

SOUTHFIELD SCHOOL

INCLUSION POLICY Incorporating Special Education Needs Information Report

In compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65). 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 April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

Inclusion Statement

1. We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
2. 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.
3. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
4. English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
5. We focus on individual progress as the main indicator of success.

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 1 of 12 | | |

SOUTHFIELD SCHOOL

6. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

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, 2014).

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness 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 – Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEN co-ordinator and Designated Teacher for Looked After Children. Sallee Carter scarter@southfieldsch.co.uk

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors’ Learning Committee | | |
| Page 2 of 12 | | |

SOUTHFIELD SCHOOL

SEN/D INFORMATION REPORT

The kinds of Special Educational Needs which are provided for in our school.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. We endeavour to make provision for students with difficulties within:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

Our school's policies for identifying children and young people with SEN/D and assessing their needs.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2014 : Para 1.24)

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 3 of 12 | | |

SOUTHFIELD SCHOOL

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)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“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

Identification and Assessment

Students’ needs should be identified and met as early as possible through :

- the analysis of data including: entry profiles and KS2 data from Primary schools; baseline assessments in English , maths and science; Star Tests for reading ages; CATS tests, and other whole-school pupil progress data
- classroom based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children’s progress over time,
- liaison with feeder primary schools on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable. This provision map is updated termly through meetings between Progress Leaders and the SENCO
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where students are underachieving and/or identified as having special educational needs, 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
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors’ Learning Committee | | |
| Page 4 of 12 | | |

SOUTHFIELD SCHOOL

- bilingual support
- further differentiation of resources,
- mentoring
- homework/learning support club
- IEP tutorials

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 senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling.
- teacher interviews with the SENCO or informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring and evaluating the impact of 1:1 interventions on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- Headteacher's report to parents and governors

Additional SEN/D Support

- Pupils will be offered additional SEN/D support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN/D will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.

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 on the SEN/D list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or an Education Health and Care Plan, and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 5 of 12 | | |

SOUTHFIELD SCHOOL

and guidance - particularly with regard to the timescales set out within the process.

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - regular meetings with the SENCO and discussions and consultations with pupils and parents

Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs 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
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- over-seeing the smooth running of transition arrangements and transfer of information for Year Seven pupils on the vulnerable learners' provision map.)
- meeting **at least** every 2 terms with progress leaders to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map liaising and consulting sensitively with parents and families of pupils on the SEN/D list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCo network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- liaising with the SENCo to agree :
 - which pupils in the class are vulnerable learners

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 6 of 12 | | |

SOUTHFIELD SCHOOL

- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN/D list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils' progress

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

How children and young people with SEN/D are enabled to engage in activities available with children and young people in the school who do not have SEN/D

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- All lesson planning seeks to address the learning needs of all pupils in the class.
- Pupils are encouraged to analyse how they themselves

Pastoral arrangements for listening to the views of children and young people with SEN/D and measures to prevent bullying

- Southfield School has a rigorous anti-bullying system for all students, which can be accessed during break and lunch times in the school Library
- The school's Anti-Bullying Campaign (ABC) is widely advertised throughout school whereby students can look to the support of older students when they feel unsafe or that they have been bullied

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 7 of 12 | | |

SOUTHFIELD SCHOOL

- The Learning Support Centre is a place of safety for students with or without SEN/D, available during break and lunch times
- Adult support is always available for all students during these times in the Learning Support Centre
- Mentoring is offered in school to all students, including those with SEN/D

Training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

- The school SENCO will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO, and Designated Teacher for LAC will regularly attend local network meetings.
- Training will include how best to support all vulnerable learners.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, accessing services.
- 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 to ensure our school employs staff of the highest calibre.

Equipment and facilities to support children and young people with special educational needs

- Access to specialist services, teaching and equipment will be through commissioned by the school as deemed necessary following the school's assessment, provision and monitoring cycle.
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service
 - NCC Sensory Impairment team
 - Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Multi-agency safeguarding hub

Partnership with Parents/Carers

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

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 8 of 12 | | |

SOUTHFIELD SCHOOL

- 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
- involving parents in the drawing-up and monitoring progress against agreed targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We encourage pupils to:

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

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure early and timely planning for transfer to a pupil's next phase of Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation
- Pupils and parents will be encouraged to consider all options for the next phase of education

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 9 of 12 | | |

SOUTHFIELD SCHOOL

steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEN/D or EAL these will be dealt with in the first instance by the SENCO, then, if unresolved, by the school's complaints officer, Mrs Karen Wogan. 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)

Information on where the local authority's local offer is published

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.aspx>

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 10 of 12 | | |

SOUTHFIELD SCHOOL

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 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 four 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.

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 11 of 12 | | |

SOUTHFIELD SCHOOL

- 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

We respect the right of all children 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.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. 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.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

| | | |
|---|--------------------------|----------------------------------|
| Date: September 2016 | To be reviewed: Annually | Next review date: September 2017 |
| Approved by the Governors' Learning Committee | | |
| Page 12 of 12 | | |