



Ark Ayrton
Primary Academy

INCLUSION POLICY

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POLICY INFORMATION

Named personnel with designated responsibility for inclusion

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2015/2016	A Chapman	M. Tabraham	K Murray	Michael Gallagher
2017/2018	P Dawson			Canon Peter Leonard

Policy review dates

Review Date	Changes made	By whom
September 2015	Reviewed with reference to SEND Policy and Offer	A Chapman
September 2017	Reviewed	P Dawson

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2015/2016	Sep 2015	M Gallagher

Dates of staff training for this academic year

Dates	Course Title	Staff

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1 INTRODUCTION

Ark Ayrton Primary Academy adopts the following definition of Inclusion:

“Inclusion is a Sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work.”

Miller and Katz (2002)

The Inclusion Policy is an overarching policy which supports the mission and aims of our English as an Additional Language (EAL), Gifted and Talented (G&T) and Special Educational Needs and Disability (SEND) procedures. The policy is also linked to many other academy policies such as the: Curriculum, Differentiation, Equal Opportunities, Health and Safety, Behaviour, Anti-Bullying, Child Protection, Racial Equality, Admissions and Exclusion.

1.1 Aims

1.1.1 We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- a Designing a curriculum to promote a full range of learning, thinking and life skills.
- b Providing a balanced and relevant curriculum, where the emphasis is on depth before breadth.
- c Using flexible and responsive teaching and learning styles.
- d Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- e Developing a close partnership with the whole community, particularly parents/carers.

1.1.2 We aim to be an inclusive academy and offer equality of opportunity to all groups of pupils within the academy.

These groups include:

- a Boys and girls.
- b Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees.
- c Pupils who have English as an additional language.
- d Pupils who have Special and Additional Educational Needs.

- e Pupils who are Gifted and Talented.
- f Pupils who are Looked After
- g Pupils who are at risk of disaffection or exclusion, young carers, children with medical conditions, children from families under stress.

1.1.3 We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- a Setting suitable learning challenges.
- b Responding to pupils' diverse learning needs.
- c Overcoming potential barriers to learning and assessment.

1.1.4 We aim to provide a happy, healthy and safe academy by:

- a Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- b Providing high quality pastoral care, support and guidance.
- c Safeguarding the health, safety and welfare of pupils.
- d Listening and responding to the concerns of children and parents/carers.
- e Taking care to balance the needs of all members of the academy community.

1.1.5 We secure inclusive education for our pupils by reviewing and evaluating what is done:

- a Are all our pupils happy to be in school?
- b Does each pupil achieve as much as they can?
- c Are there differences in the achievements of different groups of pupils?
- d What is in place for pupils who are not achieving their potential?
- e Are our actions effective?

1.1.6 All members of our academy community are valued and are offered wide ranging opportunities to enable high standards of achievement.

1.2 Entitlement

1.2.1 All pupils at ARK Ayrton Primary Academy are entitled to receive:

- a A full and warm welcome, acceptance and real opportunities to make positive relationships with their peers and adults.
- b Respect from their peers and adults.
- c A broad, balanced and relevant curriculum which meets any needs they may have.

- d Support to develop their independent learning skills and independence within the academy community.
- e Access to as full a range of learning opportunities as possible including collaborative learning with their peers.
- f Appropriate, timely and effective support and access to resources and advice to assist in overcoming potential barriers to learning.
- g Learning experiences that provide appropriate challenges and high expectations.
- h A learning environment that promotes positive attitudes to gender, disability, and racial, social and cultural diversity.

1.3 Response to Individual Needs

1.3.1 ARK Ayrton Primary Academy will endeavour to ensure that:

- a Contributions by all pupils to the work of the academy are valued.
- b Positive images of an inclusive education are presented at all times.
- c Work which provides personalised learning is appropriately differentiated and takes account of different learning styles.
- d Approaches are used that develop the strengths and attitudes of pupils to ensure effective inclusion and participation.
- e The Academy works with external professionals to enhance the provision offered at ARK Ayrton Primary Academy e.g. ARK HO, Social Care, CAMHS, MABS, SAL'T and Education Psychology
- f Pupils are included as fully as possible in all discussions concerning their progress both with parents/carers and any involved professionals, and are given full opportunities to identify targets and evaluate their own progress towards them.
- g Effective support appropriate to the individual pupil's needs is provided.
- h We actively involve parents/carers in the decision making with regard to additional provision. Parents/carers have to give their consent before any referral proceeds.
- i Specialist support will be available to those students who are experiencing difficulty in achieving their targets. This happens as part of enrichment booster classes. Targeted intervention programmes are also used across the academy and can mean some withdrawal from lessons, but this is kept to a minimum where possible. It can also be provided through LSA support within lessons. Specialist support from the LA or the ARK Central Team can be made available where necessary for those students who have specific learning difficulties such as Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD) and Speech and Language delays/disorders.

1.4 Implementation

1.4.1 ARK Ayrton Primary Academy

- a Is committed to the principle of being an inclusive academy.
- b Will promote active involvement of the pupils, parents/carers, staff, Governors and the wider community in this process.
- c Provides ongoing training for all staff which forms part of the Academy Improvement Plan.
- d Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation are clearly defined.
- e Will ensure that prior to any inclusion, an audit of the academy premises is carried out to ensure that provision is suitable and that all necessary Health and Safety considerations have been taken into account.
- f Will work collaboratively with other professionals to overcome problematic issues.
- g Will provide a secure and stimulating environment to meet the needs of its pupils.
- h Will be flexible in meeting the unique individual needs of its pupils.
- i Will ensure that the academy calendar provides sufficient time within the academy year for the necessary planning, evaluation and reporting procedures prescribed by the Code of Practice.
- j Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of pupils.
- k Will ensure that the language used within the academy is appropriate and monitored regularly.
- l Will provide resources which offer positive role models.
- m Will develop a wide range of support and advice from external agencies and will consult with such agencies to assess and support pupils where necessary.
- n Will ensure that our Equal Opportunities Policy reflects the high priority we place on inclusion for all pupils at the academy.
- o Will share our good practice and learn from others.

2 ENGLISH AS AN ADDITIONAL LANGUAGE

2.1 Philosophy

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make.

2.2 Aims

- a In reference to the Equality Act 2010 ARK Ayrton Primary Academy does not discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Bilingual pupils have an equal right of access to all areas of the curriculum.
- b We aim to give bilingual pupils the opportunity to use their own experience, language and culture to enhance their learning within the National Curriculum, as well as creating opportunities for all pupils to increase their knowledge of other languages and cultures.
- c We aim to address the specific and individual needs of bilingual pupils to ensure integration within the life of the academy.
- d We recognise the need to promote the use of mother tongue as an essential part of the child's linguistic and cognitive development.
- e We aim to create an environment, which is welcoming to parents and which promotes full involvement in their children's learning.
- f We aim to prepare all children for living in a multicultural society.

2.3 Context of School

On entry to the academy, information is collected about the child's ethnic and linguistic background, previous educational experience, and their family and biographical background.

The Inclusion Manager is the designated member of staff who monitors policy and procedures.

2.4 Key Principles of Language Acquisition

- a EAL pupils are entitled to the full National Curriculum programmes of study and all teachers have a responsibility for teaching English as well as other subject content.
- b Access to learning requires attention to words and meanings embodied in each curriculum area. Understanding of vocabulary is not assumed but made explicit.
- c Language develops best when used in purposeful contexts across the curriculum.
- d Teachers, support staff and more fluent peers play a crucial role in modelling uses of language.
- e Knowledge and skills developed in learning a first language aids the acquisition of a second language.

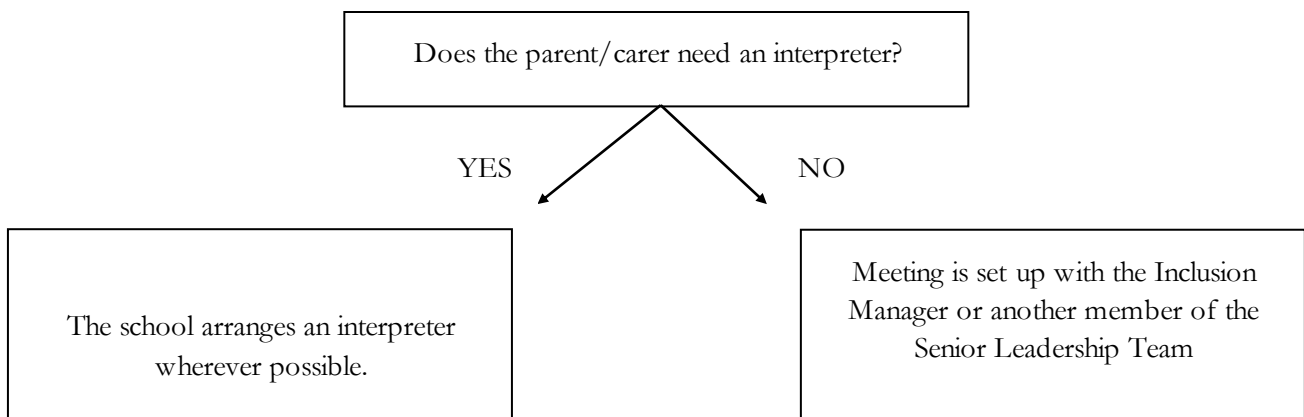
- f A clear distinction should be made between EAL and Special Educational Needs.

2.5 New Arrivals

- 2.5.1 New arrivals include those who have transferred from another school in the UK and those who have recently arrived from abroad. Some may join the school at non-standard admission times. They will have widely differing language needs and previous educational experiences. Some will be literate in their home language while others may have had little formal schooling. How they settle into school life will have a significant impact on their future as learners and the place they are able to take in society.
- 2.5.2 A proportion of newly arrived pupils and their families may have experienced conflict or be seeking refuge from war or persecution. This, in itself, could have an impact on their ability to settle into school and to access learning. In addition, there may be gaps in their schooling which will become evident over time.
- 2.5.3 Other factors that may directly or indirectly affect a child's ability to learn are uncertainties for the family about:
- a Immigration status (the family may be awaiting a decision on an asylum application).
 - b Housing (the family may have been placed in temporary, short-term housing and may be re-housed some distance from the school).
- 2.5.4 Families may be reluctant to divulge details of their immigration status; we understand it is important that the academy builds up a trusting relationship with the parents/carers to reassure them that such information remains confidential and is required for the sole purpose of meeting the educational, emotional and social needs of their child.
- 2.5.5 For data collection purposes the following groups can be identified as being of a refugee background:
- a Those at any stage of the asylum process.
 - b Those who have been granted refugee status in the UK.
 - c Those who have been granted refugee status in another European country and have moved to the UK as European citizens.
 - d Children born in the UK to parents from a refugee background.
 - e Unaccompanied minors.
- 2.5.6 ARK Ayrton Primary Academy focuses on the positive contributions made by new arrivals and mobile pupils.
- 2.5.7 Provision for pupils is based on a meaningful assessment of their prior knowledge and experience as well as their English language proficiency.

- 2.5.8 Support is available for parents/carers of new arrivals to familiarise themselves with the new education system of which their child is now part and information about other services available such as English classes for adults

2.6 ARK Ayrton Primary Academy procedure for mid phase admissions



During the admission meeting

- Meeting is conducted by the Inclusion Manager or another member of the SLT
- Interpreter is present where necessary.
- Parent /carer and child are given information about the school e.g. the school prospectus, home/ school agreement, school routines, school uniform, entitlement to free school meals etc.
- Parent/carer gives the school information about the child's prior schooling, including strengths, interests and any areas of concern
- Home language, country of origin and refugee status is established.
- Parent/carer and child are given a tour of the school and asked to return on an agreed day.



- Copies of the completed admission form are passed to appropriate members of staff.
- Staff are informed of the start date and information is shared as appropriate.
- The class teacher prepares for the new pupil.

Class buddies are identified



The first few days

- A member of the Pastoral Team takes the pupil to the classroom where he /she is introduced to their class and teacher.
- The pupil is introduced to their buddies and time is given for getting to know each other, perhaps another tour of the school.
- The pupil is assigned to numeracy and literacy groups appropriate to his or her academic ability and experience.

2.7 Admission meetings

2.7.1 When any new child joins the academy, an induction meeting is held with a senior member of staff to collect detailed information and inform parents, carers and pupils about the school and answer any questions they have. They are also given a tour of the school as part of this.

2.8 Pupil Support

When a new child joins, they are given a buddy and group of children to look after them in class and at play and lunchtimes and to help them find the toilets etc. We always try and ensure they can speak to another child of the same language if needed.

2.9 Planning and Assessment

2.9.1 When a pupil arrives, we look at what they can do in their first language (or the language they have been educated in) **as well as** what they can do in English. One of the priorities of ARK Ayrton Primary Academy is to ensure that all EAL learners achieve their potential within the mainstream classroom.

2.9.2 As with all new pupils to the academy, a new pupil with EAL will have a New Entry Assessment including where appropriate a First Language Assessment supported by a member of the Ethnic Minority Achievement Service (EMAS) staff within 2 weeks of the pupil joining the academy. This gives us a baseline from which to plan, target and track progress.

2.10 Teaching and Learning Strategies

- a Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- b Key language features of the curriculum are identified, such as vocabulary.
- c Enhanced opportunities are provided for speaking and listening, and use made of drama techniques and role play.
- d Additional visual support is provided, e.g. posters, pictures, photographs, use of gesture.
- e Additional verbal support is provided, e.g. modelling, repetition, peer talk.
- f Where possible, learning progresses from the concrete to the abstract.
- g Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

2.11 Parental/Community Involvement

We strive to encourage parental and community involvement by:

- a Endeavouring to take initiatives to make ARK Ayrton Primary Academy welcoming and friendly place for all parents and visitors.
- b Providing a welcome induction meeting with a member of SLT when they arrive.
- c Using plain English and interpreters where necessary.
- d Recognizing and encouraging the use of first language.
- e Helping families to understand how to support their child at home, especially by continuing the development of their first language.
- f Identifying linguistic, cultural and religious backgrounds of the children and establishing contact with their wider community when appropriate.

3 GIFTED & TALENTED

Whole-academy procedures

3.1 What is a G&T learner?

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). DCSF May 2008.

- a **Gifted** describes learners who have the ability to excel academically in one or more curriculum subjects.

- b **Talented** describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

3.2 What we believe about G&T learners:

- a G&T learners will make good progress as a minimum requirement.
- b G&T learners are not a homogenous group. They come from all backgrounds and have a wide range of gifts and talents.
- c G&T provision stems from outstanding classroom practice and excellent subject and/or specialist knowledge.
- d G&T extension is not simply about doing more of the same within a lesson or activity; it is about providing tasks that have greater cognitive demand and that allow learners to demonstrate different ways of thinking.
- e G&T learners, along with everyone else, need to be provided with opportunities to demonstrate expert thinking and problem-solving skills, develop leadership and planning skills
- f G&T learners require opportunities to compete at local, county and national level

3.3 Identification

It is the job of every teacher in the academy to identify and nurture talent. G&T learners are not just identified through attainment in national summative exams - potential excellence needs to be identified and teased out if every pupil at Ark Ayrton Primary Academy is to excel.

Ways of indentifying G&T students (See Table 1):

Data	Extra-curricular	Other
The top 5% of the ability range nationally in external academic exams – SATs.	Success in county and national level events, for example:	Teacher nomination.
The top 10% (approx) of students in each subject measured through internal assessment.	<ul style="list-style-type: none"> • Chess • Debating • Dance • Sport • Music • Art • Drama 	Parental information/feedback on students’ interests outside of the academy.
Some exceptional proficiency in a non core subject – PE, Art , ICT, Music.		Transition/transfer records and pre-entry interview with pupil and parent/carer. EAL/New arrival assessment pack.

Table 1 – Methods for determining G&T students

3.4 Monitoring and Accountability:

3.4.1 Half Termly review:

The progress of Gifted and Talented pupils is reviewed half termly as part of the academy’s regular and ongoing assessment and data analysis cycle. Through this, underperformance of pupils or within certain subjects is identified and addressed

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

3.5 Fundamental Principles

- 3.5.1 At Ark Ayrton, in accordance with the Code Of Practice September 2014, we recognise that children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 3.5.2 Children with SEND and disabilities will be provided access to a broad and balanced curriculum, including enrichment activities. **The educational aims for pupils with SEND and Disabled pupils at ARK Ayrton are the same as those for all pupils.** We are ambitious and aspirational for all our pupils, irrespective of need or disability.
- 3.5.3 **'A child of compulsory school age or a young person has a learning difficulty or disability if he or she**
- **has a significantly greater difficulty in learning than the majority of others the same age, or**
 - **Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'** *SEND Code of Practice 0-25 Years September 2014*
- 3.5.4 We are committed to meeting the needs of pupils with SEND and disabilities and evaluating their progress.
- 3.5.5 We recognise that the needs of pupils with SEND and disabilities will normally be met in a mainstream school or setting.
- 3.5.6 The views of the pupils will be sought and taken into account.
- 3.5.7 Parents and carers have a vital role to play in supporting their child's education.
- 3.5.8 There are dedicated staff with responsibility for SEND.

The Academy has a specific policy for children with SEND and a School Offer that outline our procedures and vision for pupils, both of which are available on our website.

EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

APPENDIX 1 – GLOSSARY OF EAL TERMS

EAL stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already use one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to and use more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.

Minority ethnic group is used for all those groups other than the White British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups.

Beginner – those children who have just started to learn English as a second language at school. These include pupils new to the UK and children born here, who have been exposed mainly to the home language prior to starting school.

Recent arrival – those pupils who have recently arrived in the UK. They include pupils who may have experienced schooling in another country and those whose attendance at school has not been consistent.

Appendix 6 - Disability Equality Scheme

Disability Equality Scheme

2011-14

ARK Ayrton Primary Academy

Mission Statement

At ARK Ayrton Primary Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At ARK Ayrton Primary Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

- Are disabled pupils encouraged to participate in academy life? How is this shown through representation in academy events such as class assemblies and the academy council?

- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

- Is disability portrayed positively in academy books, displays and discussions such as circle time and

class assemblies?

Does the academy take part in annual events such as Deaf Awareness week to raise awareness of disability?

Is the academy environment as accessible as possible to pupils, staff and visitors to the academy? Are open evenings and other events which parents or carers attend held in an accessible part of the academy?

Is information available to parents/carers, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- a People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- b Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, which need to have due regard for the following, when carrying out their functions:

- c Promoting equality of opportunity between disabled people and other people.
- d Eliminating discrimination that is unlawful under the DDA.
- e Eliminating harassment of disabled people that is related to their disability.
- f Promoting positive attitudes towards disabled people.
- g Encouraging participation in public life by disabled people.
- h Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- i Achievement of pupils by disability.
- j Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.).

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents/carers to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, BLANK Academy has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

ACADEMY ACCESSIBILITY PLAN

Accessibility arrangements to assist the inclusion of pupils with SEND and disabilities

- 3.6 The following measures are in place to ensure the physical accessibility to students with SEND and Disabilities:
- a One-way system in corridors.
 - b Handrails along stairs/steps.
 - c Seating plans are organised according to the needs of individual pupils.
 - d Disabled car park spaces for transporting visually impaired and physically disabled students.
 - e Inter-active hearing loop installed.
 - f Disabled toilets with emergency alarm loop to main reception to summon assistance if required.
 - g Ramp into reception to enable wheelchair access to main building.
- 3.7 The following measures are in place to improve curriculum access for students with SEND and Disabilities:
- a Differentiated content and range of Teaching & Learning approaches to ensure access.
 - b Special arrangements made for disabled students to participate in school trips.
 - c Facility to enlarge worksheets or change font format.
 - d Therapy programmes are provided for some pupils who are suffering from emotional and behavioural difficulties (these may be provided by an external team of therapists who work on site).
 - e LSAs are assigned to particular groups and individuals to support their learning.
 - f Consideration of students specific needs during placement in teaching groups.
- 3.8 The following equipment may be purchased to assist students to access the curriculum:
- a Individual laptops.
 - b Touch screen computers
 - c Colour photocopier to photocopy resources for partially sighted students.
 - d Literacy software for pupils with a low reading age upon entry
 - e adapted resources for children with fine and gross motor difficulties
- 3.9 Staff and training arrangements to aid inclusion of students with SEND and Disabilities:
- a SENCO training
 - b Staff training including LSAs
 - c Special arrangements/adjustments made to enable disabled/ SEND students to be included in school trips, use of risk assessments E.g. additional staff.

- d Liaison with outside agencies:
 - i. Speech and Language Therapist.
 - ii. LA's Exclusions and Attendance teams
 - iii. SEND advisory teacher
 - iv. Educational Psychologist.
 - v. School Nurse.
 - vi. CAMHS.
 - vii MABS (Multi Agency Behaviour Support Service)