



Inclusion Policy and SEN Information Report

Approved by:	Last reviewed on:	Next review due by:
Awaiting approval by GB	June 2025	June 2026

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1. Policy overview

- At the CE Academy, we are committed to providing a high-quality, inclusive education for all pupils, recognising and celebrating individual strengths and needs. Our SEND vision is built on the following principles:
 - Inclusion and equal rights: every pupil is valued and has an equal right to access education.
 - High expectations and personalised support: we set ambitious goals and tailor support to each pupil's needs.
 - Pupil voice and empowerment: pupils are actively involved in decisions affecting them, fostering ownership and self-advocacy.
 - Positive relationships and safe spaces: we create a respectful, structured environment where pupils feel safe to grow.
 - Preparation for adult life: we equip pupils with the skills, resilience, and qualifications needed for future success.
 - Partnership working: we collaborate closely with families, schools, and external agencies to deliver cohesive support.
 - Embracing growth through challenge: we celebrate effort and view mistakes as valuable learning opportunities.
 - Promoting positive behaviour: we model and teach positive communication and conflict resolution skills.
- Through these principles, we ensure that all pupils, including those with SEND, are empowered to thrive academically, socially, and emotionally.

2. Aims and objectives of this policy

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

- Secure high levels of achievement for all young people that are in line with their needs, interests and aspirations;
- Provide and individualised learning experience based on good understanding of need;
- secure high levels of motivation and engagement;
- Meet individual needs through a wide range of provision;
- Carefully monitor provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Promote young people's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).

The SENCo is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in our academy have a responsibility for maximising achievement and opportunity of learners – specifically, all teachers are teachers of young people with special educational needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all young people at all times.

3. Legislation and guidance

This policy, and the included SEND information report, is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENcos) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors' and trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose Education, Health and Care Plan (EHC) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with any commissioning and funding agreements in place.

4. Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Four broad areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

The four broad areas are:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical

Ordinarily available provision

Those pupils in receipt of the 'ordinarily available provision', best understood as the core offer at CE Academy, would not be considered to be receiving an offer that was 'additional to and different from' their peers. Thus, these pupils would not be identified as having a special educational need, unless there was compelling evidence to the contrary.

The ordinarily available provision at CE Academy includes, but is not limited to: access to smaller teaching groups, increased teacher contact time, time with the key tutor, group vocational and enrichment courses and access to the broad school curriculum.

Provision considered additional to, or different from this, might include:

- Discrete literacy or numeracy Interventions
- SEMH interventions
- Individual Tuition
- Those pupils accessing speech and language therapeutic services
- Pupils on bespoke programmes of study
- Those who receive support for a physical need
- Those pupils who require provision for sensory needs

5. Stages of Provision

5.1 Universal - well-differentiated, high quality teaching

Learners will have access to:

- High quality teaching and learning opportunities
- Carefully personalised activities or approaches in class
- Small group teaching;
- Individual class support/individual withdrawal, if required;
- materials in translation;
- A key tutor, who along with SLT, SENCo and Vocational Manager will:
 - plan strategically to meet pupils' identified needs and track their provision;
 - audit how well provision matches need;
 - recognise gaps in provision;
 - highlight repetitive or ineffective use of resources.

Identification and Assessment of SEND

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

- Screening and assessment processes on admission, including, but not limited to: Literacy screening; wellbeing assessments; emotional literacy assessment and occupational therapy assessments.
- The analysis of screening data, and other pupil progress data provided on the referral form;
- Classroom-based assessment and monitoring arrangements;
- The tracking individual young people's progress over time;
- Information from previous schools;
- Information from other services;
- Information from parents/carers;
- Involving an external agency where it is suspected that a special educational need is significant;
- Key Tutor involvement.

The kinds of SEND that are provided for

At CE Academy, we have been successful in meeting the needs of a wide range of students. These include students with social, emotional and mental health needs, those who have experienced adverse childhood experiences and trauma, those who have unidentified needs that present as poor behaviour, along with a range of other special education needs and disabilities.

Whilst we are proud to offer an inclusive provision that focuses on the students as individuals, it is important to point out that CE Academy is an alternative provision, commissioned to offer places to students that have been permanently excluded or are at risk of permanent exclusion from mainstream education. Thus, CE Academy is not a specialist education provision and as such does not offer a comparable provision.

Monitoring and evaluation

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

- classroom observations;
- ongoing assessment of progress by key tutors, subject teachers and curriculum groups;
- feedback from all staff;
- daily debriefs;
- campus meetings;
- pupil views when setting new IEP targets or reviewing existing targets;
- monitoring IEPs and IEP targets;
- attendance records and liaison with external agencies;
- regular meetings about pupils' progress between the teachers/support/SENCO/, SLT including the Headteacher.

5.2 Targeted - an enhanced provision to meet specific special educational needs

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the academy, ie. They have a special educational need as defined by the SEND Code of Practice 2015.
- Additional support and intervention might include, but is not limited to: Individual tuition, literacy intervention programmes, individual or group support for social and emotional skills, support for wellbeing and mental health needs, support for speech and language needs.

- At CE Academy we use Individual Education Plans (IEPs) to track, monitor and evaluate the progress that students make towards their personalised academic and developmental goals. Our IEPs:
 - are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for young people with special educational needs - they are seen as working document which can be constantly refined and amended;
 - will be accessible to all those involved in their implementation – young people should have an understanding and “ownership of the targets”;
 - will be based on informed assessment and will include the input of outside agencies;
 - have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly;
 - will be time-limited – at termly review, there will be an agreed “where to next?”;
 - will have a maximum of four short/medium term SMART targets set for or by the pupil.
 Targets for an IEP will be arrived at through discussion:
 - between teacher and SENCo;
 - wherever possible, with parents/carers and pupil

5.3 Specialist - a bespoke provision involving external professional support and advice

- The majority of students accessing a specialist provision will have an Education Health and Care Plan (EHCP), or will be in the process of assessment for an EHCP.
- Pupils with an Education Health and Care Plan will have access to all universal and targeted provisions where appropriate and relevant. In addition to this, pupils will have access to any further provisions or interventions stated in their EHCP.
- For each pupil with an EHCP, an Annual Review of this plan will be held in line with statutory requirements. In addition to this, a further two informal reviews will be held during the academic year to ensure the provision continues to meet identified needs and good progress is being made.
- When applying for an Education Health and Care Plan, CE Academy will comply with all local arrangements and procedures.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local West and North Northants Councils policy and guidance - particularly with regard to the timescales set out within the process.
- Where applicable, The SENCo and Headteacher will work closely with the Local Authority to secure additional resources, equipment, facilities, expertise and training for students whose needs cannot be met by the schools allocated budget.

6. Roles and Responsibilities

6.1 Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn;
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo);
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the academy’s provision in this regard through:
 - pupil progress meetings with individual teachers;
 - regular meetings with the SENCo;
 - discussions and consultations with pupils and parents.

6.2 Special Educational Needs Coordinator

The SENCo at CE Academy is Kim Avery (kavery@ce-academy.org)

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

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher, Strategic SEND & Wellbeing Lead and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have an EHC Plan
- Liaising with and advising teachers;
- Managing other staff involved in supporting learners;
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- With the Headteacher and Strategic SEND & Wellbeing Lead regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support;
- Liaising closely with a range of outside agencies to support vulnerable learners.

6.3 Key Tutor/Teacher

- Liaising with SLT and SENCo;
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities;
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets;
 - ensuring effective deployment of resources – including support assistants - to maximise outcomes for all groups of learners.

7. Continuous Professional Development

At CE Academy, we recognise the importance of continuous professional development and value opportunities to develop our staff's skills and knowledge. Training needs are identified by the Headteacher and SENCo through campus meetings, daily debriefs and quality assurance procedures, this includes feedback from parents and the students themselves. Staff also identify their own training needs, both formally through questionnaires, and informally through campus meetings and daily debriefs. This process then informs the schools plan for continuous professional development.

Training focuses on the needs of the students at CE Academy, thus it remains timely and relevant. The training delivered at CE Academy will always align with the school's ethos and core values.

8. Assessment and Review of Provision

- The progress of our pupils will be assessed and reviewed through:
 - the academy's thorough processes for tracking the progress of all pupils;
 - termly evaluation of the effectiveness of interventions through review meetings;
 - Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- As far as possible curriculum experiences are available to all pupils in the academy (e.g. educational visits, extra-curricular activities), Where possible we never ask for a voluntary financial contribution from parents in order for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class.
- Young people are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom.
- In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our academy and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- All staff will be trained in how to best support all learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils may be commissioned by the academy from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice.

9. Partnership with Parents/ Carers

The academy aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting young people and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome;
- Encouraging parents and carers to inform us of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that we will listen and act appropriately;
- Focusing on the child's strengths as well as areas of additional need;
- Allowing parents and carers opportunities to discuss ways in which they and the academy can help their child;
- Agreeing targets for all pupils, involving parents in the drawing-up and monitoring progress against these targets;

- Keeping parents and carers informed and giving support during assessment and any related decision-making process;
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

10. Involvement of Young People

We recognise that all young people have the right to be involved in making decisions and exercising choice. All young people are involved in monitoring and reviewing their progress. We endeavour to fully involve all young people by encouraging them to:

- State their views about their education and learning;
- Identify their own needs;
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- Self-review their progress and set new targets;
- Monitor their success at achieving the targets on their Individual Education Plan.

11. Involvement of other bodies

- Our academy will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - Educational Inclusion and Partnership Team
 - CAMHS
 - Educational Psychology Service
 - IASS (Information Advice Support Service)
 - Local NHS services
 - Targeted Prevention Team
 - Multi-agency Safeguarding Hub
 - Police
 - MST
- In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our academy. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- We have a clear point of contact within the academy who will coordinate the support from outside agencies for each pupil. Most often this will be the member of staff who we have identified as a key worker.

12. Arrangements for Transition

- We will ensure a smooth transition into our academy from the previous school and from our academy into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the SENCo.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- CE Academy provides a comprehensive curriculum that focuses on personal development and preparation for adulthood. Our PSHE curriculum is extensive and personalised to the individual students at CE Academy. Students all have the opportunity to access vocational courses in KS4 and we have developed close links with post 16 education and training providers.
- Transition and preparation for adulthood is a core part of pupil progress meetings, where students and their parents contribute to the planning and implementation of transition arrangements.

13. Admissions Arrangements

In line with the Equalities Act 2010, we will not discriminate against young people and we will take all reasonable steps to provide effective educational provision.

Admissions procedures

- Admissions are managed in collaboration with the referring school or local authority. Decisions around admission will be made once all relevant information has been received and not before.
- CE Academy has ultimate responsibility for admission decisions, but will endeavour to offer a school place to all children who meet the criteria set out in the commissioning agreement.
- Once a pupil has been referred, either by a school or local authority, every effort will be made to offer a start date without unreasonable delay. However, CE Academy will always reserve the right to delay admission if there are safeguarding or safety concerns.
- Admissions for students with an EHCP will be managed through the admissions process outlined in the SEND Code of Practice. CE Academy will comply with all statutory requirements, including the admission of any students whose EHCP names the CE Academy in section I.

The SEND Register

No students will be automatically added to the SEND register on admission, regardless of the arrangements that were in place at their previous school, unless they have an EHCP.

Instead, all students will be added to the assessment and identification pathway. This is a pathway that allows us to understand each individual student's needs in detail and how these might be best supported at CE Academy. We appreciate that some students may have unidentified needs, or needs that are not fully understood, so this process is designed to ensure we understand our young people as well as possible as individuals.

14. Accessibility Arrangements

CE Academy is committed to ensuring that children with a disability are not treated less favourably than other pupils. Our curriculum is therefore designed to meet the needs of a wide range of learners, with further scope for adaptation where required. Teaching and support staff are well trained to make appropriate adaptations to the curriculum and thus the learning to ensure that the needs of all pupils are accommodated. This also applies to the provision for personal, health and emotional education, and the education for sex and relationships.

At CE Academy we endeavour to ensure the learning environment is suitable for all. Thus adaptations to the learning environment will be made where reasonable and appropriate.

At CE Academy we have various partnerships with external education providers who offer a wide range of learning opportunities. Each of these providers is carefully selected and quality assured to ensure that the highest standards of accessibility and inclusion are met.

The CE Academy is committed to exploring how we can increase the extent to which disabled pupils can participate in the curriculum and access the learning environment. We outline how this is implemented and monitored in the schools accessibility plan, which can be found on the school website.

15. Complaints

If there are any complaints relating to the provision for young people with SEND these will be dealt with in the first instance by the Key Tutor, SLT, SENCo, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the complaints procedure (see separate Complaints Policy).

16. Policy Development, Monitoring and Evaluation

This policy has been developed with parents, staff and students in mind. We aim to include all stakeholders in the decision making process that are relevant to this policy. This policy is published on the school website, or shared on request. We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1 and 2 We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents.

This policy will be reviewed by the SENCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

17. Links to Other Policies and Documents

This policy is linked to the following documents. Additional relevant information may also be found here, or on the school website.

- The Local Offer
- The Accessibility Plan
- Behaviour Policy
- Supporting Pupils with Medical conditions
- Attendance Policy
- Safeguarding Policy
- Complaints Policy

All school policies can be found on the school website. Which can be accessed here: <https://www.ce-academy.org/>

18. Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology Service
 - North Northants email: educpsychology.ncc@northnorthants.gov.uk
<https://www.northnorthants.gov.uk/educational-psychology-service>
 - West Northants email: educpsychology.ncc@westnorthants.gov.uk
<https://www.westnorthants.gov.uk/educational-psychology-service>
- IASS (Information Advice Support Service)
 - West Northants: <https://iassnorthants.co.uk/>
 - North Northants: <https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service>

- Virtual School for Looked After Young People
 - Contact number: 01536 535680, email: virtualschool@northnorthants.gov.uk
<https://www.westnorthants.gov.uk/virtual-school>, <https://www.northnorthants.gov.uk/virtual-school>
- See Local Offer website link below for contact details in relation to Education Health and Care Plans and information on where the local authority's local offer is published
 - West Northants: <https://www.westnorthants.gov.uk/local-offer>
 - North Northants: <https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans>

Policy Control Sheet

Version:	02
Approved by:	Governors
Date approved:	Awaiting approval
Date of next review:	June 2026
Policy Owner:	SLT/KA

Document History			
Version	Date of review	Author	Note of revisions