

# *Inclusion and Special Educational Needs and Disabilities (SEND) Policy*

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**THE JO RICHARDSON**

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

# Inclusion and SEND

This policy aims to identify how a range of whole-school policies works together to meet the individual needs of all our students.

**A number of key principles underpin the policy. These ensure our systems:**

- avoid duplication (thus keeping bureaucracy to a minimum)
- ensure students cannot 'slip through the net'
- meet the requirements of the SEND Code of Practice (Special educational Needs and Disability Code of Practice: 0-25 years 2014)
- include provision for students with difficulties to overcome
- are clear to all concerned, thus promoting a consistent application
- promote the role of the Student Development Department and The Learning Support Unit (LSU) to support the work of the whole school rather than SDD and the LSU being solely responsible for the progress of specific students
- include regular and well-defined monitoring processes
- To ensure all students have access to a broad and balanced curriculum

## Definition of special educational needs

Students have special educational needs if they experience a barrier to the progress in school which calls for special educational provision to be made for them.

At JRCS, students have a special educational need:

- where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age
- have a disability which, despite reasonable adjustments, 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 Authority

At JRCS, special educational provision means any provision which is additional to, or different from, the educational provision made generally for students of their age.

Our SEND policy details how the school will do its best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who are likely to teach them. The school will ensure that teachers in the school are able to identify and provide for students who have special educational needs allowing them to join in the activities of the school so far as is reasonably practical and compatible with the education of other students.

The school will have regard to the Code of Practice 2014, LA's inclusion policy, and 2001 and 2006 Disability Act, 2010 Equality Act and the JRCS Disability Policy, Children and Families Act 2014.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. JRCS recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Students with special educational needs often have a unique knowledge of their own needs, and their views about what support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## Admissions

**All teachers are teachers of students with special educational needs.** Teaching students with SEND is a whole-school responsibility, requiring a whole-school response. All teachers take account of the wide range of abilities, aptitudes and interests of the students. Making higher quality teaching normally available to the

whole class is likely to mean fewer students will require additional support. However, for some students with SEND, it may be necessary to provide an enhanced level of provision to support their learning.

The Governing body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the code of practice, in that “with the right staff training, strategies and support in place the majority of child and young people with SEN are already successfully included in mainstream education”. This is reflected in the general principle in law that children and young people with SEN should be educated in mainstream settings. That principle is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child’s parents or the young people for where they should be educated are met wherever possible (COP 2014:6.8)

## **Graduated response**

Schools are required to assess each student’s current skills and levels on attainment on entry and use prior information from previous settings and key stages. Schools should also make reasonable adjustments where necessary if a student has a disability according to the Equality Act 2010.

Subject teachers, supported by Heads of Department and the Senior Leadership Team, should make regular assessments of progress for all students as part of the whole school Teaching and Learning Framework. Subject teachers should identify students who are making less than expected progress in relation to their age and individual circumstances. Where a student is making less progress than expected, the first response should be high quality teaching which focusses particularly upon their areas of weakness. Where this progress continues to be less than expected, despite in-class interventions and focused teaching, the subject teacher, working alongside the Head of SDD, should assess whether the student may require further assessment/intervention.

Slow progress and low attainment does not necessarily mean that a student has Special Educational Needs and should not automatically be recorded as having SEN. However, this may be an indicator of a range of learning difficulties and or disabilities.

The triggers for SEN Support could be that, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has social, emotional or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised management programme
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Having considered all of the information provided from within the school regarding the student’s progress, high quality assessment data and the individual needs of the student, it may be necessary to identify the student as having SEN. As a school, we will take action to put effective provision in place for the student. This will take the form of a cycle where the student’s needs and progress will be assessed, planned for, carried out and reviewed. As a result of this, process the student’s needs will be supported in order to secure good outcomes for the future and ensure good progress.

Parents/carers will be informed and be aware of the support in place and receive clear information regarding the progress of their child.

## **Requesting an Education, Health and Care Plan (EHCP) needs assessment**

For a few students, the help given by schools through SEN Support may not be sufficient to enable the student to make adequate progress. Despite having taken relevant action to identify, assess and meet the SEN of the student, they are still not making expected progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA.

The EHC plans provide tailored support for children and young people with SEND, bringing together their education, health and social care needs for the first time. These plans make sure all children and young people

have the opportunity to succeed in the future and tackle inequalities in the education system to ensure positive outcomes for their future. The plan also to support young adults in their long-term aspiration, preparing them for the world of work and living independently.

## **Student Development Department**

This department has a crucial role to play in helping us meet our goal of 'Success For All'. Student Development have a range of responsibilities within the school.

### **The role of the Head of SDD**

The Head of SDD, in collaboration with the school's SLT and Governing Body, plays a key role in helping to determine the strategic development of the SEND Policy and provision in the school to raise the achievement of students with SEND.

- Overseeing the day-to-day operation of the strategy
- Co-ordinating the provision for students with SEND
- Liaising with parents/carers, teaching staff and external agencies

### **Role of the Governing Body**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made with SEND students.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND strategy.

### **Special educational needs**

At JRCS, we strive to provide for individual needs and to offer equal opportunities for all. We recognise, however, that children respond to learning opportunities differently and progress at different rates. Therefore we have a team of staff which works in the classroom, with subject teachers, helping to make the work accessible to all students. Thus, we aim to meet individual needs through the mainstream curriculum but, where it is appropriate, we do provide 1:1 or small group tutorials to help students to overcome specific problems.

### **Support for good attendance**

The school will work closely with the LA to ensure cohesive support for those students who need to improve their attendance. Our Attendance Manager will visit students at home, and/or work with them in school in order to identify ways of overcoming the barriers that are preventing good attendance. Access and attendance issues are a standing item at the weekly Student Support Panel meeting. This meeting is also attended by representatives from SDD and the LSU in order to monitor the attendance progress of students on the SEND register.

### **Support for students on the autistic spectrum**

JRCS is working as part of the LA to provide support for children on the autistic spectrum by offering specialist school-based provision for five students every year (maximum 24). The provision is known as the ARP (Additionally Resourced Provision). These are young people whose needs are best met within the mainstream system but who need additional support to achieve their full potential. These students have a statement of Special Educational Needs with a diagnosis of ASD.

### **Support for students with English as an additional language (EAL)**

In order to ensure such students are able to make the most of the opportunities presented by the school, we have established a clear set of systems and procedures. These are outlined as a separate entry within the Staff Handbook. The identification and assessment of the SEND of young people whose first language is not English requires particular care. Information from primary feeder schools is vital in the identification of students with English as an additional language. An initial assessment will be undertaken by the designated EAL staff within SDD. If necessary, a follow up referral will be made to the LA's Language Support Service when assessment shows that a student may require additional language support. An identified member of SDD will have responsibility for co-ordinating the EAL provision.

### **How do students access the services provided by Student Development?**

There are a number of referral routes:

- via the school pastoral system, through the Key Stage Deputy Heads and Year Team
- via the regular Student Support Panel meetings
- via analysis of assessment data, through the Key Stage Deputy Heads and Year Team

- identification through the Student Support Panel
- requests from students themselves, parents or other agencies

### **Monitoring student progress**

At JRCS, student progress is rigorously monitored by teaching staff and the SENCO on a termly basis; gaps in students' learning are identified and interventions are used to bridge the gap. The school uses the "plan, assess, do and review" model to monitor the impact of the interventions on the students' individual needs.

## **Inclusion and further support provision**

### **Mentoring**

All students are regularly monitored to see if, for any reason, they are getting behind with their studies. If we do identify under-achievement, the student may be allocated a learning mentor to help them get 'back on track'. In addition, students and parents may request support from a mentor if they wish.

### **Counselling**

The school works with a qualified counsellor to provide confidential support for students who may wish to seek their help or advice. Whilst this is a service not often needed, we do feel it should be available to all students.

### **Behaviour support**

As in any school, a small number of students may from time to time behave in a way that is unacceptable to the school. At JRCS, we believe that students should be punished when they fail to meet our high standards, but we also believe we should take steps to ensure that potential problems for the future are dealt with early on. Any student who has behaviour difficulties is allocated to a behaviour modification programme tailored to his/her needs. The catalogue of provision is central to this. Where appropriate, a student will be withdrawn from mainstream lessons until the school can be sure that there will be no further disruption to the smooth running of lessons. We understand that at times students cannot cope with the demands of school life. The LSU plays a pivotal role in monitoring and addressing challenging and disruptive behaviour. Early intervention is ensured through the regular Student Support Panel meetings, frequent pickup of highlighted students and close liaising with the relevant pastoral assistant, head of year and linked member of SLT.

The school's in-house exclusion provision is based within the LSU. This provision enables us to provide a punitive response to poor behaviour in tandem with the appropriate intervention provided by staff trained in behaviour management who use the catalogue of provision. LSU staff attend post-exclusion meetings where requested by SLT.

### **Peer mentoring**

Older students will have the opportunity to become a peer mentor in Year 10 and a "Senior" in Year 11. This will involve them being specially trained to work with younger students who may prefer to talk to them rather than an adult about something that is troubling them. Peer mentors will be specially selected for their potential to act responsibly and in a caring way. Access to peer mentors for younger students will be through lunchtime 'drop-in' sessions in school. Peer mentors will also work with Year 7 students during identified tutor periods and during their induction days.

## **Contact time and cover**

Co-educators will not be covered in the event of their absence from school. Support groups will be postponed and the students involved will be returned to their normal timetabled lessons. (Cover will be provided for LSU staff in the event of their absence.)

Support teachers will not be covered for the lessons where they provide in-class support. SDD will endeavour to provide withdrawal for students in most need. However, this may not always be possible. Teachers' contact time is parity based with other members of staff.