentoring and support if they remain in our Academy, to ensure their ongoing social, emotional and academic needs are fully met.

Supporting children with medical conditions

- 24.1 All students have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.
- 24.2 The Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- 24.3 Some students may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision.

Roles and Responsibilities

- 25.1 WMAT has an Inclusion Lead, Ms Kate Haden and each academy has a team of staff with the responsibility for individual sections of this policy. These can be found on the final page of this policy.

Reviewing the policy

- 26.1 This Inclusion policy will be reviewed annually in line with the SEND Code of Practice.
- 26.2 It will be shared with the school governors, all school staff and placed on the Academy and the Multi Academy Trust web site.
- 26.3 Any alterations will be made to other sections of the policy as appropriate at this time.

Accessibility

The Disability Discrimination Act, as amended by the Equality and Disability Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Wellsway Multi Academy Trust works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

Complaints

If a young person, parent/carer or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the designated teacher, who will try to resolve the situation alongside the carer and the social worker. If the issue cannot be resolved within 10 days, the young person, carer or social worker can submit a formal complaint in writing to the Principal. The Principal will investigate the complaint and respond within 10 working days, unless the formal complaint is about the conduct of the Principal, in which case the complaint will go straight to the chair of Governors. Any issues that remain unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Academy

Council Member and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Principal's response. Pupils who wish to make a formal complaint against the school or about their care should be advised of the support available for children in care.

Wellsway Multi Academy Trust Key Personnel

CEO – Mrs Andrea Arlidge

Chair of Trust Board – Dr Kate Reynolds

Inclusion Lead – Ms Kate Haden, BA Joint Hons, PGCE, PGCert (NASENCo)

<i>Aspire Academy Roles and Responsibilities</i>		<i>Governor</i>
Principal	Mr C Cattanach Strategic Principal	-
SEN/D	Mr S Madzarevic	All governors as SEND school
EAL	Mr S Madzarevic	-
PP	Mr S Madzarevic	Mr G Netherton
LAC	Mr S Madzarevic	Ms L Hardman
Medical	Mr S Madzarevic	-

<i>Bath Studio School Roles and Responsibilities</i>		<i>Governor</i>
Principal	Mr C Cattanach	-
SEN/D	Mr C Cattanach/Ms K Haden	Mr N Sorensen
EAL	Mr C Cattanach	-
PP	Mr C Cattanach	Mrs M Morley
LAC	Mr C Cattanach	Mr D Maxwell/Mr M Morley
Medical	Mr C Cattanach	-

<i>IKB Studio School Roles and Responsibilities</i>		<i>Governor</i>
Principal	Mrs D Gibbs	-
SEN/D	Mrs Riggs (SENDSCO)	Mrs S Harris
EAL	Mrs Riggs (SENDSCO)	-
PP	Mr Wilkinson	Mrs S Harris
LAC	Mr Wilkinson	Mrs S Harris
Medical	Mrs Riggs (SENDSCO)	-

<i>Saltford Primary Academy Roles and Responsibilities</i>		<i>Governor</i>
Principal	Ms D Elliott	-
SEN/D	Mrs G Godwin	Mrs S Tucker
EAL	Mrs G Godwin	Mrs S Tucker
PP	Mrs E Spincer	Mrs S Tucker
LAC	Mrs G Godwin	Mrs S Tucker
Medical	Mrs G Godwin	Mrs S Tucker

<i>Sir Bernard Lovell Academy Roles and Responsibilities</i>		<i>Governor</i>
Principal	Mr D Anderson	-
SEN/D	Ms K Haden	t.b.a.
EAL	Ms K Haden	-
PP	Mr D Clompus & Mr Knowles	Matthew Bennett
LAC	Mr G Lyle	Ann Butterfield
Medical	Deputy Heads of House	Bernadette White

<i>St John's Primary Academy Roles and Responsibilities</i>		<i>Governor</i>
Principal	Dr M Cottrell	-
SEN/D	Mrs S Bindon	Natalie Bates
EAL	Mrs S Bindon	-
PP	Mrs S Bindon	Natalie Bates
LAC	Mrs S Bindon	Natalie Bates
Medical	Mrs S Bindon	-

<i>Wellsway Academy Roles and Responsibilities</i>		<i>Governor</i>
Principal	Mr M Woodville	-
SEN/D	Ms H Price	Mrs J Ware
EAL	Ms H Price	-
PP	Mrs T Tabor	Mrs M Sims
LAC	Mr P Comber	Mrs J Ware
Medical	Mr P Comber	-