



## SPECIAL EDUCATION NEEDS AND INCLUSION POLICY

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### INTRODUCTION

The Education (Special Educational Needs) (Information) (England) Regulations 1999 and The SEN Code of Practice (2001) set out the information which a company's policy for special educational needs must contain. This policy has been revised as a result of the changes within The SEN Code of Practice (2001).

This policy details the provision for young people with special educational needs that we provide that is 'additional to' or 'different from' the provision made for all young people in state education.

Our central aim is to reduce the barriers to effective learning for young people with special educational needs, especially those pupils with ASD.

### SECTION 1

Basic information about The Beeches special education provision.

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of

educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision* means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See Section 312, Education Act 1996

## Objectives

The objectives of our policy are:

- To ensure the early identification of all young people with special educational needs
- To address identified special educational needs effectively using all the resources available to the company.
- To ensure that all staff within the company are committed to providing effective education for all young people with special educational needs.
- To ensure that the views of the young person with special educational needs are actively sought and taken into account.
- To work in partnership with the care staff, managers and social workers of young people with special educational needs and to recognise the vital role they have to play in supporting their young person's education
- To ensure that young people with special educational needs have full access to a broad, balanced and relevant education, including an appropriate curriculum.

The Head of Education will:

- Oversee the day-to-day operation of the SEN Policy.
- Co-ordinate provision for young people with special educational needs
- Liaise with and advise other members of staff
- Oversee the records of all young people with special educational needs
- Liaise with care staff and social workers of young people with special educational needs
- Manage all correspondence relating to special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the educational psychologists, LEA support services and health and social services and voluntary bodies.

#### Arrangements for Young people with Special educational needs

Young people with special educational needs, who do not have a Educational Health Care Plan will be subject to the same arrangements as all other young people.

Young people with an EHCP will always be treated the same as others.

The company's approach is one of identifying and assessing the individual's special educational needs and organising flexible provision to address these needs and promote progress and achievement for the young person in all areas of life.

Information about the company's policies for the identification, assessment and provision for all Young people with special educational needs.

Every child who is 'looked after' by a local authority must have a Care Plan, whether they are accommodated or on a care order and regardless of placement. The Care Plan sets out the long-term objectives for the child and the arrangements for achieving those objectives. The overall Care Plan will incorporate the Personal Education Plan which must include information on the special educational arrangements made for the child and will involve parents, carers and the child in forward planning.

1. How young people with special educational needs are identified and their needs determined and reviewed. (Detailed procedures for identification, assessment, provision and review attached as Section 3.).
2. Arrangements for providing access by young people with special educational needs to a balanced and broadly-based curriculum.

All young people have access to the full curriculum.

This includes objectives from the National Primary Curriculum We use a variety of teaching and learning approaches to maximise the achievement of all our young people.

Curriculum planning is differentiated and flexible to recognise the individual needs of all young people and to ensure progression for all young people.

As a company we aim to:

- Set suitable learning challenges.
- Respond to young people's diverse needs.
- Overcome potential barriers to learning and assessment for individuals and groups of young people.

We embrace these principles and apply them in planning, teaching and assessing our curriculum.

How Young people with special educational needs engage in the activities together with Young people who do not have special educational needs.

All young people with special educational needs has full access to the environment, resources, staff and activities of our company.

Some young people with special educational needs may require some form of 'special provision' to enable them to access some activities.

How the directors may evaluate the success of the education, which is provided

The company undertakes regular monitoring and evaluation of policy and practice for special educational needs through the following approaches:

- Teaching observation
- Monitoring of teachers' planning and assessment records
- Analysis of assessment outcomes
- Monitoring of special educational needs records including:
  - Individual education plans, PEP reviews, Annual reviews of EHCPs etc.
  - Monitoring of the progress of young people with special educational needs in meeting individual education plan targets.
  - Monitoring of parental views about the quality of special educational needs provision.

The information collected through monitoring and evaluation is discussed during meetings with teachers at regular half termly meetings.

We thereby ensure that:

Systems for identifying, assessing and reviewing young people with special educational needs are effective.

Performance indicators include:

- Number of complaints from social workers regarding special educational needs provision.
- Records of action taken in response to young people's special educational needs are identified in short term curriculum planning and are recorded on IEP's.
- Evidence through analysis of outcomes that young people with special educational needs make good progress.

The role played by care staff and social workers of Young people with special educational needs

The company attaches great importance to working in partnership with care staff and social workers to achieve the very best for all young people. A central objective of our policy is:

- *To work in partnership with care staff and social workers of young people with special educational needs and to recognise the vital role they have to play in supporting their young person's education.*

To this end, care staff and social workers are encouraged to meet regularly with teachers and to make an active contribution to identification and planning of action to meet their young people's special educational needs.

Any links with other provision, including special provision, and the provision made for the transition of Young people with special educational needs between homes or between the company and the next stage of life or education.

The transfer of young people with EHCPs needs will be discussed with their care staff and social workers at the annual review. Contact will be made where appropriate with the LACES team of the Placing authority including an invitation to attend the young person's review via the social worker and invitation to visit the young person in the school and discuss their particular strengths and needs.

The company ensures that all records and relevant documentation are passed to the receiving school or placement.

## SECTION 2.

### Sources of help and advice

#### **Advisory Centre for Education (ACE)**

The Advisory Centre for Education (ACE) is an independent advice centre for parents, offering information about state education in England and Wales for five to 16 year olds. They offer free telephone advice on many subjects like exclusion from school, bullying and SEN.

- Contact the Advisory Centre for Education

#### **Advice for parents with disabled children**

##### **Contact a Family**

Contact a Family provides advice, information and support to families with disabled children across the UK.

- Contact 'Contact a Family'

##### **Parents for Inclusion**

Parents for Inclusion is a national charity who work to enable disabled children to learn, make friends and have a voice in ordinary school and throughout life.

- Contact Parents for Inclusion

#### **Advice for parents with children with special educational needs**

##### **Independent Panel for Special Education Advice (IPSEA)**

IPSEA has independent experts who will give you free advice about your child's special educational needs.

IPSEA provides:

- general advice
- advice on appealing to the Special Educational Needs and Disability Tribunal, including representation when needed
- disability discrimination advice and training
- Contact Independent Panel for Special Education Advice (IPSEA)

## **Network 81**

Network 81 is a registered charity and umbrella organisation of parent support groups whose aim is to improve education for children with SEN.

- Contact Network 81

## **Resolving disagreements**

If you are still unable to resolve the disagreements about your child's needs with the school or local authority, you can get initial help through the parent partnership service or access the informal arrangements for disagreement resolution. Details should be provided by your LA. Using the service does not affect your right of appeal to the Special Educational Needs and Disability Tribunal.

- Contact your local council
- Find out more about The Regional Partnerships [Opens new window](#)

## **Special Educational Needs and Disability Tribunal (SENDIST)**

As well as informal help for resolving disputes, you may also be able to appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This is an independent body that hears appeals against decisions made by local authorities on SEN assessments and EHCPs.

## **Other useful contacts**

### **ACE (Advisory Centre for Education)**

1c Aberdeen Studios,

22 Highbury Grove,

London N5 2DQ

Telephone: 020 7704 3370 (Admin only).

Fax: 020 7354 9069.

(Monday-Friday 9.30am-5.30pm):

020 7354 8318 or 020 7704 3370



General Advice Line (Monday-Friday 2-5pm):  
FREEPHONE 0808 800 5793 [enquiries@ace.dialnet.com](mailto:enquiries@ace.dialnet.com)

**Afasic (Association for all Speech Impaired Young People)**

2nd Floor  
50-52 Great Sutton Street  
London EC1V 0DJ  
Tel: (administration) 020 7490 9410  
Fax: 020 7251 2834  
Email: [info@afasic.org.uk](mailto:info@afasic.org.uk)

The **Afasic** helpline - 0845 3 55 55 77  
(local call rate)

**CYMRU TEAM**

**Cardiff Office**

Clare Moyle, Director  
Jeannette Carr, Administrator  
Tel: 029 2046 5854  
Fax: 02920 465861 Email:  
[Clareafasic@aol.com](mailto:Clareafasic@aol.com)  
[jeannetteafasic@aol.com](mailto:jeannetteafasic@aol.com)

**Association for Spina Bifida and Hydrocephalus National**

**office:**

42 Park Road  
Peterborough  
PE1 2UQ  
Tel: (01733) 555988  
Fax: (01733) 555985  
Email : [info@asbah.org](mailto:info@asbah.org)

**Wales**

4 Llys y Fedwen

Parc Menai  
Bangor  
Gwynedd LL57 4BL  
Tel: 01248 67 1345  
Fax: 01248 67 9141  
Email: [elini@asbah.org](mailto:elini@asbah.org)

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### **British Council of Disabled People**

National umbrella organisation for groups controlled by disabled people.

Litchurch Plaza  
Litchurch Lane  
Derby  
DE24 8AA  
Telephone: 01332 295551 Email:  
[general@bcodp.org.uk](mailto:general@bcodp.org.uk)  
[www.bcodp.org.uk](http://www.bcodp.org.uk)

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### **British Institute for Brain Injured Children**

Knowle Hall,  
Bridgwater,  
Somerset,  
TA7 8PJ  
Tel: 01278 684060 Fax: 01278 685573 [www.bibic.org.uk](http://www.bibic.org.uk)

### **British Institute of Learning Disabilities**

Green Street,  
Kidderminster,  
Worcestershire,  
DY10 1JL,  
01562 723010

[www.bild.org.uk](http://www.bild.org.uk)

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**CLAPA (Cleft Lip and Palate Association)**

First Floor  
Green Man Tower  
332B Goswell Road  
London  
EC1V 7LQ

Tel: 020 7833 4883 fax:  
020 7833 5999

e-mail: [info@clapa.com](mailto:info@clapa.com)

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**National Children's Bureau (Council for Disabled Young People)**

8 Wakley Street  
London  
EC1V 7QE

telephone: 20 7843 6000 fax:  
+44 (0)20 7278 9512

[www.ncb.org.uk](http://www.ncb.org.uk)

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**Downs Syndrome Association**

Langdon Down Centre  
2a Langdon Park  
Teddington  
TW11 9PS

Tel: 0845 230 0372

Fax: 0845 230 0373

Email: [info@downs-syndrome.org.uk](mailto:info@downs-syndrome.org.uk)

## **Dyspraxia Manchester**

8 West Alley

Hitchin

Hertfordshire SG5 1EG

United Kingdom

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

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## **KIDS West Midlands (Formally HAPA) Advice on play for Disabled Young**

249 Birmingham Road

Wylde Green

Sutton Coldfield

West Midlands B72 1EA

**Tel:** 0121 355 2707 **Fax:** 0121 335 4520 **Email:** [enquiries@kids-westmidlands.org.uk](mailto:enquiries@kids-westmidlands.org.uk)

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## **IPSEA**

6 Carlow Mews

Woodbridge

Suffolk IP12 1EA

General enquiries: 01394 380518

Advice line: 0800 0184016

Mon to Thu 10--4 and 7--9; Fri 10--1 and

7--9 during school holidays times are

reduced.

Consists of independent experts who give advice to carers/social workers who are uncertain about, or disagree with, the local education authority's interpretation of their young person's special educational needs.

[www.ipsea.org.uk](http://www.ipsea.org.uk)

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## **Mencap**

123 Golden Lane

London EC1Y 0RT

Telephone: 020 7454 0454

Fax: 020 7696 5540

Email: [information@mencap.org.uk](mailto:information@mencap.org.uk)

Training and support for families with disabled Young People and associated Professionals

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## **National Association for Special Educational Needs**

4 Amber Business Village

Amber Clo,

Tamworth, B77 4RP Tel:

01827 311500

[www.nasen.org.uk](http://www.nasen.org.uk)

## **SECTION 3.**

Procedures for identification, assessment, provision and review

### **Introduction**

The SEN Code of Practice does not assume that there are hard and fast categories of special educational need. Young People will have needs, which may fall into at least one

of four areas; many Young People will have inter-related needs. The SEN Code of Practice gives four main areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

### Communication and interaction

Most children with special educational needs have strengths and difficulties in one, some or all the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

These children may require some, or all, of the following:

- \_ flexible teaching arrangements
- \_ help in acquiring, comprehending and using language
- \_ help in articulation
- \_ help in acquiring literacy skills
- \_ help in using augmentative and alternative means of communication
- \_ help to use different means of communication confidently and competently for a range of purposes, including formal situations
- \_ help in organising and coordinating oral and written language
- \_ support to compensate for the impact of a communication difficulty on learning in English as an additional language
- \_ help in expressing, comprehending and using their own language, where English is not the first language.

The school and any necessary support services will provide these interventions which will be identified and agreed in PEP / LAC reviews and EHCP reviews and the child will be closely monitored to ensure acceptable progress is being made.

## Cognition and learning

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs. These children may require some, or all, of the following:

- \_ flexible teaching arrangements
- \_ help with processing language, memory and reasoning skills
- \_ help and support in acquiring literacy skills
- \_ help in organising and coordinating spoken and written English to aid cognition
- \_ help with sequencing and organisational skills
- \_ help with problem solving and developing concepts
- \_ programmes to aid improvement of fine and motor competencies
- \_ support in the use of technical terms and abstract ideas
- \_ help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

Whether these programmes can be provided through intervention identified by teaching staff or whether a statutory assessment needs to be undertaken; a request would then be made to the LEA by The Beeches. This decision may depend on the severity of the child's cognitive ability and any associated needs that compound the child's difficulties in accessing the curriculum. If solutions for a child have moved beyond ordinary differentiation to a solution where specific input is necessary not just to provide access to learning but more importantly to secure learning or to develop strategies to overcome particular areas of weakness, then it may be necessary to request an assessment.

## Behaviour, emotional and social development

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs may require help or counselling for some, or all, of the following:

- \_ flexible teaching arrangements
- \_ help with development of social competence and emotional maturity
- \_ help in adjusting to school expectations and routines
- \_ help in acquiring the skills of positive interaction with peers and adults
- \_ specialised behavioural and cognitive approaches
- \_ re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- \_ provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- \_ provision of a safe and supportive environment.

The Beeches will need to consider, on an individual basis, whether these interventions can be provided through individualised curriculum content or whether the school needs to request a statutory assessment by the LEA.

#### Sensory and/or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue. Many of these children and young people will require some of the following:

- \_ flexible teaching arrangements
- \_ appropriate seating, acoustic conditioning and lighting
- \_ adaptations to the physical environment of the school
- \_ adaptations to school policies and procedures



- \_ access to alternative or augmented forms of communication
  - \_ provision of tactile and kinaesthetic materials
  - \_ access to different amplification systems
  - \_ access to low vision aids
  - \_ access in all areas of the curriculum through specialist aids, equipment or furniture \_
- regular and frequent access to specialist support.

For the children with the most complex physical needs and the most severe sensory losses it is likely that The Beeches will consider a statutory assessment to be necessary. The governing factors are probably the extent of specialist teaching or aids and adaptations which are required. However, for many children with a lesser level of sensory or physical needs, interventions introduced by teaching staff may be appropriate.

### Medical conditions

A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for a child or young person with any diagnosis or medical condition to have an EHCP, or to need any form of additional educational provision at any phase of education. It is the child's educational needs rather than a medical diagnosis that must be considered. Some pupils may not require EHCPs or school-based SEN provision, but they have medical conditions that, if not properly managed, could hinder their access to education.

Medical conditions may have a significant impact on a child's experiences and the way they function in school. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The impact may also be indirect, perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a child and their family. The Beeches would in such circumstances consider the need for assessment in line with the government guidance. The effects of a medical condition may be intermittent and their impact on the child's function in school can vary at different stages of their school career.

This may reflect changes in the school curriculum, changes in the individual child and changes in the peer group, for example, with the onset of puberty.

Consultation and open discussion between the child's parents/carers, the school, the child's general practitioner, the community paediatrician and any specialist services

providing treatment for the child will be essential to ensure that the child makes maximum progress. Such collaboration should also ensure that the child is not unnecessarily excluded from any part of the curriculum or school activity because of anxiety about their care and treatment.

The Beeches will ensure that pastoral care and PSCHE curriculum arrangements allow children and young people to discuss any health related and other problems with a relevant health professional, educational psychologist, education welfare officer, counsellor or other professional. The Beeches education and care staff would liaise in providing maximum support for the child.

Deciding that a statutory assessment is necessary

Within six weeks of notifying parents that a statutory assessment is being considered or within six weeks of parents, schools and settings requesting an assessment, the LEA **must** tell the parents and the school or setting (if they made the request) whether or not they will make a statutory assessment. The 29-day period within which parents or carers may make representations is part of the six weeks.

*Decision not to make a statutory assessment:* if the LEA decides it is not necessary to carry out a statutory assessment they **must** write to the parents or carers and explain the reasons; they should also set out the provision that they consider would meet the child's needs appropriately.

The LEA should endeavour to ensure that the parents/carers fully understand the school-based provision and their monitoring and review arrangements. The LEA may consider it appropriate for the child's head teacher or SENCO to be present at such a meeting. A meeting of this kind will be particularly useful where it is clear that there is disagreement between the parents/carers and the school about the child's progress and attainments at school, the appropriateness of school-based provision or about the need for a statutory assessment. Where parents have formally requested a statutory assessment under section 328 or 329, or where their child's school or setting has made a request under section 329(A), the parents may appeal to the SEN Tribunal against a decision not to make an assessment.

All young people are expected to make progress; however, it should not be assumed that all young people would progress at the same rate. The rate of progress may vary depending on individual learning styles and ability.

All young people at The Beeches will have an IEP which will be reviewed every half term by their identified keyworker.

*Inadequate progress is the trigger for intervention and identifies a need for special educational needs provision.*

The Sen code of practice defines adequate progress as progress in relation to reasonable expectations for a Young person.

#### Adequate Progress

- Closes the attainment gap between the Young Person and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the Young Person's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills •  
Demonstrates improvements in the pupil's behaviour

Inadequate Progress is when a Young Person;

- Shows little or no progress despite receiving differentiated learning opportunities, and:
- Makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the company
- Has sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum.

## Identification

A Young Person may be identified as giving cause for concern in the following ways:

- Through Education, Health, Social or Psychology Services on entry
- Through a carer or social worker's expression of concern
- As a result of an analysis of whole company assessment procedures, e.g. following baseline assessment or tests
- Following concerns regarding ongoing progress and development by the Head teacher.

Or through records provided by a previous School or the placing authority of identification and special educational needs provision. In this situation The Beeches will provide continuity of special educational provision and review the situation at the first review of the Young Person's *individual education plan*.

Following the identification of a cause for concern:

- It will be passed over to senior management who will liaise with the young person's teachers.
- If necessary advice will be sought from an Additional Needs Personal Adviser (ANPA) within Peterborough City Council to decide the most appropriate course of action.
- If required appropriate tests will be administered to gather further information and results forwarded to the young person's Manager and social worker, Educational Psychologist and LACES team if involved.
- Any teaching strategies that test results indicate will help, will become part of normal teaching practice for that young person and will be recorded in their IEP.
- Any additional support required from outside agencies will be sought, for example a speech and language specialist.

## Access arrangements

Below is a list of English standardised tests that are used when applying for access arrangements for Qualifications and exams. These tests may also be used to establish a baseline when young people begin education at The Beeches, they will be retested periodically to track progression.

- Comprehension: Access reading test (graded word and reading comprehension)
- Spelling: Graded word spelling test (P.E Vernon)
- Speed writing: Individual assessment of handwriting speed (PATOSS)
- Speed reading: Reading assessment Kirklees (accuracy and speed)
- Dyslexia screening test

#### Notes on reviewing IEPs

- IEPs are reviewed six times a year, usually at the end of each half term.
- The IEPs include EHCP targets
- Progress against each target will be monitored on the IEP and a new target will be set once a current target is met
- IEPs are sent to Social workers once they have been reviewed (six times per year)

#### A request for Statutory Assessment

In the case of a Young Person demonstrating significant cause for concern The Beeches may consider requesting a statutory assessment. All LEAs have established criteria for a request for statutory assessment and the identified member of senior management and the Head of Education will consider the criteria when considering further action for a Young Person continuing to cause significant concern. The Registered Manager and the Head of Education will take lead responsibility for submitting a request for statutory assessment

## Young People with EHCPs

All Young People with EHCPs have an IEP, recorded on an IEP form. The IEP targets will be based upon the long-term objectives set out in sub-section 1 of the Young Person's EHCP. The IEP will be reviewed six times per year and will be fully considered at the annual review of the EHCP. The keyworker is responsible for completing the IEP form and ensuring that a copy is placed in the Young Person's file and a copy is sent to social workers.

## Annual EHCP reviews

The LEA provides guidance for provision relating to the annual review of the EHCP. The Head of Education takes lead responsibility for organising and preparing for Annual Reviews and will work closely with the Young Person's teachers, Registered Manager and carers.

- EHCP reviews are carried out annually by the Head of Education
- Every effort will be made for the young person's designated Keyworker to attend the EHCP review

The Head of Education will take to the review the IEP with information about the progress that has been made against each EHCP target.

## **Inclusion Policy.**

This policy complies with the guidance given in Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2016 (update)

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are available for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- Some life experiences and special educational needs may lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

In regard to pupil progress and monitoring processes, the school has taken into account the following statements and definitions :

“Special educational provision is educational or training provision that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

SEN Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”



“Achievement for All” (National Strategies : 2009)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

Children’s needs are identified and met as early as possible through the analysis of data including entry profiles, previous school attainment levels, reading, spelling, maths

Where students are identified as having gaps in their knowledge or who are achieving at a level that is behind that of their peers or below national expectations for their year group, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group targeted support
- individual class support / individual withdrawal
- bilingual support/access to materials in translation will be obtained as necessary
- further differentiation of resources
- High adult/pupil ratio
- Access to therapeutic input from qualified professionals

Monitoring and Evaluation

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

- classroom observation by SLT
- ongoing assessment of progress made by intervention Head and Deputy Head of Education
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SLT
- informal feedback from all staff.
- pupil progress tracking using assessment data
- attendance records and analysis by Head and Deputy Head of Education

Our response to the monitoring of all our students in light of the SEN Code of Practice 2014, is as follows:

- Our pupils are monitored at least half termly through systems and processes within school. Specific targets are set and discussed with the student. Students are also reviewed to comply with statutory requirements in line with prescribed guidelines.
- Parents and carers are informed by class school staff daily to inform parents/carers of progress made, successes and/or any concerns regarding their engagement, attendance or health.

### **Statement of Special Educational Needs or Education Health and Care Plan**

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils as listed (above) and an Annual Review of their statement/plan. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

### **Inclusion of pupils with English as an additional language**

*Definition*

A student who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### *Ethos*

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### *Admissions*

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, including those who require the services of a qualified signer for the deaf, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

### *Provision*

Pupils with EAL will have full access to provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.

- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### *Parental / Carer support*

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents / carers in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

### **Inclusion of pupils who are looked after in local authority care**

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times · celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning:

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all students in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

## **Identification**

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental / carer nomination
- peer nomination
- self nomination

## **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all our students. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.
- Personalised learning

The name and contact details of the Designated Teacher for Looked After pupils Mrs Emma Sutters.

## **Management of Inclusion within our school**

The Head of Education has delegated the responsibility for the ongoing implementation of this Inclusion Policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

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

In line with the recommendations in the SEN Code of Practice 2014, the Head of Education will oversee the day- to-day operation of this policy in the following ways:

- monitoring the maintenance and analysis of whole-school provision map for vulnerable learners
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents / carers of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Review for all pupils with a statement of special educational need or EHC..
- monitoring the school's system for ensuring that planning and target evaluating regularly the impact and effectiveness of all interventions
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map liaising sensitively with parents and carers of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- liaising closely with a range of outside agencies to support vulnerable learners,

#### Teaching Staff

- liaising with the Head of Education to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map
  - which pupils (also on the provision map) require additional support because of the complex nature of their special educational need. Some of these pupils may require advice/support from an outside professional
  - securing good provision and good outcomes for all groups of vulnerable learners by :



- ✎ providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ✎ ensuring there is adequate opportunity for all pupils to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
- ✎ ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

All staff participate in a continuous programme of CPD, delivered by staff members. Other training is provided by guest trainers and other external experts. Training opportunities take place for all members of staff weekly. Staff are also encouraged and supported to attend training provided by other providers, agencies and universities.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

### **Partnership with Parents/Carers**

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

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Liaise services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that pupils know what their targets are and why they have them
- self-review their progress and set new targets

### **Effective Transition**

We will ensure early and timely planning for transfer to a pupil's next phase of education. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits

Any complaints from parents of pupils concerning the provision made at the school are dealt with in line with our complaints procedure policy.

### **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with by The Head of Education. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **National Autistic Society**

The National Autistic Society

393 City Road

London EC1V 1NG

Tel: 020 7833 2299

Fax: 020 7833 9666 Email:

[nas@nas.org.uk](mailto:nas@nas.org.uk)

[www.oneworld.org/autism.uk](http://www.oneworld.org/autism.uk)

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### **The National Deaf Children's Society**

Address:

44 Stoke Road

Linslade

Leighton Buzzard LU7 7SP

Telephone:

01525 372344

Opening hours:

Freephone Line open Monday to Friday 1-5 p.m.

[www.ndcs.org.uk](http://www.ndcs.org.uk)

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## **National Portage Association**

Po Box 3075,

Yeovil,

BA21 3FB Tel:

01935 471641

[www.portage.org.uk](http://www.portage.org.uk)

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## **The British Dyslexia Association**

98 London Road

Reading

RG1 5AU

Tel: 0118 966 2677

Fax: 0118 935 1927

Email: [admin@bda-dyslexia.demon.co.uk](mailto:admin@bda-dyslexia.demon.co.uk)

## **Websites**

Do You Have **Dyslexia**? - [www.medranks.com](http://www.medranks.com) Free resources and links to combat **dyslexia**.

**Dyslexia** - [www.getbestinfo.com](http://www.getbestinfo.com)

Excellent free info about **Dyslexia** and related treatments & services.

**Dyslexia: Learn to Read** - [www.hop.com](http://www.hop.com)

Hooked on Phonics - Proven program for children with **dyslexia**

## **The National Society for Epilepsy**

Chesham Lane

Chalfont St Peter

Bucks SL9 0RJ

UKTel: 01494 601300 Helpline:

01494 601400

[www.epilepsynse.org.uk](http://www.epilepsynse.org.uk)

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**Royal National Institute of the Blind**

105 Judd Street

London

WC1H 9NE

Tel: 020 7388 1266 Fax:

020 7388 2034

[helpline@rnib.org.uk](mailto:helpline@rnib.org.uk)

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**Royal National Institution for Deaf People.**

**RNID Information Line 19-23**

Featherstone Street London

EC1Y 8SL.

Tel: 0808 808 0123. Textphone: 0808 808 9000. Fax: 020 7296 8199.

E-mail: [informationline@rnid.org.uk](mailto:informationline@rnid.org.uk)

**RNID Cymru**

Tudor House, 16

Cathedral Road,

Cardiff CF11 9LJ.

Tel: 029 2033 3034. Textphone: 029 2033 3036. Fax: 029 2033 3035.

E-mail: [rnidcymru@rnid.org.uk](mailto:rnidcymru@rnid.org.uk)

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**Scope**

6 Market Road,

London N7 9PW, Telephone

020 7619 7100.

[www.scope.org.uk/](http://www.scope.org.uk/)

**SENSE**

National deaf/Blind and Rubella Association

11-13 Clifton Terrace

London

N4 3SR

Tel: 0207 272 7774 E-Mail:

[enquiries@sense.org.uk](mailto:enquiries@sense.org.uk)

[www.sense.org.uk](http://www.sense.org.uk)

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