



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INCLUSION POLICY

Crofton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Date of Policy	March 2018
Review Date	March 2021



## **Crofton Academy Special Educational Needs and Disability (SEND) Inclusion Policy**

This policy has been written in-line with the SEN Code of Practice 2001 and updated in light of the OfSTED Review of SEND "A Statement is not enough", (2010) and the Lamb Inquiry recommendations (2009).

The aim of the Policy is to promote inclusion, and the Governors' objective to offer full and equal access to a broad and balanced curriculum regardless of Special Educational Needs of Disability. The curriculum should be relevant and appropriate to individual needs.

Early identification of pupils' needs is critical. The principles and guidelines within this policy aim to ensure this happens by encouraging the Governors, the Leadership group, staff (teaching and non-teaching), parents and pupils all work together.

This policy will explain how provision and progress for pupils with SEND will be monitored and reviewed.

The member of SLT responsible for developing this policy, monitoring its implementation and reviewing its impact is: **Mr. L Hardcastle – Deputy Headteacher**

The specialist governor for SEND is: Carol Stevenson

This SEN Inclusion Policy was agreed by the Senior Leadership Team and by the relevant Governing sub-committee.

This SEND Inclusion Policy was revised by **Mr L Hardcastle – Deputy Headteacher**

### **1. SEND Inclusion Policy**

The SEN Code of Practice (2001) states that "All teachers are teachers of children with Special Educational Needs". This is a clear message that *all teachers have a responsibility to adapt their teaching to meet the needs of pupils with Special Educational Needs or Disabilities.*

The School's SEND Inclusion Policy will operate in conjunction with other policies, namely:

- Equal Opportunities Policy
- Behaviour for Learning Policy
- Anti-Bullying Policy
- Curriculum Policy
- Quality Teaching and Learning Policy
- Data Protection Policy
- Admissions Policy

### **2. Coordinating SEND provision at Crofton Academy**

The named SENCo for the school is Mrs A Evison - (SENCO) This appointment is in accordance with the Code of Practice and the Education (Special Educational Needs Coordinators) (England) Regulations 2008).

#### **2.1 The role of the SENCo is to coordinate the following:**

- Inform parents/carers as soon as is practical if they consider a pupil to have special educational needs;
- coordinate the making of special educational provision for any pupil that requires it;
- monitor the effectiveness of any special educational provision made for the pupil;
- engage with services outside the school when required;

- ensure that records of the pupil's special educational needs and the provision made to meet those needs are maintained and kept up-to-date
- liaise with and provide information to parents of the pupils on a regular basis about the child's special educational needs and the provision being made for those needs;
- ensure that, where the pupil transfers to another school or educational setting, all relevant information about the child's special educational needs and the provision made to meet those needs is conveyed to the receiving school;
- promote the pupil's inclusion in the school community and ensure access to the school's curriculum, facilities and extra-curricular activities;
- support the selection, supervision and training of learning support assistants who work with pupils who have special educational needs;
- advise teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- contribute to in-service training for teachers at the school relevant to special educational needs.

## **2.2 Role of the Governors:**

Although not statutory, it is regarded as good practice for governing bodies to identify one governor to take a particular interest in SEN. The identified governor for SEN is Carol Stevenson. Through the specialist governor, the governing body will be made aware of:

- how the school identified children and young people with Special educational needs;
- what happens once a pupil has been identified;
- how SEN money from the Local Authority is allocated and spent;
- the School's SEND and Inclusion policy

Under the Education (Special Educational Needs Coordinators) (England) Regulations 2008), the SEND Governor will ensure that:

- SENCOs are employed as qualified teachers (not volunteers or support staff);
- They define the role of the SENCO in relation to management and leadership of the school;
- They monitor the actions of the SENCO in relation to key areas of the role.

## **3. Admissions arrangements for pupils with SEND.**

### **3.1 General admissions**

- We welcome all children and young people to our school and endeavour to ensure that appropriate provision is made to meet their individual needs.
- No student will be refused admission on the basis of his/her identified special educational need or disability. We will not discriminate against disabled pupils and will take reasonable steps to provide effective educational provision.
- All children and young people with SEN or Disability will be encouraged to play a full part in the life of the school. If additional provision or adjustment is required, parents will always be informed.
- Pupils with Statements of special educational need will be admitted to the school unless their admission would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

### **3.2 Access to Specialist Provision**

- The school is experienced in dealing with pupils with a variety of needs.
- The Inclusion Team is central to our SEN provision and is staffed with specialist literacy / numeracy and SEAL development workers, Learning Support Assistants who work to support children and young people in their access to the school curriculum.

- Pupils are identified as requiring provision through careful diagnostic procedures.
- Learning Mentors are allocated to each Year group who support pupils with behaviour and/or emotional needs.

### 3.3 Physical Access to the school building

The school's Equal Opportunities and Access Plan provide in-depth details of the schools accessibility for Disabled users of the school.

- The entrance to the school building is ramped allowing wheelchair users access to the ground floor classrooms. The ground floor does include some split levels, to which internal lifts provide access.
- There is a disabled toilet on the ground floor of the school.

## 4. Allocation of Resources

- A proportion of the school's budget is allocated for SEN Resources which includes identified materials used to support children with identified special educational need
- The provision of additional support is made from the devolved SEN budget
- SEN resources and provision are developed and procured in-line with the priorities stated in the School Improvement Plan. This plan is agreed annually by Governors and monitored through the appropriate governor sub-committee.

## 5. Identification, Assessment and Review of SEND

### 5.1 Identification and Assessment

- The school is committed to the early identification of children with special educational need and to making any necessary intervention.
- Identification of SEN may be brought about through:
  - Information received from any previous school the pupil may have attended;
  - Analysis of data, previous attainment, CAT scores, reading and spelling ages.
  - Teacher and non-teacher observations of pupil progress, learning and/or behaviour. Staff can refer concerns to the SENCo or Year Group Managers for discussion at YGM / JCM meetings or for more immediate investigation if necessary.
  - Parental concerns – we value information from parents with regard to individual pupil needs and aim to involve parents in any decision taken on the intervention required.
  - Pupil concerns – the individual pupil themselves may present with information indicating a specific need.
- Once the pupils needs have been determined they will be placed on the school's Inclusion register. The Inclusion Register is maintained by the SENCo. Information detailing the individual needs and strategies for addressing those needs will be shared with staff through the electronic SEN Profiles directory via the school network.
- The school adopts the Code of Practice graduated response to SEN which identifies a staged model of intervention to support pupils identified as having special educational needs. Pupils will be placed at one of the three stages as follows:
  - **School Learning Plan - IEP** This is characterised by interventions that are different from or additional to the **normal differentiated curriculum**. intervention can be triggered through any of the channels listed above, when supported by evidence demonstrating that, despite **differentiated teaching and Wave 1 strategies (see later)** pupils:
    - ✓ Demonstrate difficulty in developing literacy or numeracy skills;

- ✓ Show persistent emotional/behavioural difficulties which are not affected by whole school/class behaviour management strategies;
- ✓ Have sensory/physical difficulties and make little progress despite the provision of specialist equipment;
- ✓ experience communication and/or interaction difficulties;
- ✓ make little or no progress despite experiencing a **differentiated curriculum**.

All pupils School Learning Plan will have a Pupil Profile including a pen portrait to better share information about the pupil with teaching staff. This document will detail the specific difficulties the pupil may have and their views on how best their needs can be met. These will be written in consultation with pupil and parents.

- **My Support Plan** This stage of intervention will be triggered through continued concern, supplemented by evidence that, despite receiving **differentiated teaching , Wave 1 strategies** and a **sustained level of additional support**, a pupil:
  - ✓ Still makes little or no progress in specific areas over a long period;
  - ✓ Continues to work at National Curriculum levels considerably lower than expected for a child of a similar age;
  - ✓ Continues to experience difficulty in developing numeracy/literacy skills;
  - ✓ Has emotional/behaviour difficulties that often substantially impede own learning or that of the group, usually despite having an individualised behaviour management programme;
  - ✓ Has sensory or physical needs requiring additional specialist equipment or visits/advice from external professionals;
  - ✓ Has communication/interaction difficulties that impede the development of social relationships and therefore present barriers to learning.

All pupils My Support Plan will also have a Pupil Profile that will be developed and reviewed in consultation with the pupil, parents, staff and external specialists as appropriate.

### **EHCP**

In a small number of cases it may be necessary for the school to consider whether a statutory assessment may be necessary. In such cases, the SENCo, in consultation with parents, the Head Teacher, outside agencies and the Educational Psychologist will use Local Authority guidance and complete a request for full statutory assessment. This is deemed necessary where the pupil's learning difficulties:

- ✓ have not responded to relevant and purposeful measures taken by the school and external specialists
- ✓ may call for special educational provision which cannot reasonably be provided within a mainstream setting.

### **5.2 Monitoring progress and reviewing needs and intervention**

- The progress of all pupils is monitored through the whole-school progress tracker This reports on;
  - ✓ Pupil progress in all subjects against individual targets
  - ✓ Pupil attitude to learning in all subjects
- This data is collected three times each academic year and is analysed by the SENCo and Year Group Managers to identify pupils making progress that is below expectations.
- Further assessments will be completed within this cycle specific to an individual's needs – for example, normative Reading and Spelling tests will be used to monitor progress in reading and spelling.

- The progress of ALL pupils on the Inclusion Register is discussed regularly at Inclusion Team meetings. The provision map for each pupil will be reviewed and the decision will be made to maintain interventions or to make changes to the provision as necessary.
- Any change to the provision will be reflected in the Inclusion provision map for pupils. Parents and pupils will be consulted and kept informed of any changes to provision.
- Pupils who are judged to be making good progress can be removed from the Inclusion Register or moved to the lower level.
- Any decision regarding a child's SEN status will be made at JCM meetings and parents will be consulted and their views considered before this is actioned.

## 6. Access to the curriculum

### 6.1 School ethos

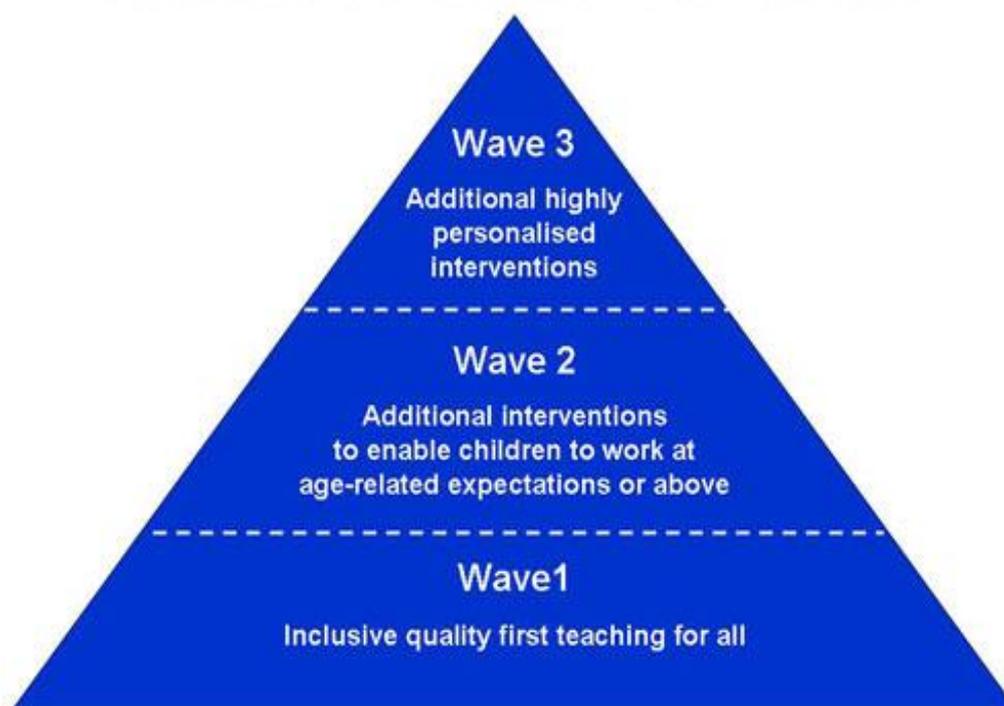
All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. The School strongly upholds the view that "ALL teachers are teachers of children with Special Educational Needs" in line with the SEN Code of Practice (2001). This is a clear message – **ALL teachers have a responsibility to adapt their teaching to meet the needs of pupils with SEN.**

### 6.2 Waves of Intervention

The school adopts the Waves of intervention model to meeting pupil needs. The school aims to ensure that whole class teaching is appropriately differentiated so that it allows maximum access to the curriculum for pupils with special educational needs and/or disability.

- **Wave 1** Inclusive, quality first teaching for all. All teaching staff are made aware of individual needs and will plan their teaching to meet those needs.
- **Wave 2** **In addition** to inclusive, quality first teaching for all, Wave 2 interventions are small group-based programmes intended for pupils who have fallen behind age related expectations. Pupils requiring this **may** have identified special educational needs but will also support pupils without SEN who may have low attainment and making progress below expectation.
- **Wave 3** These are usually highly specialised small-group or individual interventions delivered to pupils with identified long-term special educational needs. However, these will also include close support given in the classroom by Learning Support Assistants (LSAs). Wave 3 interventions should be provided **in addition to** appropriate Wave 1 interventions within the classroom.

# Waves of Intervention Model



## 6.3 Monitoring curriculum access

Maximising the progress made by pupils with SEND and improving their outcomes is a key Government objective and accordingly, is a priority for the school under its “Narrowing Gaps” initiative. In order to monitor the ability with which pupils with SEN can access the curriculum, the following actions are taken:

- The quality of Wave 1 Intervention is monitored through the performance management process and the cycle of lesson observations completed by SLT and Subject Leaders
- The SENCo will observe the quality of Wave 1 intervention and Wave 2/3 classroom support and take necessary action to recommend improvements in current practice.
- Pupil progress will be monitored and reviewed as described in 5.2 above.
- The review of IIPs will inform the SENCo of any issues relating to the pupil’s access to the curriculum. Any necessary action will be taken to minimise any identified barriers to learning.

## 7. Evaluation of SEND Inclusion Policy

- The Senior Leadership Team and Governing Body will consider and report on the effectiveness of the SEND Policy. This will be completed on an annual basis following the publication of examination results and in light of the school examination report.
- The broad principles and objectives set out in this policy lay the criteria against which the success of the policy will be evaluated.
- Any remedial action or policy amendments will be reflected in the SEND Improvement Plan and the School Improvement Plan if whole school issues are identified.

Over the past few years a key target the school has been working towards is the narrowing of gaps between the achievement of pupils identified with SEND and those without any identified SEND. The effectiveness of the policy will be judged against this target – it will be amended as required.

## **8. Complaints procedure**

- Crofton Academy and its staff will always do their best to meet the needs of all the children and young people who attend the school.
- If parents/carers are concerned about how the school is meeting their child's needs we encourage contact with the child's form tutor in the first instance. Alternatively, the SENCo or the Headteacher can be contacted to discuss any concerns. We will try to respond within 48 Hours of receiving the complaint.
- Formal complaints should be expressed in writing to the governing body if parents feel that their initial complaint has not been answered satisfactorily.
- Parents will be made aware of the support and advice available from the Parent Partnership Service.

## **9. Staff continuous professional development**

- All staff and the SENCo will be involved in continuous professional development in-line with the priorities identified in the School Improvement Plan.
- INSET is provided for LSAs.  
(The SENCo is currently developing a degree of expertise within key members of the Inclusion team. This will aim to develop expertise in Dyslexia/Developmental Dyspraxia, Autistic Spectrum Conditions, ADHD and low level Numeric capability. The SENCo has also taken the decision to deploy the same LSAs into their focus department areas to aid department lesson planning and pupil support).
- SEND issues are discussed at regular team meetings, Intervention meetings and JCM Meetings.
- The SENCo attends regular network meetings with the Local Authority and keeps up-to-date with current guidance and legislation. This information is disseminated to SLT and throughout the school as required.
- There is an induction programme for all new staff, ITT Students and NQTs. The SENCo feeds into from this programme to provide information related to this policy and to provide advice and support to new staff.

## **10. Links with Support Services, Health Services and other agencies**

### **10.1 Links with Support services**

- Advice and support from outside agencies is sought to support the school in best meeting the needs of pupils identified with special educational needs and/or disability.
- We believe that effective action on behalf of children with SEND depends upon close cooperation between the school and other professionals.
- The education support services used regularly by the school include:
  - Educational Psychologist;
  - Looked After Children Education Support Team;
  - Education Welfare Service;
  - Connexions (Careers Service)

### **10.2 Links with Health Services**

- Advice and support from health services is often required to best meet the needs of pupils.
- The health services regularly used by the school for advice and support include:
  - School Nursing Service
  - Child and Adolescent Mental Health Service (CAMHS)
  - Sensory Impairment Service (Service Level Agreement)

### **10.3 Links with other agencies**

- The school holds close links to other services that are called upon to offer advice and/or support for our staff or pupils. Those services that have been used within the last twelve months are:
  - Social Services and subsidiary agencies such as Family Intervention Support Team
  - Youth Offending Team
  - Young People's Service

## **11. The role of parents and pupils**

### **11.1 Partnership with parents**

- The school aims to work in partnership with parents and carers. We will make this a priority in-line with the SEN Code of Practice. We will work to enable and empower parents to ensure they have a voice in the education of their child.
- Parents/carers will be notified early if we have any concerns.
- We will be willing to listen to the views of parents and to any issues that are brought forward for discussion.
- We will share information with parents/carers in informal conversations and planned meetings as well as maintaining dialogue through the pupil planner if appropriate.
- Parents/carers will be invited to review meetings to discuss their child's progress and to be involved in setting targets and agreeing appropriate intervention strategies to help the child both in school and at home.
- Parents/carers should be encouraged to use the Parent Partnership Service for support and advice.
- Parents/carers will be encouraged to bring a friend/relative to review meetings if they wish to do so.
- We respect the different perspectives of all parties concerned with children identified as having SEND. We will seek constructive ways to reconcile differing viewpoints.
- We respect that parents/carers may have differing needs and/or disabilities. We aim to provide all information to parents through an appropriate media and at an appropriate level.

### **11.2 Pupil participation:**

- We recognise that all pupils have the right to be involved in decisions and exercising choice (SEN code of practice).
- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them.
- The views of pupils in school are given due weight according to their age, maturity and capacity.
- Pupils participate wherever possible, in all decision-making processes, including setting targets, deciding on appropriate intervention and contributing to their IEP reviews three times a year.

## **12. Transfer arrangements**

- The school encourages all pupils and their parents to seek a suitable placement in further education, employment or training in order to maximise their life-chances.
- The school works closely with our Connexions PA to ensure college applications are appropriate. The Connexions PA will arrange regular meetings with pupils identified with SEND and liaise closely with colleges, training providers and/or employers to ensure transfer is carefully planned and any difficulties are pre-empted.
- Where possible, the Connexions PA will recommend appropriate levels of support for pupils in their destination college, employment or training establishment.

- The school links with local colleges to share information about our students who may require additional support.