

Inclusion Policy

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Rationale

We derive our Inclusion Policy from our mission statement for the Trust:

‘Believe Achieve Succeed’

“Believe, Achieve, Succeed”.

Our mission statement “Believe, Achieve, Succeed” reflects our understanding and beliefs. The Trust is committed to improving outcomes for all pupils through providing an appropriate and high-quality inclusive education to all members of the Academy community. The Trust places inclusion at the heart of all its provision and seeks to develop a range of inclusive services to support learners with specific needs to ensure they are given the opportunity to fulfil their potential now and in the future. The Trust is ambitious for its academies and pupils and believes that with the right support everyone can achieve their best, regardless of their circumstances or background.

This policy will ensure that all Harmony Trust Academies are educationally inclusive, where the teaching and learning, achievements, attitudes, and wellbeing of **every pupil** matter. All academies provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, those with additional educational needs, those in vulnerable groups. Children achieving to their potential will be fundamental and integral to all teaching and learning. Parents will be given the opportunity to be involved in the education of their children and they will be kept fully informed when additional educational provision and intervention strategies are made for their child. The ethos of all Harmony Trust academies will be one where differences are celebrated, and the self-esteem of every pupil is supported and enhanced. This policy will underpin all the other policies in the Trust and should be read in conjunction with our Special Educational Needs and Disabilities Policy.

Aims of the policy

- To ensure the staff in all our academies are inclusive and welcoming in their approach when dealing with children, families, external agencies, and applications for school places
- To provide a welcoming environment that meets the needs of every individual, recognising their entitlement to appropriate high quality education, through quality first teaching and appropriate intervention.
- To be proactive in eliminating any kind of discrimination or prejudice based on race, cultural background, belief, gender, sexual orientation, disability, or additional/special educational need.
- To ensure that the provisions of the Children and Families Act 2014 and Equality Act 2010; advice for schools, DfE. Feb. 2013, alongside the subsequent code of practice are put into place in our academies and ensuring that the Revised Code of Practice for SEN is implemented.

- To ensure that the provisions of the Race Relations (Amendment Act) 2000 together with the Race relations Act 1976 and subsequent code of practice underpin all aspects of the academies work.
- To ensure all academies offer a broad, balanced, differentiated curriculum that offers equal opportunities, promotes self-esteem, and maximises individual potential for all through our Character Education and pupils' involvement in 'The Harmony Pledge.'
- To continually monitor the progress and attainment of all children, to identify needs as they arise and to provide appropriate intervention at the earliest opportunity.
- To identify the roles and responsibilities of all staff in providing for pupils' needs through reasonable adjustments, to enable all pupils to have full access to all elements of the school curriculum and staff accept responsibility for the planning, organisation and delivery of appropriate educational material.
- To ensure a high level of staff expertise to meet pupils' needs through well targeted, continuing, professional development
- support pupils with medical conditions towards full inclusion in all academy activities by ensuring consultation with health and social care professionals
- work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure all children are equipped both academically and socially so that they take full advantage of the opportunities that are available in the next phase of their education and beyond.
- To enable parents by providing a range of approaches to enable them to be fully involved at every stage of their child's education and to support their child in their learning.
- To involve children themselves in planning and in any decision making that affects them enabling them to become active, responsible, and caring members of the Academy and wider community.

We ensure the achievement and wellbeing of diverse groups of children within our academies including:

- all genders including gender reassignment and sexual orientation
- children with Special Educational Needs and/or Disabilities (SEND) [see SEND policy]
- children who speak English as an Additional Language (EAL) (see EAL policy)
- minority ethnic groups, including BAME.
- children from all faiths and beliefs
- disadvantaged children
- children working at greater depth
- children who are at risk of disaffection or exclusion
- Gypsy, Roma, Travellers (GRT)
- asylum seekers
- service children
- Looked After Children (LAC) and Previously Looked After Children, Children Looked After under a SGO or CAO
- vulnerable and safeguarded chd. including those with a CP, CIN, EH or TAF action plan

‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’

Index for Inclusion – Booth and Ainscow 2000

‘Inclusion is about much more than the type of school that children attend it is about the quality of the experience, how they are helped to learn, achieve and participate fully in the life of the school’

The Warnock report 1978

Successful inclusion should result in every pupil feeling secure, confident, and happy at school. Successful inclusion should see every pupil achieving their potential through full participation within and beyond the school day. Successful inclusion should promote every child’s belief in themselves as a learner and valued member of the academy’s community.

Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children on SEND support; those with Education, Health and Care Plans and those without. In common with maintained schools, the Local Authority administers admissions into the Academy.

The Harmony Trust operates its admission procedures in accordance with the policy laid down by the Board of Trustees and in line with relevant LA statutory requirements. This policy will not discriminate on grounds of race, religion, disability, special need, or ethnic origin. Where a consultation request is received for a school place for a child with SEND, each academy will assess the contextual factors placed upon the academy and in particular cohorts in relation to the request. Where leaders are considering declining the request as they feel the child’s needs cannot be met, academy leaders and/or SENCOs (special educational needs coordinators) must contact the Head of Inclusion before responding to the consultation request. A request should not be declined on the grounds that an academy feels they cannot meet a child’s special, social, education or behaviour needs or because they have a history of disruption. Whilst consideration will always be given to staffing needed to support applications for children with SEND, equipment and environmental needs, the inclusion team will work with leaders to consultation with the local authority about how additional resources can be provided. Similarly, our Trust values demonstrate our willingness to consider offering new opportunities to pupils who may have previously experienced difficulties, including behavioural issues, where it is reasonable to do so. Parents/carers and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

Children with disabilities

Some children in our academies have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act (DDA) that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The Harmony Trust Equality Scheme sets out how we put the DDA 2010 into practice. We set aspirational objectives on our Equality Action Plan to ensure equality for all.

Our Academies are committed to providing an environment that allows disabled children access to all areas of learning wherever possible. Our Accessibility Plans identify how we intend to increase the extent to which disabled pupils can take advantage of all that our academies have to offer. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our academy also allow wheelchair access.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials or activities by providing additional or alternative resources. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in educational visits and physical education lessons and activities and write comprehensive individual risk assessments and adapt lesson plans to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use.
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment or use certain types of materials.
- allows opportunities for them to take part in educational visits and other activities linked to their studies.
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and to use visual resources and images both in art and design and in design and technology.
- uses assessment techniques that reflect their individual needs and abilities.

Teaching and Learning Styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of distinct groups of pupils at least termly to ensure that all pupils are achieving as much as they can. The Harmony Trust provides quality first wave teaching to ensure all pupils make progress. Additionally, academies may receive funding that is used to employ additional staff members who support our pupils with special educational needs, disabilities, and vulnerabilities. These staff members may work with pupils identified at Pupil Progress Reviews and will provide the class teacher and SENDCo (special educational needs coordinator) with regular feedback on pupil progress. SENDCo can be involved in planning interventions for pupils who need support to 'close the gap' and for high achieving pupils to make even more progress and achieve their full potential.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Individual and small group learning plans may be used, and targets set to support personalised learning. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use differentiation to deepen and broaden pupils' understanding and knowledge.

Meeting Diverse Needs

We recognise that to achieve the academy's aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each child's academic, social, and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome/minimise potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils. Where an academy leader is considering developing any form of 'specialist provision' to meet the needs of pupils within the academy, support must be obtained from the Inclusion Team who will support the academy in defining the type of specialist provision that may be needed based on the pupil profile within the academy.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Needs or Disabilities are appropriately supported.
- Sharing any concerns, we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.
- Setting suitable learning challenges.
- Providing other curricular opportunities outside the early Years Foundation Stage and National Curriculum to meet the needs of individuals or groups of children.

Peripatetic Teams

To support our academies in the implementation of this policy and to enable requests for support from the inclusion team to be delivered, peripatetic teams are being developed. These teams will support principles to ensure provision is able to be fully inclusive where need is identified. The teams will consist of a range of staff with differing experience, expertise and knowledge and offer opportunities to staff to broaden their experience and knowledge and support their career development

Family Support Teams

Across the Trust we have a family support team who can provide support for families on matters which have an impact on their children's ability to access education. This may include support with wider issues such as finance, housing or specific aspects of parenting families may request support for. The team includes qualified Social Workers and experienced Family support workers. Support from the teams can be obtained by contacting the Family Support Manager for each hub.

Roles and responsibilities

Successful inclusive provision at all Harmony Academies is seen as the responsibility of the whole Academy community, permeating all aspects of Academy life and applicable to all our pupils.

The Board of Trustees

The Board of Trustees have the overall responsibility for the governance of this policy, they will:

- Hold the responsibility for ensuring the trust and its academies adhered to all related statutory frameworks and guidance.
- Monitor the quality and effectiveness of Inclusion within the Trust through the 'School Improvement: Differentiated Model of Challenge and Support'
- Monitor and challenge the progress and outcomes for all pupils ensuring that all children reach their optimum potential,
- Discuss the challenges at local and national level related to inclusion.

The CEO/ Director of Education

The CEO will work with the Learning Matters Steering Group to determine the strategic development of the Inclusion policy and provision in the Trust. As the line manager of all academy principals the CEO will support and enable principal to share their successes and the contextual challenges through academy visits and one to one session. Progress and Standards meetings in each academy monitor the attainment and achievement of all pupils, challenging underperformance if appropriate. Pupil, staff, and parent forums, all of which include the CEO will ensure that the views of these stakeholders are listened to and acted upon as part of the governance model of the trust.

Through the Pay, Performance and Standards committee the Director of Education will report on the trust wide and academy needs and to evaluate the impact of policy, practice, and process. The Director of Education will also provide an overview of the quality of provision for all pupils across all academies and from this will support the development and implementation of the inclusion section of the strategic plan.

The Executive Principal/Principal/Head of Academy

The Executive Principal/Principal and Head of Academy will:

- Ensure that the trust Inclusion policy is adhered to and followed within their own academy.
- Uphold the inclusive vision, values, and practice of the trust
- Work with the staff in their academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Have overall responsibility for the provision and progress of learners with any additional needs.
- Monitor the progress and attainment of pupils through regular pupil progress meetings
- Ensure that resources are deployed effectively and efficiently to meet pupil need
- Ensure the deployment of staff so that appropriate transition arrangements are planned for learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a three-year Accessibility Plan is written, reviewed, and updated annually and is shared on the academy website.
- Develop effective relationships with parents so that they feel valued, supported, and included.

Head of Inclusion

The Head of Inclusion will have the strategic responsibility for all aspects of Inclusion which includes the provision for those pupils with SEND. This will include but is not limited to:

- Be responsible and accountable for the effective delivery of the Inclusion Service

- To develop and deliver the strategic vision for the service which aligns with the Strategic Development Plan and responds to trust wide priorities, organisational need, legislation, and national initiatives.
- Be responsible & accountable for statutory requirements related to the service
- To develop, manage and implement an Inclusion Strategy
- To support the development of models for both specialist provision, integrated provision and SEND leadership and outreach
- Where needed support individual academies and/or Principals in the delivery of the Inclusion Strategy
- Develop partnerships with Local Authorities so that we maximise opportunities for effective strategic partnerships

Trust Senior Leader for SEND and Trust Leader for SEND

The Trust Senior Leader for SEND will be responsible for the leadership and management of those included within the SEND Development Team. This team will work to the direction of the Director of Education and will be responsible for the implementation of the SEND priorities outlined within the Trust Strategic Plan.

The SEND Development Team will:

- Plan the implementation of the strategic plan priorities at the appropriate time for each academy
- Provide Policy guidance and frameworks to support academies in their statutory responsibilities
- Support academies in their evaluation of provision and the development planning through a peer inquiry process
- Enable Professional Development opportunities through training, development programmes, networks, work hubs and individual and small group support where needed
- Develop the SEND Area of the Trust Universal Resource Library to include resources, curriculum information, guidance, and training materials
- Be able to plan bespoke academy support which is commissioned through the academy visits schedule
- Engage with the relevant Local Authorities and services as and when appropriate

SENCO

The SENCO for each academy will

- Work with the Principal and Trustees to determine the strategic development of the SEND policy and provision in the academy
- Have (or be working towards) the national qualification of NASENCo Award.
- Use progress data effectively
- Have up-to-date knowledge of local and National SEND initiatives and policy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Monitor, review Individual plans and EHC plans on a regular basis.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Engage with trust wide support and development opportunities including attending Trust SEND Hub meetings and Local Authority networking opportunities
- Liaise with potential next providers of education/ inexperienced staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Share SEND information in accordance with GDPR (General Data Protection Regulation)
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the academy maintains an up-to-date register and records for all children with SEND
- Arrange appropriate whole school and individual SEND training and surgery sessions.
- Ensure efficient deployment of TAs (teaching assistants) to support SEND pupils.
- To arrange SEND staff surgery days, to include outside agencies where appropriate

Teachers

All teachers are teachers of SEND/Pupils with Additional Needs.

Each class teacher is responsible for:

- The progress and development of every pupil in their class through QFT and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO and other Inclusion Staff to review the progress and development of each pupil and ensuring appropriate provision and intervention
- Ensuring they follow this Inclusion Policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.

Teaching Assistants

Their responsibilities include:

- Working closely with teachers.
- Agreeing with SENCO and class teachers suitable strategies for the successful inclusion of children with special needs, disabilities, and additional needs in the mainstream environment.
- Ensuring on-going liaison with class teachers to monitor each child's progress and effectiveness of these programmes of work.
- Liaise with teachers/SENCO to plan, deliver and assess suitable interventions.
- Helping to organise and participate in meetings with parents/carers.
- Contributing to the development and delivery of targets

Designated Safeguarding Lead/Inclusion Managers/ Family Support Staff

Each academy works closely with staff in the roles of Designated Safeguarding Lead/ Family Support Worker/ Inclusion Manager whose primary functions are to offer support to pupils and families who

may require this, liaise with social services and other agencies as appropriate and 'signpost' and/or access other available services to families and the academy.

Personalising the Curriculum

- a) Each Academy currently uses the National Curriculum (2014), to identify and assess the needs of all pupils as thoroughly and as early as possible through the Early Learning Profile (ELG), Derby/Oldham/Tameside Religious Education Agreed Syllabus to support staff, at all levels, in planning the formal curriculum. Where appropriate curriculum will be adapted and personalised to meet individual needs.
- b) Each Academy has a Curriculum Map, which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all children. This allows cross-curricular links to be made and enables National Curriculum learning to match individual needs.
- c) Alongside our National Curriculum delivery our children who have an Education, Health Care Plan [EHCP (Education Health Care Plan)] will have personalised targets and be provided with a curriculum that meets these objectives.
- d) Academy Leaders also ensure that the principles of ensuring inclusive practice for all are applied to all activities, which pupils engage in at academy or on Educational Visits; this includes the variety of Clubs that are offered and break, lunchtimes and before and after-school activities.
- e) All members of the academy community are expected and encouraged to adopt welcoming and inclusive behaviours, which support the academies' inclusive ethos.

Strategies to Support Curriculum Access

Staff use a range of support strategies to ensure curriculum access including:

- IT appliances, software, apps.
- Specialised/Modified equipment purchased by school or loaned from other agencies
- collaborative group work
- enhanced opportunities for speaking and listening in class (e.g., learning partners)
- effective role models for speaking, reading, and writing
- additional verbal support-repetition, alternative phrasing, extension of responses, and peer support.
- additional visual support, e.g., posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- writing frames, directed activities related to texts.
- opportunities for role play.
- children receive regular feedback from staff
- opportunities to involve children from ethnic minorities in discussions about the similarities and differences in cultures as shown in texts/visual images etc.
- discussion is provided before and during reading and writing activities
further support for children's social language development is provided outside the formal curriculum, e.g., in assemblies, academy clubs, homework clubs, use of technology etc.

Accessibility Plans

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must

ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender, and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy be reviewed and reported on annually and drawn up/updated every three years

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

Support is available from the Trust Inclusion Team via contact with the Head of Inclusion, with -

- writing a personalised Academy Accessibility Policy
- Carrying out an audit of current provision
- Writing a 3-year Accessibility Plan [which for a 3-year period, remains published on academy websites and is updated annually following review]
- Completing the annual Accessibility Plan reviews and plan update

Special Educational Needs or Disabilities (SEND) Please refer to SEND Policy.

The Harmony Trust Academies adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught. The SENCO/Inclusion team are responsible for the day-to-day operation of the academy's SEND policy and maintaining the SEND registers including the medical registers. They will co-ordinate provision for pupils with SEND as part of the Inclusion Team.

All children are entitled to a balanced and broadly based curriculum, including The Early Years and National Curriculum. Where pupils have special educational needs and/or disabilities, a graduated response will be adapted. The academy will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

English as an Additional Language/New Arrival Families (Please see EAL Policy)

Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL children, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore, our main aim is for all EAL children to become confident in speaking, listening, reading, and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

- iv. Extensive support is available to academies who have pupils with EAL or have recently arrived from abroad. Please contact the Development Team for details
- v. The provision of this support fulfils the requirements of the Race Relations Act of 1976, which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

We are committed to providing appropriate provision of teaching and resources for children for whom English is an Additional Language (EAL) and for raising the achievement of children from ethnic minorities. We identify individual children's needs; recognise the skills they bring to the academy and ensure equality of access to the curriculum. Children are not registered as having a learning difficulty solely because their home language is different from the language in which they are taught. We aim to ensure that all EAL children can:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages.

Teaching and Learning staff provide differentiated opportunities matched to individual EAL children's needs. These might be key words, visual resources, certain patterns of grammar, use of language or forms of text. Resources, strategies, and support is given to teaching staff where applicable. The use of visual timetables is encouraged in all classrooms to ensure all pupils are aware of the structure of the day. Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the primary frameworks. Classroom activities have clear learning objectives and appropriate support, and resources are deployed to ensure that children can participate in all lessons. Staff review groupings regularly and, where appropriate, would consider arrangements to ensure that EAL learners have access to proficient English language peer models.

Special Educational Needs and EAL Children

The Harmony Trust recognises that most EAL children needing additional support do not have special educational needs. However, should special educational needs be identified during assessment; EAL children will have equal access to academy's SEND provision. Similarly, the academy recognises that there may be EAL children who are able, gifted, or talented even though they may not be fully fluent in English.

Vulnerable and Safeguarded Pupils including those with a social worker and/or at CP, CIN, EH OR TAF Plan [please see Safeguarding and Child Protection Policy]

Each academy has a Designated Safeguarding Lead (DSL), who has received the appropriate up to date safeguarding training and follows the procedures set out by the Derby/Oldham/Tameside Safeguarding Children Partnership, taking account of guidance issued by the Department for Education (DfE). The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. The Trust will endeavour to support the pupil in many ways set how in the Child protection & Safeguarding Policy.

Looked After Children (LAC) and Post Looked After Children (PLAC)

The academy's named designated teacher for Looked after Children and Post Looked After Children is responsible for:

- co-ordinating provision for Looked After Children and Post Looked After Children, monitoring their progress both academically and socially, ensuring that provision/support is put in place to enable LAC/PLAC children to achieve in line with national expectations.
- liaising with carers, other schools, class teachers and other external agencies
- ensuring all LAC have an up-to-date Personal Education Plan [PEP (Personal Education Plan)] in line with LA (LOCAL AUTHORITY) requirements with clear time related and achievable targets.
- Liaising with the Trust Virtual Head and local Virtual school.

Children in the Looked After system or Post Looked After are vulnerable children and, while they may have no special needs in relation to learning or behaviour, they need support initially when joining the academy where their academic and personal progress is carefully monitored to enable them to make the best progress possible. Contact is made immediately with the LA Virtual School Team who can provide 1-1 sessions supporting areas of the curriculum as well as protective behaviours work for some children.

Behaviour and Anti-Bullying (Please see Trust Behaviour Policy and Individual Academy Behaviour Management Procedures and Anti-Bullying Policy)

The Harmony Trust sets ambitious standards of behaviour for its pupils and is a community which values and respects everyone, both staff and children. Racism, sexism, and other forms of discrimination are not acceptable. We aim to prepare pupils for living in a diverse and increasingly interdependent society. Where pupils infringe these standards, the academy will seek to respond in a way which sees the behaviour as unacceptable, but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be offered individual support by teachers and Teaching Assistants, or in some cases, referred for specialist support. Sanctions will be applied fairly in accordance with DfE guidance, and exclusion will be used only as a last resort when no other alternatives are available.

Supporting Parents to be Fully Included in Their Child's Education

As a Trust we believe that the more engaged parents are in the education of their children the more likely their children are to succeed. Our Parental Engagement Policy details the ways in which our Trust is proactive in ensuring parents remain involved in their child's education through a range of initiatives and approaches. These include offering, whenever possible a 1:1 confidential conversation to support the completion of pupil admission paperwork, training staff to be sensitive to any needs parents may have that will affect their capacity to be engaged such as reading or writing issues, providing verbal translators wherever possible, reading aloud projector screens at workshops where needed, offering pupil reports and letters in E-Form so that parents can use reading support or translation apps. and software.

Supporting Parents who are Considering Elected Home Education [EHE]

KCSIE (Keeping Children Safe in Education) 2021 & our Trust Child Protection and Safeguarding Policy states -

It is recommended that when a parent/ carer has expressed their intention to remove a child from school with a view to educating at home, that LAs, schools and other key professionals work together to co-ordinate a meeting with parents/ carers where possible. Ideally this should be done before a final decision has been made, to ensure that parents/ carers have considered what is in the

best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Where a parent is considering removing a child from an academy to undertake home education, senior leaders should arrange to meet with parents to discuss the reasons for this decision. The head of inclusion should be made aware that a parent is considering home education. As a Trust our view would be that children are best educated within a school setting of some kind however parental views and decisions are of course treated with respect. Academy leaders will always encourage parents to keep their child in school, hold an open and honest conversation with parents about any adaptations that could be made to facilitate this and make parents aware that 'the door remains open' should they wish to return at any time. Local authorities should be notified as soon as possible.

Educating Pupils out of their Chronological Year Group

Where leaders are considering educating a pupil out of their chronological year group, the Head of Inclusion should be contacted before a decision is made. Please provide the Head of Inclusion with the relevant background information about the pupil and an explanation as to why this is being considered. The H. of I. will then liaise with the Director of Education before providing feedback to the academy leader. Children can only be educated out of their age-related year group with parental/carer consent.

This process is not required where a pupil is usually educated in a special needs base which supports pupils from more than one year group.

Use of Interim Reduced Timetables [please see Interim Reduced Timetable Policy]

In rare circumstances academy leaders may consider the short use of a part-time timetable for a pupil. These should only be used where no other option is available to support a child with pastoral issues, currently un-met special educational needs or transition concerns. Our Interim Reduced Timetable Policy provides template 'return to full-time action plan' and risk assessment to support academies. Interim reduced timetables should only remain in place for 6 weeks and only with parental consent. Reviews are held with parents every 2 weeks where an increase to the number of hours the pupil attends is discussed and agreed by both parties.

If an academy leader is considering using an IRT for a pupil the Head of Inclusion should be made aware before the IRT commences. The Head of Inclusion will liaise with the Director of Education and provide anonymised details of all IRTs to trustees. Support is available from the Inclusion Team to all academies to ensure a pupil returns to full-time education as soon as possible.

Inclusion and Racism

The Trust has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to trustees on a termly basis. The Academy contacts parents or carers of those pupils involved in racist incidents. The Director of Education and CEO are informed immediately in the case of serious incidents of racism

Disapplication and Modification

The Harmony Trust academies can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The Harmony Trust makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with the Senior leadership team, parents, and the Local Authority. We would ensure that every effort had been made to provide the necessary support from within the academy's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs
- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Linked Policies:

- Special Educational Needs & Disability,
- Child Protection and Safeguarding,
- Accessibility Policy, Review Audit and Plans
- Interim Reduced Timetable
- Mental Health & Wellbeing
- Positive Handling [Use of Restraint]
- Behaviour
- Anti-Bullying
- Attendance
- Pupil premium
- LAC/PLAC
- Parental Engagement
- Equality & Diversity
- English as Additional Language

Data Protection Statement

- The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.
- All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for This Policy

What?	Probable Content	Why?	Who?	Where?	When?
Inclusion policy	Any personal information including personal sensitive information	Required to be retained as part of education, statutory process	Principal / SLT, Trust central team, Virtual Head, staff or other representative as required as part of the relevant process	Kept on file at academy (and Trust central where appropriate).	Held on file following relevant retention periods (dependent on nature of personal information)

- As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
		✓

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 and it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.