



DERBY MOOR SPENCER ACADEMY

Policy Title: Special Educational Needs & Disability and Inclusion Policy

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Ratified by the Governing Body: September 2025

Next review due: September 2026

Policy Date: September 2025



Derby Moor Spencer Academy

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



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1. Accessibility Plan

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. It draws on the guidance set out in 'Accessible School: Planning to increase access to schools for disabled students', issued by the DFS in July 2002 and the Equality Act of 2010. This has been further developed through the Children and Families Act 2014.

2. Definition

The Equality Act (2010) defines disability:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

'Long term' is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. It includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and full participation in the school community for students, and prospective students, with disability.

4. Principles

Compliance with the DDA is consistent with the schools aims and Diversity and Equality Scheme, and the application of Derby Moor's Special Educational Needs and Disability (SEND) Policy. Derby Moor Spencer Academy recognises its duty to:

- Not discriminate against students with a disability in admissions and exclusions and provision of education;
- Not treat disabled students less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students;
- Publish an Accessibility Plan;
- Recognise and value parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality;
- Provide all students with broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles;
- Set suitable learning challenges;
- Respond to students diverse learning needs; and
- Overcome potential barriers to learning and assessment for individuals and groups of students.

5. Activities and Reasonable Adjustments

Derby Moor Spencer Academy is committed to making the environment as accessible as possible for students, staff and visitors. The full site is accessible to all.

Education and related activities – In relation to accessing the curriculum, Derby Moor Spencer Academy will continue to seek and follow the advice of Local Authority and outside agencies, such

as specialist teacher advisors, SEND consultants and appropriate health professionals. The Academy will use, where possible, the available resources (human and physical) to offer assistance during assessments or exams, use of aids and equipment, including assistive technology, and re-rooming lessons to the ground floor.

Physical environment – the Academy is a new building and reasonable adjustment has been incorporated into the design; these include lifts, ramps and wider staircases and corridors to allow for easier access. The staircases have also been fitted with hand rails. An induction loop system has also been fitted in some of the classrooms to help students with hearing impairment.

Provision of information – the Academy will provide information to students, staff, parents/carers and visitors in alternative formats when required or requested.



DERBY MOOR SPENCER ACADEMY

ACCESSIBILITY PLAN 2023-2026

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



Derby Moor Spencer Academy has adopted this accessibility plan in line with the school's Special Educational Needs & Inclusion policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported. This plan is created in response to the review from our previous accessibility plan which ran from September 2020- 2023. This plan will run from September 2023 to September 2026. This accessibility plan also forms part of the school's SEN Information Report which can be accessed on the school's website. This plan should be read in conjunction with the schools SEND and Inclusion policy and the school's publication of equality information and objectives. The plan sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Actions	Staff Responsible	Leadership Overview	Start/Finish Date	Evidence
Improving the physical environment of school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided				
Ongoing development of Hygiene room to ensure it is fully equipped to meet the needs of pupils with complex physical needs who may need assistance with toileting	LMC Derby STEPS	SDO CBH	Sept 23 - Jan 24	Facilities are well suited to meet the needs of pupils Specialist advisor from Derby City Council to inspect Student and parent voice
Plan and develop bespoke purpose-built inclusion building within the grounds of the academy to further improve the offer to Derby Moor SEND students and families	GTU CBH SDO	Trust	Sept 23 – Sept 25	Building open and complete.
Development of allocated space to create room for enteral, gastro and nasal feeding	LMC Senior TAs	SDO CBH	Sept 23 - ongoing	Accommodation in place Suitable furnished with required equipment Students to have input into design of space Student and parent voice
Allocate suitable space for specialist seating within the SEN/Learning support area – chairs will require overnight charging.	Site Team Senior TA's LMC	SDO CBH	Sept 23 - ongoing	Room available and rota in place Student parent voice Audit of equipment
Invest in additional furniture, to include but not limited to; adjustable desks, table risers, sloping boards, adjustable Design Technology equipment.	LMC Assistant SENCo	SDO CBH	Sept 23 – ongoing as needs arise	Audit of SEND equipment Visits from PI, VI and HI team to advise
Remain fully wheel chair accessible through ongoing maintenance of elevators, platform lifts and ramps throughout the school. Ongoing maintenance of accessible toilet facilities on each floor.	Site Team GTU	SDO CBH	Sept 23 - Ongoing	Maintenance schedule for lifts and elevators Accessible toilets on each floor All platform lifts operational

Actions	Staff Responsible	Leadership Overview	Start/Finish Date	Evidence
To improve access, holistic and academic outcomes for pupils with identified Social, Emotional and Mental Health (SEMH) Needs				
Thrive approach and ELSA approach adopted and widely used across the school – work with Educational Psychology to train 3 members of staff	BMA GTU LMC	SDO CBH	Sept 23 - Ongoing	Staff have received appropriate training Increased attendance of students with SEMH needs Reductions in behaviour instances Staff, student and parent voice
Work towards external accreditation for excellence within inclusion. Achieve and maintain Inclusion Quality Mark (IQM) at Centre of excellence level	GTU	SDO CBH	Sept 23 – Reviewed annually and externally assessed by IQM	IQM accreditation awarded IQM Centre of excellence status awarded Reviewed in Summer 2025
Make use of appropriate high-quality Alternative Provision (AP) in the local – regular communication and Quality Assurance of AP	BMA /JSC	GTU	Sept 23 Termly reviews	Reports from AP Check in visits Academic outcomes
Use of attendance toolkit and SEMH graduated response to improve outcomes for pupils. Work with EP to deliver high quality staff training.	Year Managers RPE	AMA GTU	Sept 23 - ongoing	Attendance toolkit used by staff to generate action plans for key pupils. Attendance of pupils increases Pupil voice
Ongoing development of school wide Multi Agency Team (MAT) and Inclusion Resource Allocation Panel (IRAP) to allow for strategic use of resources and staff	RPE BMA	GTU	Sept 23 ongoing In line with QA schedule	Staff structure complete including all MAT roles Review of IRAP minutes to ensure actions are completed and have impact

Actions	Staff Responsible	Leadership Overview	Start/Finish Date	Evidence
Invest in appropriate staff training and professional development to ensure the school is fully accessible to SEND pupils				
Staff trained in trauma informed practice and adverse Childhood Experiences (ACES). Targeted staff trained in CPI Verbal Intervention.	IHA GTU	SDO CBH	Sept 23 – ongoing, reviewed in line with CPD programme	Reduced instances of suspension Reduction in B and C's issued Increase in positive rewards issued Improved attendance Reduction in repeat negative behaviours
Ensure Visually Impaired (VI) and Hearing Impaired (HI) pupils can fully access the school and the curriculum through acting upon guidance from specialist Local Authority advisors.	LMC/ Teaching staff Specialist Tas Assistant SENCo	GTU CBH	Sept 23 – ongoing	Visit feedback sheets are positive QA shows staff implementing feedback and strategies advised from SENCo and specialists
Staff have received training in line with statutory guidance around manual handling, enteral, gastro and nasal feeding to ensure pupils with such needs can be fully supported	Senior Tas LMC	SDO GTU	Sept 23 – Training renewed annually and delivered for all staff working with PI pupils	Training received and a record of trained staff maintained by SENCo / HR team
All staff trained around the graduated response in relation to pupils with cognition and learning needs – pupil passports used to share strategies with teaching staff	Teaching staff Specialist Tas Senior TAs	GTU CBH	Sept 23 – passports reviewed termly	QA schedule and learning walks show students with C and L needs are well supported Students with C and L needs make good or better progress
Pupils for whom English is an additional language have access to targeted interventions delivered by a TEFL/EAL specialist.	Specialist TA Senior TA Assistant SENCo	GTU CBH	Sept 23 – Ongoing	EAL pupils accessing targeted programme of intervention Provision mapped using EDUEKY to assess impact Pupils able to access mainstream curriculum

Actions	Staff Responsible	Leadership Overview	Start/Finish Date	Evidence
Increasing the extent to which pupils with SEND can participate in the curriculum				
Continue the development of the Innovation Curriculum so that it matches the needs of our learners with multiple and complex SEN	Teacher of Complex Needs HLLSAs	GTU CBH	Sept 23 – ongoing First externally verified results August 24	Innovation curriculum established and QA's externally All innovation students have access to further education, training or appropriate employment (0% NEET) Parent and pupil voice
Work with Luminate to ensure SEND learners have access to high quality careers guidance through Year 7-11 – Targeted SEND careers champion in place to support All SEND pupils to have targeted options guidance to ensure they can access suitable pathways at the end of Year 9	AKI Luminate SEND careers champion LMC/Assistant SENCo	GTU CBH	Sept 23 – ongoing In line with process throughout the year	All SEND pupils have careers action plan All SEND students have access to further education, All SEND students placed on appropriate pathway suited to their needs, ability and interests training or appropriate employment (0% NEET) Parent and pupil voice
Strategic use of Specialist TA support to develop independence and reduce dependence – Training in for all staff in effective use of Teaching Assistance guided by EEF research	LMC/Assistant SENCo Senior TA Specialist TA Teaching Staff	GTU CBH	Sept 23 – Ongoing	Teaching assistant timetable makes use of staff strengths and ensures pupils are well supported Reduce use of 1-1 TA (except when deemed necessary according to EHC following review) Use strategic intervention to develop independence and reduce reliance upon TA support
Increase ASC awareness amongst staff and pupils in line with AET guidance – Autism champion identified amongst staff – appropriate staff training delivered	LMC/Assistant SENCo ASC champion	GTU CBH	Sept 23 Ongoing	Pupil, staff and parent voice Parent forums established and developed Staff CPD has an ASC focus Assemblies delivered to raise awareness

Actions	Staff Responsible	Leadership Overview	Start/Finish Date	Evidence
Improving the availability of accessible information to pupils with SEND and their families				
Pupil passports are developed in conjunction with pupils, their families and prior schools. They are shared in a way that is accessible to all families, including those with language barriers, passports are reviewed termly or as needed Pupil passports accessible to staff and parents on Class Charts	LMC/Assistant SENCo Specialist TA	GTU CBH	Sept 23 – Ongoing Passports required termly or as required	All pupil passports transcribed across to class charts Parental engagement in passport development Pupil/parent voice reports staff are following strategies in passports QA confirms pupil/parent voice
Parents and families for whom English is not a first language to have access to translators or interpreters for key meeting and events. All policies, letters and key information is available in alternative languages if requested – staff use technology to support in translating messages for families	Assistant SENCo Specialist TA Senior TA	GTU CBH	Sept 23 – Ongoing Website updated annually or as new guidance is released	Interpreters available for key meetings List of staff who can speak other languages retained and shared Signposting to translator tools/apps available on school website
Use of class charts and provision map to improve quality of information sharing. Follow up with key families prior to key events such as parents evenings	LMC/Assistant SENCo	GTU	September 23 Training delivered to staff as required	Monitoring of class charts uptake by key groups Attendance at key events recorded Parent/Pupil voice
Utilise more visual aids such as visual timetables for pupils with communication and interaction difficulties.	LMC/Assistant SENCo Senior TA	GTU	Sept 23 Half termly visits from specialists	Visual aids utilised in line with AET best practice Back of resources retained
Develop use of technology to make subject content more accessible, to include ICT software, tablets and screen mirroring tools	LMC/Assistant SENCo Senior TA	GTU	Sept 23 - Ongoing	SEN expenditure on ICT/technology Pupil voice comments positively on improved use of technology Follow advice from specialists including VI/HI

2. Special Educational Needs & Disability Policy

1. Legal Framework and Aims

1.1 The Legal Framework

The SEND policy takes careful account of the statutory provisions covering SEND. They are:

- The Children & Families Act 2014
- Special Educational Needs & Disabilities Regulations 2014
- Special Educational Needs Code of Practice: 0-25 2015

1.2 SEND Definition

This policy draws on the definition of special educational needs and disabilities (SEND) from the Special Educational Needs and Disability Code of Practice: 0-25 (2015).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children and young people who have a disability do not necessarily have SEN, however, it is recognised that there is a significant overlap between disabled children and young people and those with SEN. Under the Equality Act 2010 children and young people who have SEN may have a disability that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Students who have SEND will fall into at least one of four identified areas of need, many students will have inter-related needs. The areas of need as identified in the SEND Code of Practice (2015) are:

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

1.3 Aims

Derby Moor Spencer Academy believes that each student has individual and unique needs. Students are entitled to an education that is most appropriate to their ability and best suited to their individual strengths and needs. We aim to provide every student with a broad and

balanced education, this includes the National Curriculum in line with the SEND Code of Practice (2015).

We aim to:

- provide opportunities for every student to experience success;
- promote individual confidence and a positive attitude;
- ensure all students, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated;
- give students with SEND equal opportunities to take part in all aspects of the academy's provision if appropriate;
- ensure that students with SEND have opportunities to express an opinion and that opinion will be taken into account in any matters affecting them;
- identify, assess, plan, do and review student's progress and needs;
- involve parents/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents/carers, other professionals and specialist services;
- ensure all staff and governors are accountable for the SEND Policy being implemented and maintained.

2. Roles and Responsibilities

At Derby Moor Spencer Academy provision for students with SEND, in the classroom, is the responsibility of subject teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants, Classroom Assistants or specialist staff. All staff are responsible for following the academy's procedures for identifying, assessing and making provision to meet those needs.

The **governing body** will ensure that:

- SEND provision is an integral part of the academy improvement plan;
- necessary provision, as far as possible, is made for any student with SEND;
- staff are aware of the need to identify and provide for students with SEND;
- students with SEND join in academy activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students;
- they have regard to the requirements of the SEND Code of Practice 2015;
- they are fully informed about SEND issues, so that they can play a part in the academy's self-evaluation process;
- they set up appropriate staffing and funding arrangements and oversee the academy's work for students with SEND;
- the quality of SEND provision is regularly monitored;
- to identify a governor to be the person responsible for SEND and for this person to link with the SENCO. At Derby Moor the SEND link governor is Mrs Paula Baines Chambers.

The **Principal** has responsibility for:

- the management of all aspects of the academy's work, including provision for students with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the Assistant Vice Principal for Inclusion (SENCO);
- ensuring that the implementation of this policy and the impact on the academy is reported to governors.

The **Assistant Principal (Director of Inclusion) who is the named Special Educational Needs & Disabilities Co-ordinator** is responsible for:

- overseeing of the day-to-day operation of the SEND policy;
- overseeing the provision for students with SEND, including responsibility for financial allocation at bid level;
- organising and managing the work of the Teaching Assistants and Classroom Assistants;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff in the academy;
- helping staff to identify students with SEND;
- carrying out detailed assessments and observations of students with specific learning needs;
- supporting subject teachers in devising strategies, drawing up One Page Profiles, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom;
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the academy's SEND register and records;
- assisting in the monitoring and evaluation process of students with SEND through the use of academy assessment information;
- contributing to in-service training of staff;
- liaising with SENCOs in other educational settings to help provide a smooth transition from one school to another;
- developing good practice within a network of schools in Derby as well as across the Spencer Academy Trust;
- producing reports for the governors and an annual report for the 'Governors Report to Parents';
- ensuring the Derby Moor Spencer Academy SEND Offer is maintained, up-to-date and fit for purpose.

Class teachers are responsible for:

- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum;

- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND;
- giving feedback to parents/carers of students with SEND.

Teaching Assistants/Classroom Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND;
- assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or in the SEND department;
- use the academy's procedures for giving feedback to teachers about students' responses to tasks and strategies.

3. Admissions and Special Educational Needs and Disabilities

3.1 Admissions

Derby Moor Spencer Academy's admission arrangements are detailed in the Academy's Determined Admissions Policy.

For students with an Education, Health and Care Plan (EHCP), the child's parent or the young person has the right to request a particular school in their EHC plan. If a child's parent or a young person makes a request for Derby Moor Spencer Academy the local authority must comply with that preference and name the academy in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person here would be incompatible with the efficient education of others, or the efficient use of resources.

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

3.2 Facilities for Students with SEND

There is no funded specialist unit at Derby Moor Spencer Academy. However, in Year 7, provision is made for students with SEND needs through a Nurture Group. This allows students to access the curriculum in English, Maths, Science, Humanities and ICT in a small-class environment, with one main teacher. The Nurture classroom is further used as a teaching base for small groups and one-to-one, as well as providing a place where students can socialise in a managed environment at breaktimes, lunchtimes and as part of the academy enrichment programme. A high level of individual support and personalised programmes of study are made available to the students attending Nurture.

3.3 Disability Access

Derby Moor Spencer Academy is fully accessible to students with significant physical disabilities and mobility difficulties, such as those using wheelchairs or walking frames.

4. Identification, Assessment Arrangements and Review Procedures

4.1 SEND In-Service Training

Derby Moor Spencer Academy recognises the area of SEND as an important area for in-service training and Continuing Professional Development. The academy encourages and provides funds for:

- the SENCO, SEND Faculty and subject teachers to attend relevant courses and events;
- the SENCO to share good practice with other Spencer Academies;
- whole academy INSET to support good SEND practice in the classroom.

4.2 Identification, Assessment Arrangements & Review Procedures

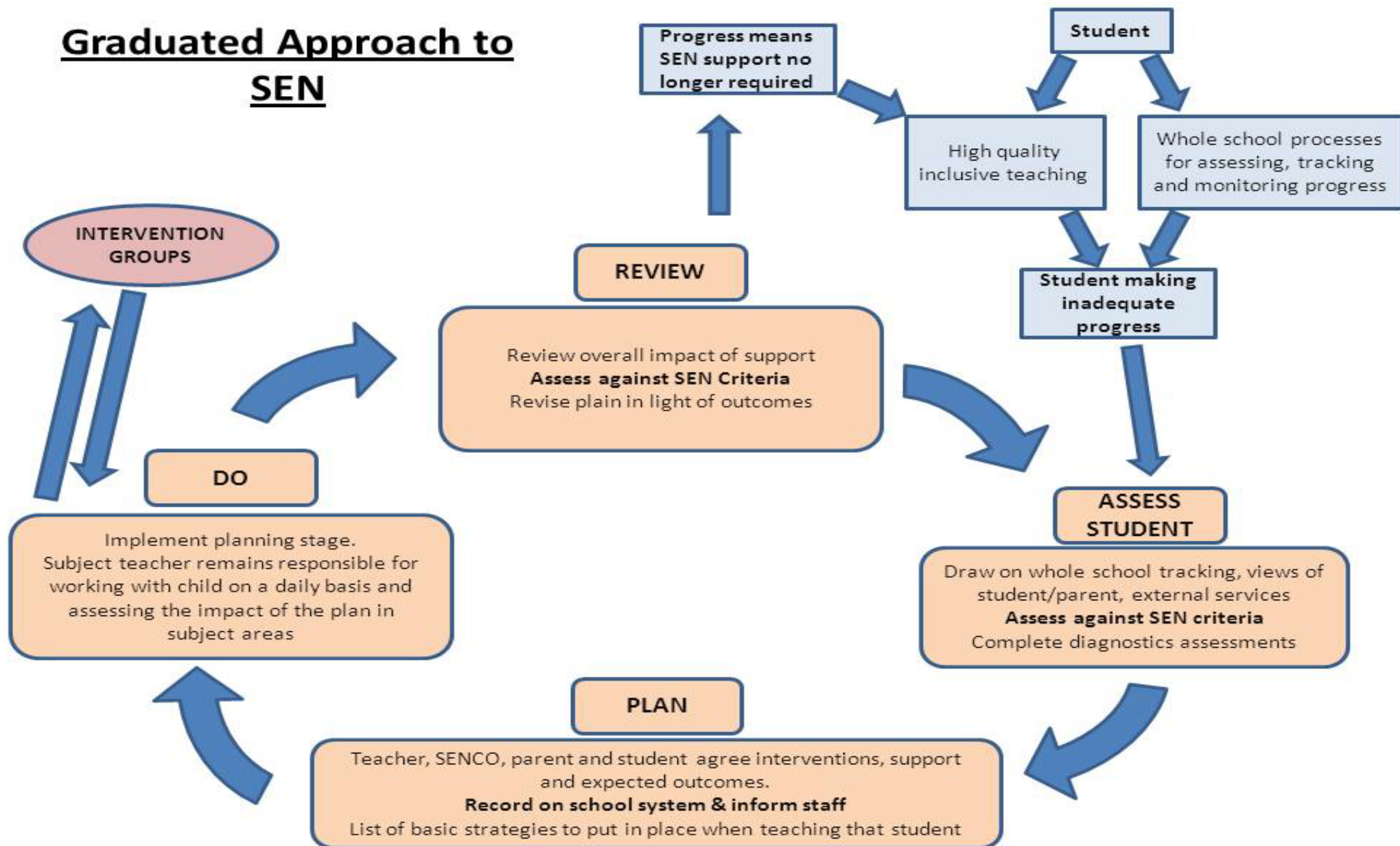
High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the academy about the student's progress, alongside national data and expectations of progress.

Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between the student and their peers;
- widens the attainment gap.

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **graduated approach**.

Graduated Approach to SEN



Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the academy will consider requesting an **Education, Health and Care (EHC) needs assessment**.

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the academy. The academy will provide:

- evidence of the student's academic attainment and rate of progress;
- information about the nature, extent and context of the student's SEND;
- evidence of the action already being taken to meet the student's SEND;
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

3. English as an Additional Language Policy

1. Introduction

1.1 The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

1.2 Derby Moor Spencer Academy acknowledges that EAL students, 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.

1.3 Research¹ has shown that those completely 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 students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 and the Equality Act of 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

1.4 Research² has also advocated that EAL students are best served in mainstream provision. Derby Moor Spencer Academy fully supports the inclusive teaching of all students, including those with English as an Additional Language, and will actively serve to ensure all students have full access to the curriculum.

2. Aims and objectives of EAL provision at Derby Moor Spencer Academy

2.1 The objectives of our EAL provision at Derby Moor Spencer Academy is to:

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Academy.
- To implement academy-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- To ensure we are able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

¹ <https://www.tandfonline.com/doi/abs/10.1080/09500782.2012.682580>

² <https://ealresources.bell-foundation.org.uk/eal-specialists/eal-provision>

3. Support for EAL students

3.1 Derby Moor Spencer Academy will support a positive and effective language ethos. There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in their own culture is crucial for their self-esteem. Diversity will be valued and classrooms will be socially and intellectually inclusive.

3.2 Primarily, the language development of all students is the responsibility of all teachers and teaching support staff. There will be liaison between subject departments and the SENCO to discuss language development within the structure of the lesson.

3.3 As much prior information will be given to teachers as is possible. This will include prior school information and baseline data where possible. Teachers can use this knowledge to inform their curriculum planning and classroom teaching.

3.4 Where necessary, additional support will be provided by 1-1 or small group classes with an EAL Specialist Teaching Assistant.

3.5 Derby Moor Spencer Academy will make every effort to link EAL students with a speaker of their first language and provide opportunities for mentoring, either formal or informal. If possible, we will strive to match a student in the same class as somebody who speaks that first language.

4. Teaching and Learning considerations for EAL students

4.1 In order to ensure that we meet the needs of EAL students, staff will consider:

- Seating plans; to ensure whether the EAL learner is seated appropriately and able to see/hear properly and pick up visual clues from facial expressions, and so students hear good models of English.
- Resources; to ensure complex language is appropriately broken down.
- Instructions; to ensure communication is clear and explicitly taught.
- Expectations; are high for all.
- Inclusion; that EAL learners feel actively part of the lesson and a valued member of our community.

4.2 See Appendix 1 for a list of more specific advice and techniques for the teaching of EAL students.

Appendix 1: advice for teaching and learning of EAL students (adapted from the Bell Foundation)

- Maintain high expectations, expect students to participate in all classroom activities/task.
- Group students so that EAL students hear good models of English.
- Sit the EAL learner near the front, where they can see your face straight on. This will ensure they can hear properly and pick up visual clues from facial expressions.
- Involve the learner in routine classroom tasks (handing out books, etc.).

- Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts, key words, etc.
- Print slides from the whole-class teaching screen so the EAL learner can refer back to them.
- Train the learner to put date, title, underline, etc.
- Speak to the learner using normal speed, stress and intonation (or a little slower if you tend to speak quickly).
- Use your facial expression, tone of your voice, your body (gestures, quick mimes) to make meaning clear.
- When speaking at length, repeat and recap main points.
- Use a limited range of instruction language and question forms. Keep instructions clear and to the point.
- Use concrete examples to talk about abstract ideas or concepts.
- Allow thinking time in order to elicit a more detailed/accurate response.
- Provide opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal).
- Target the learner for simple differentiated Yes/No questions.
- When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and model new language.
- During group work, remind peers to use accessible language, speak clearly and give the learner opportunities to speak.
- Correct inaccurate attempts to use more complex language by repeating what the learner has said using the correct language form, e.g. 'I not have pen.' 'You don't have a pen? Look, I've got three pens.'
- Where appropriate, use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or use of knowledge organisers.
- Use speaking frames or substitution tables as support for joining in, e.g. mindmaps, whole-class discussions and plenaries.
- Include active listening tasks in lessons, e.g. true or false, odd one out.
- Encourage active listening that reflects real life situations and involve the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard.
- Provide opportunities to listen with a purpose, e.g. take notes, complete a diagram, and fill gaps.
- Use supportive lesson resources, e.g. cards to match, picture-sorting, sentence ordering to familiarise the learner with key vocabulary that will appear in the text they are about to listen to.
- Use any available comprehension supports such as images, artefacts and textbook diagrams.

4. Designated Teacher Policy - Looked After Children (LAC) and Previously Looked After Children (PLAC)

1. Introduction

1.1 Derby Moor Spencer Academy aims to promote the educational achievement and welfare of students in public care.

1.2 The Designated Teacher for LAC and PLAC is Georgina Turgoose Director of Inclusion Gturgoose@dernymoorspencer.org.uk SENCO lmcguinn@derbymoorspencer.org.uk 01332 772706

1.3 The Governor responsible for LAC and PLAC is Mrs Paula Baines-Chambers.

2 Aims and Objectives

2.1 The Governing Body is committed to providing quality education for all its students based on equality of access, opportunity and outcomes.

2.2 A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children.

2.3 The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too.

2.4 Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.

2.5 This policy includes requirements set out in:

- a. Statutory guidance "Promoting the education of Looked After Children and Previously Looked After Children" (February 2018 DfE framework).
- b. Statutory guidance "Designated teacher for looked after and previously looked after children" (2018 DFE framework).
- c. "Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004" (Nov 2005) and associated guidance on the education of LAC.
- d. The Academies Act 2010 – Section 2E

2.6 The Governing Body is aware that LAC and PLAC are less likely to attain their potential as shown by national benchmarks. The Governing Body also recognises the emotional struggle with the demands of school life that LAC and PLAC may experience.

2.7 The Aims of the Academy are to:

- a. Ensure that school policies and procedures are followed for LAC and PLAC as for all children.
- b. Ensure that all LAC and PLAC have access to a broad and balanced curriculum.

- c. Provide a differentiated curriculum appropriate to the individual's needs and ability.
- d. Ensure that LAC and PLAC students' progress and attainment are closely tracked and monitored to prevent any gap between their achievement and other students.
- e. Ensure that LAC and PLAC students take as full a part as possible in all academy activities.
- f. Ensure carers, social workers and involved external agency workers where relevant, of LAC and PLAC students are kept fully informed of their child's progress and attainment.
- g. Ensure that LAC and PLAC students are involved, where practicable, in decisions affecting their future provision.

3 Identification: Who are Looked After Children and Previously Looked After Children?

3.1 Under the Children Act (1989) a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority.

3.2 They fall into four main groups:

- a. Children who are accommodated under a voluntary agreement with their parents (section 20).
- b. Children who are the subjects of a care order (section 31) or interim care order (section 38).
- c. Children who are the subjects of emergency orders for their protection (sections 44 and 46).
- d. Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21). The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.

3.3 At Derby Moor Spencer Academy, we may also have students in a variety of care arrangements outside the family home, such as living with extended family, friends or in private fostering arrangements. As good practice, these students are also monitored as LAC.

3.4 Previously looked-after children are those who:

- a. Are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; Or
- b. Were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

3.5 An 'eligible' child is a child who is looked-after, aged 16 or 17 and has been looked after by a local authority for a period of 13 weeks or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.

3.6 The Governing Body is aware that the school has a responsibility to ensure parents and carers are aware of our policy towards PLAC, especially regarding the support that the Designated Teacher can provide. The school will ensure that this information is accessible and families are reminded regularly of the support available.

3.7 The Governing Body is also aware that information regarding the previous arrangements of PLAC may be sensitive and families may express a wish for confidentiality. This will be respected by all involved.

4 Roles and Responsibilities

4.1 The Designated Teacher for LAC and PLAC, is responsible for organising:

- a. Co-ordination and intervention, advocating for individual children as well as the promotion of understanding in the academy, including governors, of the impact of care and the experiences leading to care on the education of LAC and PLAC.
- b. Work with other agencies to co-ordinate support for looked after children and previously looked after children and ensure that each looked after student has a personal education plan (PEP).
- c. Work is carried out with individual children in order to address barriers to learning.
- d. Act as the first point of contact for students, families, outside agencies and staff of LAC and PLAC.
- e. Gaining an awareness of an individual student's point of view about what is problematic in their day-to-day learning and the curriculum.
- f. Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- g. Staff training to meet the needs of this group of children.
- h. Encourage and support a wider academy ethos and culture where high aspirations are sought for LAC and PLAC, alongside all other students.

4.2 Academy Staff are responsible for:

- a. Following academy procedures.
- b. Keeping the Designated Teacher informed about the progress of LAC and PLAC.
- c. Having high expectations of the educational and personal achievements of LAC.
- d. Positively promote the raising of self-esteem for LAC and PLAC.
- e. Ensuring any LAC and PLAC is supported sensitively, and that confidentiality is maintained.
- f. Being familiar with the School's Policy and Guidance on LAC and PLAC and respond appropriately to requests for information to support PEPs and review meetings.
- g. Liaising with the Designated Teacher where a LAC or PLAC is experiencing difficulties.
- h. Giving only official exclusions and only use exclusions in line with the Academy's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.

- i. Contributing to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- j. Keeping appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers as appropriate.
- k. Support and uphold a positive whole academy culture which commits to promoting the highest possible educational outcomes for all students, including LAC and PLAC.

4.3 The Governing Body is responsible for:

- a. Ensuring that the admission criteria and practice prioritises LAC and PLAC according to the DfE Admissions Code of Practice.
- b. Ensuring all governors are fully aware of the legal requirements and guidance for LAC and PLAC.
- c. Ensuring there is a Designated Teacher for LAC and PLAC.
- d. Liaising with the Principal, Vice Principals, the Designated Teacher and all other staff to ensure the needs of LAC and PLAC are met.
- e. Nominating a governor with responsibility for LAC and PLAC who links with the Designated Teachers.
- f. Receiving regular reports from the Designated Teacher.
- g. Ensuring that the academy's policies and procedures give LAC and PLAC equal access in respect of:
 - i. Admission to the Academy.
 - ii. National Curriculum and examinations, both academic and vocational.
 - iii. Out of academy learning and extra-curricular activities.
 - iv. Work experience and careers guidance.
- h. Annually review the effective implementation of the academy policy for LAC and PLAC.
- i. Ensure that the Designated Teacher is invited to the exclusion meetings of LAC and PLAC.

5 Ensuring Academic Progress of LAC and PLAC

5.1 Each student receives a report on their progress termly

5.2 This means that any carers are kept informed of their academic success and effort and that prompt intervention can take place.

5.3 The Assistant Principal (Director of Inclusion) is responsible for reporting to SLT on the progress of every LAC and PLAC and taking any necessary steps to ensure their academic achievement.

5.4 Our LAC and PLAC policy reinforces the need for teaching that is fully inclusive.

5.5 The Governing Body will ensure the school makes appropriate provision for all LAC and PLAC students

5.6 Where progress is impaired through attendance issues, such as a mid-year transfer, appropriate personalisation of the curriculum will be offered.

5.7 As a guiding principle, all students will be encouraged to access a full mainstream timetable and support will be available to enable them to do so.

6 Allocation of resources

6.1 The Governing Body is aware that LAC and PLAC students receive Pupil Premium plus funding which must be allocated in a way which ensures the attainment gap between these students and the rest of the cohort is minimised.

6.2 The Governing Body will ensure that the school evaluates the use of resources to support appropriate provision for LAC and PLAC, meeting the objectives set out in this policy and the Pupil Premium policy.

6.3 Up to 25% of the Pupil Premium plus funding budget may be allocated for individual cases by negotiation between the Designated Teacher for LAC and PLAC and the Senior Leaders of the school in consultation with parents, carers, outside agencies and the students themselves. The Governing Body will ensure the school allocates these resources appropriately as per 6.2.

7 Monitoring the progress of LAC and PLAC

7.1 The social worker for LAC should initiate a Personal Education Plan – PEP - within 20 days of joining the school, or of entering care and ensure that the young person is actively involved.

7.2 It is vital that the academy assesses the attainment of LAC and PLAC on entry to ensure continuity of learning.

7.3 The Academy will monitor and track the achievement and attainment of all students at regular intervals.

7.4 The Assistant Vice Principal for Inclusion ensure that appropriate interventions are put in place for all underperforming students.

7.4 LAC will require their PEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be sought by the Designated Teacher and noted on the PEP.

8 Record Keeping

8.1 The Designated Teacher will know who all the LAC and PLAC in school are and will have access to their relevant contact details including parents, carers and social worker.

8.2 It is important that the Academy flags LAC and PLAC status appropriately in the academy's information systems so that information is readily available as required.

9 Partnership with Parents/Carers and Care Workers

9.1 At Derby Moor Spencer Academy we firmly believe in developing a strong partnership with parents/carers and care workers to enable and work in partnership with to ensure LAC and PLAC achieve their potential.

9.2 Review meetings are an opportunity to further this partnership working.

10 Links with External Agencies/Organisations

10.1 We also recognise the important contribution that external support services make in supporting LAC and PLAC.

10.2 Colleagues from the following support services may be involved with individual LAC and PLAC:

- a. LAC teams
- b. Educational Psychologists and others from Local Authority SEN services
- c. Medical Officers
- d. School Nurses
- e. CAMHS
- f. Education Welfare Officers
- g. Virtual Schools Team
- h. Social Care Worker/ Community Care Worker/ Residential Child Care Worker
- i. Youth Offending Service
- j. School Age Parents' Officer

11 LAC and PLAC Policy Review and Evaluation

11.1 We consider the LAC and PLAC policy to be important and we undertake a thorough review of both policy and practice each year.

11.2 The outcomes of this review may help to inform the Academy Improvement Plan.

5. Supporting Students with Medical Conditions Policy

1. The Legal Framework and Aims

Students with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. In making decisions about the support we provide, Derby Moor Spencer Academy will establish relationships with relevant local health services to help us.

We understand that medical conditions should not be a barrier to learning, we aim to include all students with medical conditions in all school activities and there will be an expectation that medical intervention in school time should be minimised to ensure full access to the curriculum. In addition to any educational impacts, there are social and emotional implications associated with medical conditions.

1.1 The Legal Framework

This policy takes careful account of the statutory provisions covering supporting students with medical conditions. They are:

- The Equality Act 2010
 - Some students with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.
- The Children & Families Act 2014, Section 100:
 - Students with medical conditions should be properly supported so they have full access to education, including school trips and physical education
 - Governing bodies must ensure that arrangements are in place in schools to support students at school with medical conditions.

Governing bodies should ensure that Academy leaders consult health and social care professionals, student and parents/carers to ensure that the needs of children with medical conditions are effectively supported.

Students will be informed and regularly reminded about this policy through the Tutor Programme and Personal, Social and Health Education (PSHE) 'drop down days'.

1.2 Aims

Derby Moor Spencer Academy aims to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in the Academy so that they can play a full and active role in Academy life, remain healthy and achieve their academic potential.

We aim to:

- provide effective support for medical conditions in the Academy;
- ensure that arrangements are in place to support students with medical conditions, allowing each student to access and enjoy the same opportunities at Derby Moor

Spencer Academy as any other student, including participation in Academy visits and sporting activities;

- ensure that support is focused on the needs of each individual student and how their medical condition impacts on their Academy life;
- ensure that staff are properly trained to provide the support that students need;
- ensure that Medical Protocols are kept up to date and are accessible to all staff members of the Academy;
- ensure that we assess and manage risks to the student's education, health and social wellbeing
- ensure that, where appropriate, students are able to manage their own health needs and medicines.

2. Medical Protocols

2.1 Medical Protocol Uses

Medical Protocols (MP) help to ensure that the Academy effectively supports students with medical conditions. They provide clarity about what needs to be done, when and by whom. They are essential, particularly in cases where there is a high risk that emergency intervention will be needed. Not all students will require an MP and the Academy, healthcare professional and parent/carer will agree whether a MP is appropriate.

Parents at Derby Moor Spencer Academy are asked if the student has any health conditions or health issues on the enrolment form, which is filled out when they start at the school.

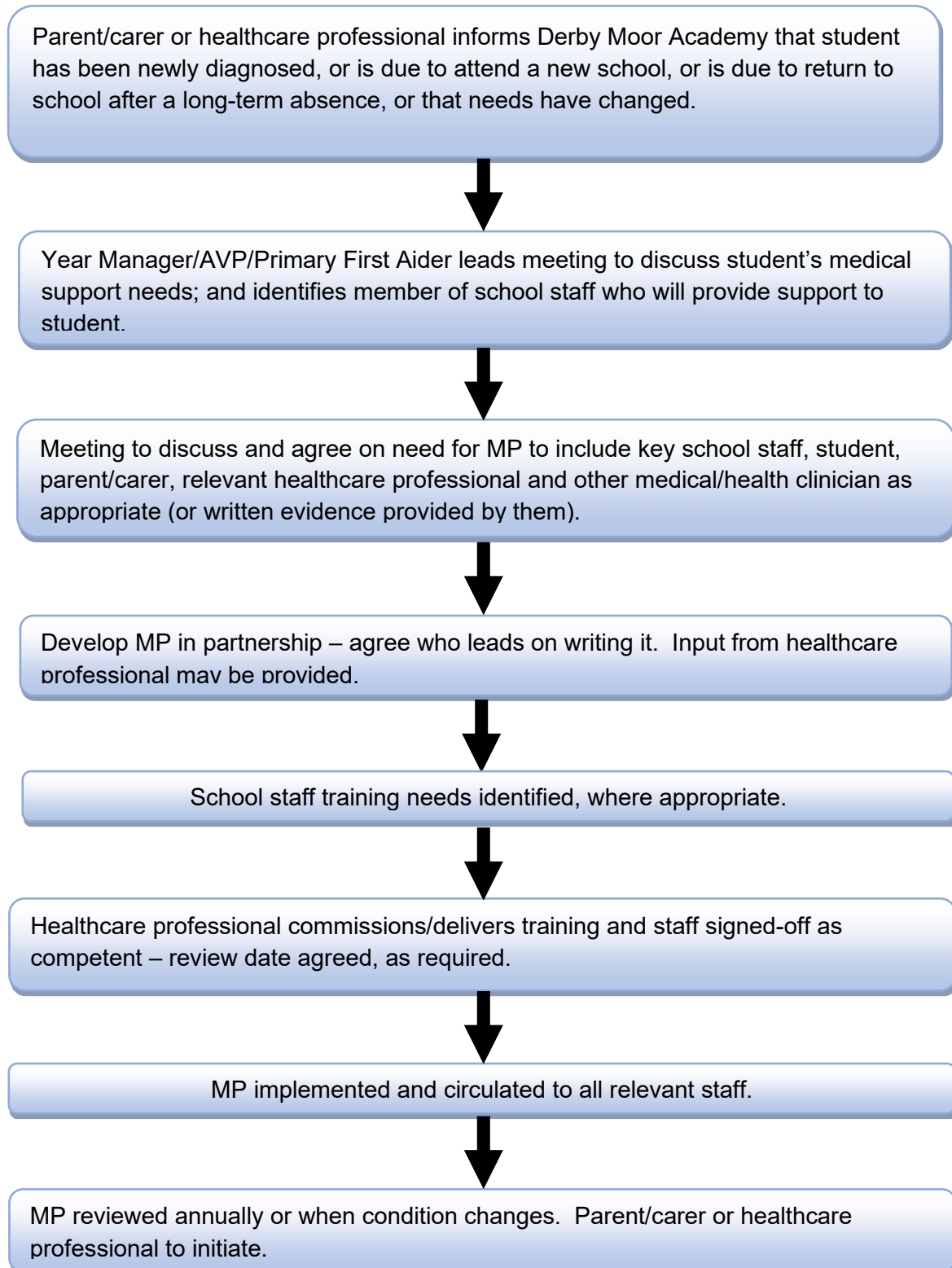
At Derby Moor Spencer Academy MPs can be found on the staff shared area and linked documents for individual students on SIMS. These documents will record:

- The medical condition, triggers, signs, symptoms and treatments;
- The student's resulting needs, including medication, dietary requirements, environmental issues and other treatments;
- Specific support for student's educational, social and emotional needs;
- The level of support needed including in emergencies;
- Who will provide support and their training needs;
- Permission for medication to be administered by a member of staff or self-administration by student;
- Arrangements for school trips;
- What to do in an emergency, including whom to contact.

When a member of staff is new to a student group, for example due to staff absence, the school makes sure that they are made aware of (and have access to) the Medical Protocols of students in their care.

The Academy ensures that all staff protect student confidentiality.

2.2 Developing Medical Protocols



2.3 Staff Training

Any member of staff providing support to a student with medical needs will receive suitable training. This will be identified by the relevant healthcare professional in conjunction with the Vice Principal and Continued Professional Development Coordinator.

Only staff who have received appropriate training can give prescription medicines or undertake healthcare procedures. These staff will be listed on each individual student's MP as appropriate.

3. Roles and Responsibilities

Supporting a student with a medical condition during Academy hours is not the sole responsibility of one person. Partnership working between Academy staff, healthcare professionals, local authorities, parents/carers and students will be critical. At Derby Moor Spencer Academy we will work collaboratively between all those involved with the student to ensure needs are effectively met.

The **governing body** will ensure that:

- arrangements are made to support students with medical conditions at the Academy;
- the policy for supporting students with medical conditions at the Academy is developed and implemented;
- students with medical conditions are supported to enable the fullest participation possible in all aspects of Academy life;
- sufficient staff have received suitable training and are competent before they take on responsibility to support students with medical conditions.

The **Principal** has responsibility for:

- ensuring that the policy is developed and effectively implemented with all partners;
- ensuring that all staff are aware of the policy and understand their role in its implementation;
- ensuring that sufficient trained numbers of staff are available to implement the policy and deliver against all MPs, including in contingency and emergency situations;
- ensuring that school staff are appropriately insured to support students;
- ensuring written records are kept of all medicines administered to students.

The **Medical Needs Co-ordinator (Vice Principal) & Primary First Aider** are responsible for:

- overseeing of the day-to-day operation of the policy;
- overseeing the provision for students with medical conditions;
- ensuring that all staff who need to know are aware of a student's condition;
- liaising with and working collaboratively with other healthcare professionals;
- liaising with and advising other school staff;
- working with healthcare professionals to identify students with medical conditions;

- overseeing the development of MPs;
- liaising closely with parents of students with medical conditions to agree strategies for support, including informing them if a student has been unwell at school;
- maintaining the Academy's medical register and records;
- assisting in the monitoring and evaluation process of students with medical conditions through the use of school assessment information;
- ensuring all students are fully involved in discussions about their medical support needs;
- Medical Room is maintained effectively;
- All medication and medical devices are labelled with student's full name, expiry date, storage instructions and medical information;
- The expiry date of any medication is recorded and checked regularly;
- All out of date medication is disposed of safely / returned to parents;
- Students who carry their medication with them, have it when they go on a school visit or out of the classroom;
- Medical Protocols are monitored and reviewed at least once a year, with input from students, parents, staff and external stakeholders and updated if required, according to review recommendations and recent local and national guidance and legislation;
- Immediate help is given to casualties with common injuries or illnesses and those arising from specific hazards with the school;
- An ambulance or other professional medical help is called when required.

Class teachers and other Academy staff are responsible for:

- understanding the needs of the students with medical conditions they teach;
- partaking in sufficient and suitable training to achieve the necessary level of competency required to treat students with medical conditions;
- ensuring they are aware of where MPs can be found and reading them regularly;
- ensuring they are able to respond accordingly when they become aware that a student with a medical condition needs help.

Parents* of any student at Derby Moor Spencer Academy have a responsibility to:

- tell the Academy if the student has a medical condition;
- ensure the Academy has a complete and up-to-date medical information for the student;
- inform the Academy about the medication the student requires during Academy hours;
- inform the Academy of any medication that the student requires while taking part in school visits and other out-of-school activities;
- tell the Academy about any changes to the student's medication: what they take, when and how much;
- inform the Academy of any changes to the student's condition;
- provide the Academy with appropriate spare medication.

* The term 'parent' implies any person or body with parental responsibility such as foster parent, carer, guardian or local authority.

4. Admissions and Students with Medical Conditions

Derby Moor Spencer Academy's admission arrangements are detailed in the Academy's Determined Admissions Policy. Students with medical conditions are entitled to a full

education and have the same rights of admission to the Academy as other children. No student with a medical condition will be denied admission or prevented from taking up a place at the Academy because arrangements for their medical condition have not been made.

5. Managing Medicines at Derby Moor Spencer Academy

5.1 Introduction

Students at Derby Moor Spencer Academy with medical conditions have easy access to their medication. Students will be encouraged to administer their own emergency medication when their parents and health specialists determine they are able to start taking responsibility for their condition. Medication will only be administered under the supervision of a trained first aid member of staff at the Academy - even if the student can administer the medication themselves.

All staff understand the importance of medication being taken as prescribed and training will be given to staff members who administer medication to students. All medication at Derby Moor Spencer Academy is kept in the Medical Room, or with the individual student (in the case of inhalers or EpiPens).

When a student is off-site their medication will be carried by a first aid trained member of staff, who will be available to support administration of the medicine. All staff attending off-site visits are aware of any students with medical conditions on the visit. They receive a copy of the students MP. This is always addressed in the risk assessment for off-site activities.

Parents understand that if their child's medication changes or is discontinued, or the dose or administration method changes, that they should notify the school immediately.

If a student misuses medication, either theirs or another student's, their parents are informed as soon as possible. These students are subject to the Academy's usual behaviour management procedure.

If a student refuses their medication, staff record this and follow procedures. Parents are informed as soon as possible.

5.2 Storing Medicines at Derby Moor Spencer Academy

The Primary First Aider ensures the correct storage of medication at school. Medication is stored in accordance with instructions, paying particular note to temperature.

- It should be the exception rather than the rule for prescribed medicines to be brought into the Academy. Staff cannot be directed to administer medication to students. Any staff who administer prescribed medicines, do so voluntarily.
- Derby Moor Spencer Academy will only accept prescribed medicine that is in-date, labelled, provided in the original container as dispensed by a pharmacist and includes instructions for administration, dosage and storage. (The only exception to this is insulin which will generally be available inside an insulin pen or pump).
- All controlled drugs are kept in a secure cupboard in the Medical Room and only First Aid trained staff have access.

- Students will know where their medicines are at all times and will be able to access them immediately.
- Asthma inhalers should not be locked away. Wherever possible students should be responsible for their own inhalers, with a spare inhaler for the Medical Room, this should be clearly marked with the student's name. All inhalers should be stored in the Medical Room.
- A student who has been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another student for use is an offence.
- Where possible the Academy will store controlled drugs for students, these will be easily accessible in an emergency. A record will be made of any doses used and the amount of the controlled drug that is held in the Academy.
- Academy staff may administer a controlled drug to a student for whom it has been prescribed. Staff administering the drug will do so in accordance with the prescriber's instructions
- Written records will be kept of all medicines administered to students.
- When no longer required, medicines will be returned to the parent to arrange for safe disposal.
- Sharps boxes will be used for the disposal of needles and other sharps. Sharps boxes are returned to named GP for individual student, when full.
- Whether agreeing or refusing to administer medicines in school, the Principal's decision will be defensible if it is clear that he or she has acted reasonably.
- Any staff who agree to administer medication are aware of the risks and legal liabilities involved.
- Each half term the Primary First Aider checks the expiry and disposal dates for all medication stored at the Academy. Parents are notified when medication is out-of-date and asked to collect it and replace it if necessary.
- Some medication for students may need to be refrigerated. All refrigerated medication is stored in an airtight container and is clearly labelled. Refrigerators used for the storage of medication are in a secure area, inaccessible to unsupervised students.
- All medication is sent home with students at the end of the school year. Medication is not stored during the summer holidays.
- It is the parent's responsibility to ensure new and in date medication comes into school on the first day of the new academic year.
- Any medication not returned at the end of academic year is taken to the pharmacy by the Primary First Aider and disposed of appropriately.

5.3 Consent to administer medicines

If a student requires regular prescribed or non-prescribed medication at school, parents are asked to provide consent, whether this is on a regular/daily basis or a short course of medicine.

5.4 Educational Visits

All parents of students with a medical condition attending an Academy trip or overnight visit are asked for consent, giving staff permission to support administration of medication at night or in the morning if required. A discussion is held with the parent about how the medical condition will be managed whilst on the trip. All residential visit forms are taken by the relevant staff member on residential visits and out-of-school hour's activities where medication is required. These are accompanied by a copy of the student's Medical Protocol.

Risk Assessments are carried out by the Trip Organiser prior to any out-of-school visit and medical conditions are considered during this process.

Factors the Academy considers include:

- How students will be able to access the activities proposed.
- How routine and emergency medication will be stored and administered and where help can be obtained in an emergency.
- Appropriate staffing to support students (as determined by the established staff to student ratios* and any additional staffing need required to support students with medical conditions).

The Academy understands that there may be additional medication, equipment or other factors to consider when planning residential visits. *see school's Educational Visits Policy & Guidance

6. Emergency Salbutamol Inhalers at Derby Moor Spencer Academy

6.1 Policy Summary

From 1st October 2014 the Human Medicines (Amendment) (No. 2) Regulations 2014 will allow schools to keep a salbutamol inhaler for use in emergencies.

The emergency salbutamol inhaler should only be used by students, for whom written parental consent for use of the emergency inhaler has been given, who have either been diagnosed with asthma and prescribed an inhaler, or who have been prescribed an inhaler as reliever medication. The inhaler can be used if the student's prescribed inhaler is not available.

Schools are not required to hold an inhaler; this is a discretionary power enabling schools to do this if they wish. Schools which choose to keep an emergency inhaler should establish a policy or protocol for the use of the emergency inhaler that sets out how and when the inhaler should be used. This will also protect staff by ensuring they know what to do in the event of a child having an asthma attack.

6.2 Storage and Care of the Inhaler

The Primary First Aider is responsible for keeping the emergency salbutamol inhalers stored safely within the Medical Room and accessible to First Aid trained staff. The Primary First Aider will also ensure that:

- on a monthly basis the inhaler and spacers are present and in working order and the inhaler has sufficient number of doses available.
- that replacement inhalers are obtained when expiry dates approach.
- the plastic inhaler housing (which holds the canister) has been cleaned, dried and returned to storage following use, or that replacements are available if necessary.
- Used inhalers are either returned home with students for parents to dispose of or taken to a pharmacy for safe disposal.

6.3 Procedure for use of an emergency inhaler

The emergency salbutamol inhaler should only be used by students:

- who have been diagnosed with asthma, and prescribed a reliever inhaler

- who have been prescribed a reliever inhaler
- for whom written parental consent for use of the emergency inhaler has been given

This information should be recorded on a student's Medical Protocol

7. Unacceptable Practice

Derby Moor Spencer Academy staff will use their discretion and judge each case on its merits with reference to the student's MP, however, it is not generally acceptable practice to:

- Prevent students from easily accessing their inhalers and medication and administering their medication when and where necessary;
- Assume that every student with the same condition requires the same treatment;
- Ignore the views of the student or their parent/carer; or ignore medical evidence or opinion (although this may be challenged);
- Send students with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their MP;
- If the student becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable;
- Penalise students for their attendance record if their absences are related to their medical conditions, e.g. hospital appointments;
- Prevent students from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical conditions effectively;
- Require parents/carers, or otherwise make them feel obliged, to attend the Academy to administer medication or provide medical support to their child, including with toileting issues. No parent/carer should have to give up working because the Academy is failing to support their child's medical needs;
- Prevent students from participating, or create unnecessary barriers to students participating in any aspect of Academy life, including Academy trips, e.g. by requiring parents/carers to accompany the student.

6. Intimate Care Policy

1. Principles

The Governing Body will act in accordance with Section 175 of the Education Act 2002 and the Government guidance 'Safeguarding Children and Safer Recruitment in Education' (2018) to safeguard and promote the welfare of students at this Academy.

This Academy takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a student's intimate care needs is one aspect of safeguarding.

The Governing Body recognises its duties and responsibilities in relation to the Equalities Act 2010 which requires that any student with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

This intimate care policy should be read in conjunction with the Academy's policies as below (or similarly named):

- Safeguarding Policy and Child Protection Procedures
- Health and Safety Policy and Procedures
- Special Educational Needs & Disabilities Policy

Consideration should also be given to the Spencer Academy Trust policies:

- Staff Code of Conduct
- 'Whistle-blowing' Policy

The Governing Body is committed to ensuring that all staff responsible for the intimate care of students will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

We recognise that there is a need to treat all students, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The child's welfare is of paramount importance and his/her experience of intimate and personal care should be a positive one. It is essential that every student is treated as an individual and that care is given gently and sensitively: no student should be attended to in a way that causes distress or pain.

Staff will work in close partnership with parent/carers and other professionals to share information and provide continuity of care.

Where students with complex and/or long term health conditions have a medical protocol in place, the protocol should, where relevant, take into account the principles and best practice guidance in this Intimate Care Policy.

Members of staff must be given the choice as to whether they are prepared to provide intimate care to students. All staff undertaking intimate care must be given appropriate training.

This Intimate Care Policy has been developed to safeguard children and staff. It applies to everyone involved in the intimate care of children.

2. Child focused principles of intimate care

The following are the fundamental principles upon which the Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

3. Definition

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some students are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing. It also includes supervision of students involved in intimate self-care.

4. Best Practice

Students who require regular assistance with intimate care have written Medical Protocols agreed by staff, parents/carers and any other professionals actively involved, such as healthcare professionals or physiotherapists. Ideally the plan should be agreed at a meeting at which all key staff and the student should also be present wherever possible/appropriate. Any historical concerns (such as past abuse) should be taken into account. The plan should be reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g. for residential trips or staff changes (where the staff member concerned is providing intimate care). They should also take into account procedures for educational visits/day trips.

Where there is no Medical Protocol in place, it is good practice to inform parents/carers on the same day if their child has needed help with meeting intimate care needs (e.g. has had an 'accident' and wet or soiled themselves). It is recommended practice that information on intimate care should be treated as confidential and communicated in person by telephone or by sealed letter, not through the Academy planner.

In relation to record keeping, a written record should be kept in a format agreed by parents and staff every time a child has an invasive medical procedure, e.g. support with catheter usage (see afore-mentioned multi-agency guidance for the management of long-term health conditions for children and young people).

Accurate records should also be kept when a child requires assistance with intimate care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child's behaviour. It should be clear who was present in every case. These records will be kept in the child's file and available to parents/carers on request.

All students will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual student to do as much for his/herself as possible.

Staff who provide intimate care are trained in personal care (e.g. health and safety training in moving and handling) according to the needs of the student. Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.

Staff will be supported to adapt their practice in relation to the needs of individual students taking into account developmental changes such as the onset of puberty and menstruation.

There must be careful communication with each student who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss their needs and preferences. Where the student is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

Staff who provide intimate care should speak to the student personally by name, explain what they are doing and communicate with all children in a way that reflects their ages.

Every child's right to privacy and modesty will be respected. Careful consideration will be given to each student's situation to determine who and how many carers might need to be present when s/he needs help with intimate care. SEN advice suggests that reducing the numbers of staff involved goes some way to preserving the child's privacy and dignity. Wherever possible, the student's wishes and feelings should be sought and taken into account.

The religious views, beliefs and cultural values of children and their families should be taken into account, particularly as they might affect certain practices or determine the gender of the carer.

Whilst safer working practice is important, such as in relation to staff caring for a student of the same gender, there is research³ which suggests there may be missed opportunities for children and young people due to over anxiety about risk factors; ideally, every student should have a choice regarding the member of staff. There might also be occasions when the member of staff has good reason not to work with a student. It is important that the process is transparent so that all issues stated above can be respected; this can best be achieved through a meeting with all parties, as described above, to agree what actions will be taken, where and by whom.

Adults who assist students with intimate care should be employees of the Academy, not students or volunteers, and therefore have the usual range of safer recruitment checks, including enhanced CRB checks. All staff should be aware of the Academy's confidentiality policy. Sensitive information will be shared only with those who need to know.

Health & Safety guidelines should be adhered to regarding waste products.

³ National Children's Bureau (2004) *The Dignity of Risk*

No member of staff will carry a mobile phone, camera or similar device whilst providing intimate care.

5. Child Protection

The Governors and staff at this Academy recognise that students with special needs and who are disabled are particularly vulnerable to all types of abuse. The Academy's child protection procedures will be adhered to.

From a child protection perspective, it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a student's body. In this Academy best practice will be promoted and all adults (including those who are involved in intimate care and others in the vicinity) will be encouraged to be vigilant at all times, to seek advice where relevant and take account of safer working practice.

Where appropriate, students will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a student's presentation, e.g. unexplained marks, bruises, etc. they will immediately report concerns to the Designated Safeguarding Lead. A clear written record of the concern will be completed and a referral made, in accordance with the Academy's child protection procedures. Parents/carers will be asked for their consent or informed that a referral is necessary prior to it being made but this should only be done where such discussion and agreement-seeking will not place the child at increased risk of suffering significant harm.

If a student becomes unusually distressed or very unhappy about being cared for by a particular member of staff the Academy's CP procedures will be followed.