



SIMON BALLE ALL-THROUGH SCHOOL

INCLUSION POLICY (SEND)

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Committee Responsible: FGB

Governor Lead- Louise Archer

SIMON BALLE ALL-THROUGH SCHOOL INCLUSION POLICY

Context

Simon Balle All through School is proud to be an inclusive school. We want the very best educational experiences, academic and social, for all of our young people. We set the very highest expectations for all of our students albeit from their entry into reception to when they leave in the sixth form. Our school vision of “creating tomorrow’s citizens today” is just as relevant for those with SEND as all other students.

As a comprehensive school, we welcome students of all abilities and recognise that some of our young people will present a variety of learning, physical and social needs. What we do know, as research clearly demonstrates, is that the school’s ethos and values are key for all children to thrive and in particular those who present as SEND. High quality teaching and learning are equally important, using those staff who have built expertise in and knowledge of effective strategies which address these students’ needs. As a school which celebrates the individual for who they are and what they bring to the community, we endeavour to personalise our approach.

All teachers are teachers of SEND. Many of our TAs are attached to departments and their knowledge of the curriculum is important when working alongside classes. Others work mainly with identified individuals or groups of young people. It is our ambition that all TAs will take on one of the four specialist areas of knowledge of need (communication and interaction; cognition and learning; social, emotional and mental health; physical and or sensory needs) so that they can keep up to date and share this knowledge with others.

We aim to:

- Provide a relevant and ambitious curriculum
- Ensure that all students will receive and retain the knowledge and skills to be active informed citizens, able to make good decisions and play a full role in society
- Equip our young people and children to be hopeful people and set themselves high aspirations
- Treat everyone with respect and dignity, so that this then is shown to others, allowing us all to thrive within our community.

This Inclusion Policy details how Simon Balle All-through School will strive to ensure that:

- the learning needs of every student are identified as informed by the SEND code of practice
- the model of ‘assess, plan, do and review’ is used to ensure that needs are addressed and impact assessed
- all young people and children who have identified SEND needs are given an aspirational curriculum
- the necessary provision is made for any student with formally diagnosed SEND

- students on the register of SEN Support are made known to all who will teach them and plans are adapted accordingly
- students with formally diagnosed SEND are able to participate fully alongside their peers
- students who have missed school through illness (physical or mental) have appropriate provision to address gaps in their learning
- there is a designated team of SEND professionals who can coordinate the work of SEND and whom parents can communicate with
- the views of the student are sought and taken into account
- the Inclusion Team works in partnership with parents
- parents/carers are informed if their child has been identified on the **Cohort for SEN Support** and their views are sought and taken into account. They have information regarding the special educational provision which is made by the school and have access to information, support and advice regarding their child's needs.
- SEND students are offered full access to a broad, balanced and relevant education, including a variety of 14-19 pathways during their secondary education
- SEND students have full access to all school activities as far as it is reasonably practical and any modifications required in terms of Health and Safety are documented annually and implemented.
- the school works in partnership with external agencies to meet the needs of the child or young person
- there is a smooth transition at each transition stage for the student, whether this is within the school or when the young person is at the age of considering apprenticeships, further or higher education or employment

Definitions

Cohort of SEN Support: Students with formally diagnosed SEND that may require additional intervention and support

SEND: has a legal definition. In summary; students have Special Educational Needs if they have a specific difficulty which calls for special education provision to be made for them i.e. which is in addition to or different from differentiated curriculum plans. These students will have a significantly greater difficulty in learning than the majority of students of the same age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for peers in schools.

EHCP: Education Health Care Plan (replaces previous Statement of Special Educational Needs).

The four broad areas of need as defined in the SEND Code of Practice are:

1. Communication and interaction
2. Cognitive and learning
3. Social, mental and emotional health
4. Sensory and or physical

We also recognise that there may be other factors that affect progress and attainment which may not be SEND and these may include:

Slow progress and low attainment

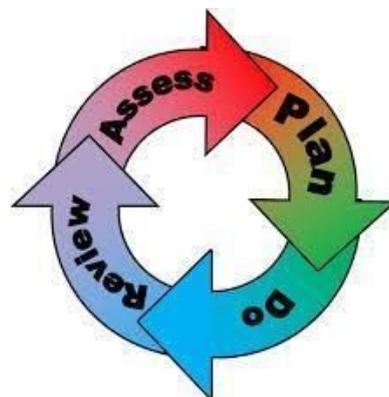
Attendance and punctuality

Health and wellbeing

English as an additional language (EAL)

A graduated approach

The achievement and attainment made by **all** students in Reception to Sixth Form, is regularly monitored and reviewed. Initially, concerns registered by teachers or parents/carers are addressed by appropriate **differentiation** within the classroom. However, if the student's progress continues to raise concerns we will alter the provision and support in a graduated approach. This will take the form of a four-part cycle: ASSESS, PLAN, DO, REVIEW



This cycle will draw upon more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the needs of the student. Further information about this process can be found in the SEND Code of Practice.

Cohort of SEN Support (K Code)

This is for students who are **formally diagnosed/classified** with a recognised special educational need or disability and as a result may receive specific additional or different provision from that which is provided for in differentiated class activities. This may also include external support services provided by the Local Authority (LA). These agencies will provide advice on new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the student's progress. In some cases, they will provide support for particular activities.

A student might be included in the Cohort for SEN Support when despite receiving effective teaching and the learning, they:

- continue to make little or no progress in specific areas over a longer period
- continue working at EYFS/ National Curriculum levels substantially below that expected of students of a similar age
- continue to have difficulty developing literacy and mathematics skills
- have SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- have communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning

The impact of any additional strategies implemented, will be reviewed termly using a graduated approach.

Statutory Assessment of SEND

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority (LA) for statutory assessment for an Education, Health and Care Plan. This will decide the nature of the provision necessary to meet the student's SEND. Where a request for a Statutory Assessment is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through existing support

- records of termly reviews and their outcomes based on strategies that have been put in place.
- the student's health including medical history where relevant
- EYFS or National Curriculum levels and attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals for example involvement by the social services or education welfare service. This element of the process is coordinated by the Director of Care and Wellbeing

Identification, Assessment and Review:

Early identification is vital. In the EYFS, on-going assessments and the Foundation Stage Profile are used as early indicators of a student's need. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their help and determine a plan for support. The class teacher and the Inclusion team assess and monitor the student's progress in line with existing school practices. The Inclusion team works closely with parents and teachers to plan and deliver an appropriate programme of intervention and support.

Students with an Educational Health Care Plan (EHCP):

- have objectives which are already identified in their statutory assessment of SEND. These objectives inform the targets and provisions which will be implemented, as far as possible, in the usual classroom setting.
- have their EHCP reviewed annually in school. The parents/carers, the student and involved professionals will be invited to consider the progress made in reaching the EHC plan objectives and whether any amendments need to be made to it.
- participate in their EHCP Reviews by: attending their review meetings and voicing their opinions, discussing their targets & objectives, strategies, achievements, attainments, concerns and issues (this can be presented in written form after prior discussion with a parent/carer).

The Inclusion Team and relevant members of teaching staff will then discuss the outcome of the in-school review and inform the LA representatives. The Annual Review at the end of KS2 will focus on establishing clear recommendations for KS3 and the review at the end of KS4 will relate to the type of provision required Post 16.

The Role of the Governing Body

Governors have responsibility for defining the role of the Inclusion Team, the strategic overview of Inclusion and the implementation and **annual review** of the Inclusion Policy. The overall management and organisation of Inclusion at Simon Balle All-through School is the responsibility of the Headteacher Alison Saunders, Primary Vice Principal Rachel Kirk and members of the Inclusion Team. This includes the SEND Manager, Philippa Craik. All Governors, specifically the Inclusion Governor, Louise Archer, will ensure that they are up to date and knowledgeable about the school's SEND provision and will monitor and review the achievement and attainment of these students. The Inclusion Governor will meet every half term with members of the Inclusion Team and undertake relevant training. Termly monitoring reports will be submitted to the A&S committee and an annual report to the full governing body.

The Role of the SENCo

In collaboration with the Headteacher, Governing Body and SEND Manager, the SENCo will determine the strategic development of the Inclusion Policy and provision at Simon Balle All-through School with the ultimate aim of raising the achievement and attainment of all students. During the academic year 2020-2021, Simon Balle All through School will be piloting a slightly different and enhanced approach with regard to its leadership and management of SEND, in the sudden absence of the school's SENCo. A strategic team has been grouped to ensure that both the operational and statutory duties are met as well as monitoring practices and creating a strong vision of inclusion.

This will include:

- enabling and empowering teachers to meet the needs of all students
- collaboration with HODs so that learning for all children is given equal priority
- working alongside teachers to improve teaching
- liaising with teachers on progress and tracking
- being responsible for ensuring that the school can track and record support for students with SEND
- ensuring that a majority of support given to all staff is aimed at Teaching & Learning
- the strategic management of the Inclusion Team of Achievement Leaders and Achievement Support Assistants
- collaborating with the Primary Leader/InCo/SENDCos in partner schools in order to ensure the maximisation of expertise, resources and mutual support
- liaising with and advising colleagues on all matters relating to SEND
- contributing to the continuing development and training of school staff
- overseeing the review and maintenance of EHCPs and records for all SEND students
- carrying out the prescribed test for special considerations during public examinations

The Role of SEND Manager is to:

- oversee the day-to-day operation of the school's Inclusion Policy
- coordinate provision for SEND students
- manage the Inclusion team on a daily basis
- organise and maintain the records of all SEND students
- liaise with parents/carers of SEND students, in cooperation with form and subject tutors, Achievement Support Assistants and others as appropriate
- liaise with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate

The role of Primary Vice Principal is to:

- coordinate SEND provision in the EYFS, KS1 and KS2.
- liaise within the Inclusion Team, including with Daniella Hall (Primary SEND lead)

The inclusion policy relates to many other policies and procedures within school, including but not exclusively:

- Support for transition
- Pupil premium
- Safeguarding
- Working with outside agencies
- Attendance

Evaluating the success of the Inclusion policy - next review October 2021

The following procedures provide evaluative points for assessing the effectiveness of Simon Balle All-through School's Inclusion policy:

- o Student Voice
- o Parent/carer feedback
- o Student and parent views relating to the statutory review of EHC plans
- o Value Added assessment data collated from the external examination procedure

Background Legislative framework

Simon Balle All-through School Inclusion Policy is structured and informed by the current statutory framework regarding Special Educational Needs and Disability (SEND). We have also taken into consideration the changes to the SEND Code of Practice (2015) and Children and Families Bill 2013.

Appendices and Associated Policies and Documents

Appendix A - legal definitions of SEN and disability

Appendix A

Definition of SEND:

“A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.
- (c) A child under compulsory school age has special educational needs if they fall within the definition (a) or (b) above or would so do if special educational provision was not made for them” *Clause 20 Children and families Bill.*

Definition of disability:

A child is disabled if he or she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (*Section 17 (11) Children Act 1989.*

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (*Section 6, Equality Act 2010*)