Inclusion and Special Educational Needs and Disabilities Policy

1. **Guiding Principles**

   1.1 All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

2. **Three principles for inclusion**

   - **Setting suitable learning challenges** - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
   - **Responding to pupils’ diverse learning needs** - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
   - **Overcoming potential barriers to learning and assessment for individuals and groups of pupils** - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

   2.1 In making provision for pupils with special educational needs and disabilities our policy objectives are:

   - to ensure that our duties, as set out in the Education Act 2006, Special Educational Needs Disability Act 2001, Disability Discrimination Act 2005 and the Equality Act 2010 are fully met to enable pupils with special educational needs and disabilities to take a full part in as many aspects of our school activities as is appropriate to each child;
   - to ensure the school has a Single Equality Policy in line with statutory guidelines.
   - to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
   - to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
   - to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
• to provide a graduated approach in order to match educational provision to pupils' needs;
• to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
• to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
• to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
• to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
• to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
• to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

3. Roles and Responsibilities

3.1 In attempting to achieve the above objectives, the Governors, the Head of School and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

3.2 Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in the Education Act 1996. In order to do this they will develop and monitor this Inclusions and SEN Policy and Single Equality Policy and ensure provision is an integral part of the School Development Plan. All governors or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

3.3 The Head of School has overall responsibility for the day to day management of SEN provision and the Single Equality Policy. The Head of School will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. The Head of School will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

3.4 The Special Educational Needs Co-coordinator (SENCo)  
It is our view that all of our class teachers are SENCO’s to various degrees. In this role they are responsible for:
• working closely with staff, parents/carers and other agencies;
• providing high quality teaching;
• monitoring standards of pupils' achievement;
• setting targets for improvement;
• collaborating with curriculum coordinators to ensure learning for all children is given equal priority;
• keeping proper records;
• using available resources to maximum effect.

3.5 However the Head of School will be responsible for:
• the day to day operation of this policy;
• coordinating provision for pupils with SEN by working closely with staff, parents/carers
and other agencies;
- providing related professional guidance to colleagues with the aim of securing high quality teaching;
- monitoring the quality of teaching and standards of pupils' achievement,
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority;
- ensuring that proper records are kept;
- contributing to the in-service training of staff.

3.6 All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

4.0 Admissions

4.1 According to Department of Education Guidance, most admissions to special schools are determined by statements of SEN (or Education and Health Care Plans from September 2014) and will reflect parental preference. Once a maintained special school is named in a statement, governors are under a duty to admit the child.

4.2. Before naming a special school in a statement, LAs must consult the school's governing body (and the home LA, where the school is maintained by another LA). LAs and governing bodies should respond to consultation in good time, normally within 15 working days. The LA that maintains the statement should consider carefully any representations it receives from governing bodies or other LAs. When finalising statements, LAs should consider whether or not the admission of the child would be in keeping with the school's arrangements, i.e. the number, age, sex and SEN of pupils for whom the school is organised to make provision.

5.0 Specialisms

5.1 The curriculum has a broad base giving access to the National Curriculum at levels appropriate to the ability and needs of each child.

5.2 Provision is made for those pupils with additional learning difficulties. We combine a range of approaches as appropriate for each individual child including language the use of Makaton Signs, PEC's and TEACCH strategies.

5.3 We use additional programmes in response to individual needs. Ongoing training is provided in learning barriers and styles to optimise all pupil access to the curriculum.

5.4 Specialist classes have been created to ensure that pupils encounter a curriculum that is most in line with their identified needs.

5.5 These classes may have a higher than average staffing ratio due to the nature of their pupils.

6.0 Special Facilities

6.1 The school's specialist facilities include:

- Soft Play Room
- Sensory Room
- Music Therapy
6.2 We have a number of pupils with Physical Disabilities and we strive to ensure all areas of the school are accessible to them. To this end we have installed extra ramps where needs. We have mini-buses with tail gates and a mobile hoist. We have put up a hand rail to help visually impaired pupils.

7.0 Resources

7.1 When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head of School will manage the allocated funds and will ensure that the best use is made of these resources.

8.0 ASSESSMENT (See School Assessment Policy)

8.1 Every child has an Individual Education Plan. Targets are set that are functional and appropriate to their needs. These targets will focus on Academic, Behaviour or Life Skills development. Each pupil is closely monitored and targets are set in line with their ability. Targets are reviewed termly and a report showing progress is sent home.

8.2 All pupils have an Annual Review of their Statement of Special Educational needs? Educational Health Care Plan (to which parents, other professionals and pupil input are invited). These meetings are all held as Person Centered Reviews. Relevant concerns or comments resulting from these meetings are discussed in staff meetings together with any strategies that need implementing.

8.3 At the end of the academic year parents are sent home an Annual Report.

8.4 Aims of Assessment

- To make target setting and assessment as individual, child-centred and functional as possible.
- To ensure that pupils have the opportunity to demonstrate their skills, knowledge and understanding.
- To make assessment an integral part of the curriculum that is responsive to the pupils and informative to the staff.
- To ensure that assessment is a progressive and continuous process.
- To develop consistency in staff assessment across the Key Stages.
- To measure progress and attainment against National expectations;
- To be an entitlement of all pupils regardless of ability, gender, ethnicity or age;
- To be based upon a common and agreed approach in school;
- To take place in a familiar, supportive environment;
- To raise an expectation of success rather than failure and show pupils how to build upon strengths while developing strategies to overcome weaknesses in their work;
- To ensure that pupils understand what is required of them;
- To provide for the regular collecting, reviewing and recording of assessment information;
- To address equality of opportunity (Any formal tests must have some aspects, which are achievable for a pupil);
- To take into account the individual learning styles of pupils.

9.0 Staffing

9.1 The school has prioritised the highest affordable staffing ratio to enable pupils to receive the input and support necessary to meet their needs. Staffing levels are set annually based on the
needs of the pupils in each class.

9.2 Staff are employed on the basis of aptitude as well as formal qualifications and all staff have access to internal and external training to further their professional development. Training is provided that links to the School Development Plan and based on the evolving needs of our pupil clientele as well as to further subject expertise.

10.0 The Annual Review in Year Nine - Transition Plan Review

The annual review of the statement in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically:

- review the young person’s statement or Education and Health Care Plan from September
- draw up and subsequently review the Transition Plan
- be person centered

The annual review procedure as described above applies with the following additions:

- the Head of School /Class Teacher will invite an advisor from Prospects to provide written advice and attend the review meeting. This will enable all options for continuing education, careers and vocational training to be considered.
- a representative of Prospects is obliged to attend the review meeting.
- the Head of School /Class Teacher will ensure that parents and other professionals such as social care and health are aware of the Y9 review procedures and invited to attend where appropriate
- the Head of School /Class Teacher will ensure a Transition Plan is drawn up in conjunction with Prospects and school’s Education Psychologist, where needed, following individual meetings and assessment of the child’s needs.
- the Transition Plan will be reviewed each year until the pupil leaves school.
- the young person will be fully involved with this process and their views will be sought and recorded ideally through a person centered plan.

Prospects provides support for all young people aged 13-19. It has a particular focus of supporting pupils with special educational needs, including those without statements. The school will consult with this service, as appropriate, to ensure that any pupil with special educational needs receives support with regards to their further education. The pupil and parents will be fully involved in this process.

The Final Review in School

The final annual review carried out preferably in the Autumn Term in the school will identify the young person’s likely destination on leaving school.

11.0 Inclusion

11.1 We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable all pupils with SEN to be an integral part of our school community.

11.2 All pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn if:

1) They will benefit from some intensive individual work;
2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

12.0 Involving Pupils and Parents/Carers

12.1 The views of parents will be sought at all stages of assessment and provision.

12.2 ‘Home’ links are seen as extremely important – We value parents and guardians as true partners in the development of each child. Close ongoing communication is seen as essential between school and home. All pupils have a two way daily communication system in the form of a Home/School Diary. Parents are always welcome to visit the school and we pride ourselves on our ‘Open Door’ Policy. We encourage parents to communicate freely with us on all areas of their child’s school life including targets. We hold termly parents’ afternoons where parents are invited in the see their child’s work.

13.0 Parent Partnership Services

13.1 The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from Parents in Partnership Service.

14.0 Links with other Agencies

14.1 Speech Therapy
The majority of our current pupils have differing levels of Speech and language input identified on their Statement of Educational Needs. We are allocated a level of access to a speech therapist via the PCT. Teaching Assistants from within the school enable a higher number of pupils to receive weekly input.

14.2 Physiotherapy input occurs by request from parents or the school. Those children identified as having specific needs will have their own programmes devised by Physiotherapists and O.T’s through the PCT and supported by school staff as appropriate. All pupils are seen by child health services on an annual basis and have access to social/welfare services when necessary.

15.0 Leaving School

15.1 When a pupil leaves the school, the school will forward relevant information about the pupil's needs. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. This is particularly so in respect of pupils with SEN and disabilities.

16.0 Complaints

16.1 Despite our view that all of our class teachers are SENCO’s to various degrees, The Head of School will be the first line of response to any concern.
**17.0 Monitoring and Evaluation**

17.1 The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care (see School LAC Policy)
- The views of parents expressed on stage forms and any complaints received.
- Staff views on in-service training opportunities and the training opportunities available.

**18.0 Monitoring and Review of Policy**

18.1 All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated at least every three years.

18.2 The Single Equality Policy has to be reviewed annually and the three year Action Plan updated.

**19.0 Related Policies**

- Single Equality Policy
- Accessibility Plan
- Assessment Policy
- LAC Policy

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community.