

INCLUSION AND SEND POLICY

November 2024



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To be reviewed: November 2025
Staff Responsible: Head of Inclusion (SENCO)
Link Governor: Alison Flynn

SCHOOL INCLUSION & SEND POLICY

Promoting the successful inclusion and achievement of all students who have additional needs

This policy should also be read in conjunction with the school Vision Statement and Ethos of the School as detailed below.

We are Willingdon

We are a united, vibrant community which demonstrates personal excellence in all that we do. Learning at Willingdon transforms lives by igniting curiosity and expecting the very best from staff and students alike. We value opportunities, aiming for success today to prepare for challenges and opportunities tomorrow. We are respectful, honest and courteous to empower each other on our unique learning journeys. We look after ourselves and each other, and show empathy, respect and compassion to all people and our environment along the way. We encourage tolerance, resilience and reflection, which in turn allows everyone to make progress every lesson. We work together as a harmonious community to be the very best versions of ourselves.

This makes us Willingdon

Ethos

At Willingdon Community School, we aim to develop, in all our students, key values which we consider contribute to the achievement of what we refer to as, Personal Excellence.

Ambition

To strive to do your best on all occasions. Take on new challenges and challenge yourself to reach the highest possible standards and be personally successful.

Respect

To respect and value all members of our community, recognising and celebrating our differences. Respect ourselves, valuing what we can each bring to our community.

Compassion

Understand the needs of others and support those who sometimes need our help. Contribute to charitable work which supports those less well-off in the world.

Courtesy

Be well mannered in all situations, displaying the basic courtesies that we all value. Greet those you work with regularly; be particularly welcoming and polite to visitors and show appreciation for those who support and work closely with you.

Honesty

Always be honest, even when it may appear difficult. Be honest to yourself - know your strengths and your weaknesses.

At Willingdon Community School, we are committed to offering an inclusive curriculum and education to ensure the best possible progress for all of our students whatever their needs or abilities. All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. Support is provided for any student who at any time in their school career requires additional or different provision to help them to achieve success. These students may be those on the Special Educational Needs and Disabilities (SEND) register, Additional Needs register, or from groups that are nationally recognised as vulnerable to underachievement such as Looked After Children (LAC), students eligible for free school meals during the last six years (Ever 6), Gypsy, Roma Travellers (GRT) and those from ethnic minority groups (EM).

All teachers are teachers of Special Educational Needs and many students' circumstances make them vulnerable to underachievement at some stage in their schooling. We recognise that it is the teacher's responsibility to meet the needs of all young people in their class through their classroom organisation, materials used, teaching style, and adaptive teaching and through partnership with specialist staff from the inclusion team. We firmly believe that this lies at the heart of good inclusive practice. The role of the Head of Inclusion is to quality assure provision of learning support and to support class teachers to develop skills in quality first teaching.

DEFINITIONS

Special Educational Needs -

'A pupil has SEN 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.'
(SEN Code of Practice 2014 Para 6.15)

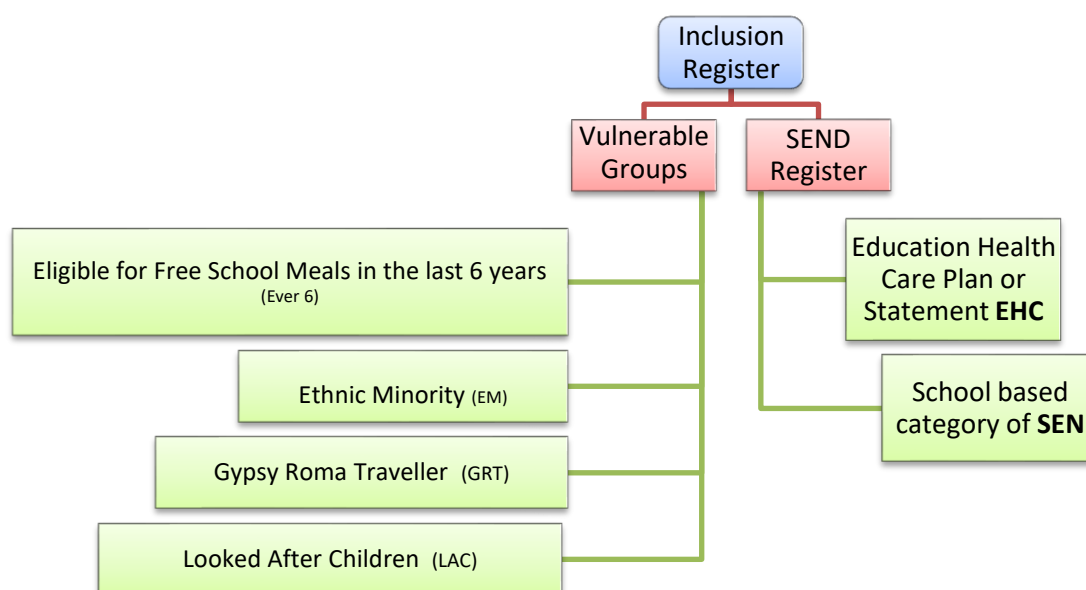
Disability -

A Disability* is 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities.' (Disability Discrimination Act)

**A student may have a medical condition that does not place them on the SEND register, but for the purposes of equality of provision, are regarded as having a disability that might require reasonable adjustment to be made for them.*

Inclusion Register -

The name for the collective list of all students on the SEND register and those belonging to the vulnerable groups listed above.



The Inclusion Team

The Inclusion Team works in the inclusion area and in classrooms and comprises a team of specialist staff including Learning Support Professionals (LSPs – formerly called Teaching Assistants) and a suite of dedicated rooms that support students with a range of barriers to learning. The nurture room specialises in one-to-one and small group work for those students whose social and emotional difficulties are a barrier to their learning. The inclusion team focus on literacy, specific (and general) learning difficulties and speech, language and social communication skills.

Inclusion support is provided in-class by a committed and skilled group of Learning Support Professionals (LSPs) and through withdrawal from certain lessons, as approved by DHT. Support is also accessible at break/lunch times.

Within the team we have LSPs that are trained to work in all areas of need and have expertise in a number of learning difficulties, such as speech, language and communication, Autistic Spectrum Conditions (ASC) and numeracy. LSPs are deployed in a number of ways. Typically, they work in a specific key stage. We are always aiming to develop independent learners and the LSPs have had extensive training on how to support students in becoming self-reliant and on developing resilience.

The inclusion team works in partnership with the Hearing Support Facility as well as a wealth of specialist professionals.

Ollie Barber, Head of Inclusion (SENCO), leads the inclusion team and line manages

Zoe Kemp, Deputy SENCO

Zoe Booth, SEND intervention Co-ordinator

Ollie Barber is line managed by Jason Dubas-Fisher, Assistant Headteacher, reporting to the Headteacher, Emily May and the governing body.

ADMISSION ARRANGEMENTS

The school caters for the full ability range and the presence or absence of a Special Educational Need is not a factor in the selection of students for admission.

Students will be admitted following statutory procedures with regard to consultation with the local authority and their admissions policy, including the admission of Students with Statements of Special Need (EHCP) and in line with the SEN Code of Practice 2014 and the Equalities Act 2010.

CO-ORDINATING PROVISION

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the Head of Inclusion (SENCO).

In line with the recommendations in the SEN Code of Practice 2014, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with SEND
- liaising with and advising teachers including the Designated Teacher for children in local authority care
- managing and deploying Learning Support Assistants and advising on the deployment of the school's delegated budget for SEND
- overseeing the records of all children with SEND and keeping them up to date
- liaising with parents of children with SEND in partnership with coaches, Head of Year, class teachers and Head of Department as appropriate
- contributing to the in-service training of staff
- liaising with external agencies including the local authority, feeder primaries, educational psychology services, health and social services, and voluntary bodies.

The SENCO is responsible for reporting to the Headteacher and the governor with responsibility for SEND on the day-day management of the SEND policy. The role of the governing body is to judge the effectiveness of the implementation of the policy and the effectiveness of the provision made. It is the

role of the Headteacher to decide on resources and funding (according to the East Sussex County Council Matrix) and the consideration of wider inclusive practices and priorities within the strategic leadership of the school.

The SENCO is qualified as a teacher and holds the National Award for Special Educational Needs Coordination (NASENC) qualification.

Our SEND intervention Co-ordinator is working to be qualified to carry out testing for exam access arrangements.

IDENTIFICATION AND ASSESSMENT

We aim to secure early identification of students requiring additional support, also to review and amend the provision required as appropriate. Students are identified by our feeder primary school staff during transition. Literacy screening tests are used in both Year 7 and Year 9, as part of the whole-school progress tracking system at key assessment points during the year and by individual staff or parent referral. Raising attainment in order to close the attainment gap between all students and those on the inclusion register is important to us. The progress of SEND and vulnerable group students is monitored against rigorous targets set upon arrival at class teacher and individual subject level. Heads of Department and Heads of Year report on vulnerable group achievement in their departmental analyses. In turn, the Inclusion team monitors progress against targets in order to inform provision made for the individual. Heads of Year also liaise with the Head of Inclusion (SENCO) concerning behaviour, attendance and matters relating to student health and well-being.

The first response to a student making less than expected progress is high quality informed teaching targeted at their areas of weakness by their class teachers. If things do not progress, the student may be selected for extra intervention classes. These are small groups of approximately three or four students completing targeted work by staff from either, the English, Maths or inclusion team. At this point, students who are identified by staff as demonstrating a higher level of need may be tested for specific learning difficulties. If this is deemed appropriate, this may involve the expertise of external agencies and colleagues in organisations such as CAMHS (Children and Adolescent Mental Health Services), TASS (Team around the School Setting), CLASS (Communication, Learning and Autism Support Service) and the Educational Psychologists' Service. We believe, in line with the Code of Practice 2014, that the student's views should be gathered as part of this process. Where a student is identified as having SEND, the parents will be formally notified; it is envisaged that there is already be an open dialogue between the parents and the Head of Inclusion (SENCO) at this stage. In providing for students with identified special educational need, we follow a graduated response in line with the code of practice 2014.

CODE OF PRACTICE GRADUATED RESPONSE

No Category of SEN

Through high quality class teaching that is targeted at a student's areas of weakness by their normal class teacher, students can, and do, make significant gains. Furthermore, a student that is identified as requiring extra small group literacy or numeracy support is not necessarily be deemed as a student with SEN. Students fall behind for a number of reasons and this extra withdrawal work is regarded as part of our core offer to all students. Students who have been screened and have been identified as being at low risk of Dyslexia for example, are identified to teaching staff and our established Dyslexia friendly practices, that are expected of all class teachers, also form part of our core offer.

In addition, students who persistently disrupt or demonstrate withdrawn behaviour may well be targeted for small group social interventions on aspects such as maintaining positive friendships, resilience and anger management. They may also use the inclusion room for mentoring or as a temporary haven for social, emotional and mental-health related issues.

SEN Support (K)

A child needing SEN support has a student passport; this is an overview of the student's strengths, weaknesses and preferred strategies for staff to follow. It serves as a useful prompt for class teachers in order that they can best meet the needs of the student. If a student is put on an additional needs plan, the SENCO will involve the parents in the planning of any interventions that are necessary as well as outlining the expected impact of any intervention. The involvement of specialists (school-based and external colleagues), including any assessments, will be clearly outlined in the plan and the effectiveness of this involvement will be measured when the plan is reviewed. The additional needs plan will be reviewed at least twice in the year and the passport annually.

Request for Statutory Assessment for an Education, Health and Care Plan (EHCP)

The purpose of an EHCP is to secure the best possible outcomes for the student across education, health and social care and to prepare them for adult life. The school will request a statutory assessment from the local authority when, despite an individualised programme of sustained intervention on an additional needs plan, the student remains a significant cause for concern. A statutory assessment might also be requested by a parent. This process must take no more than 20 weeks and every effort is made to use a person-centred approach in order that the student and parent(s) are involved in all aspects of planning and decision making. The school will have the following information available for the assessment process:

- the additional needs plan
- current student passport
- information on the student's health and relevant medical history
- current assessment grades/levels/scores in all subjects and their progress against targets
- other relevant assessments from specialists such as support teachers, educational psychologists, social care etc.
- the views and aspirations of parents
- the views and aspirations of the student (the needs and voice of the student should sit at the heart of the process)
- any other involvement by professionals.

Education, Health and Care Plan (EHCP)

An EHCP draws together the support to build a holistic plan around the student. It will specify the individual's special educational needs and give a clear and concise plan of action that focusses on the desired outcomes for the student.

The following principles apply:

- decisions relating to content are made openly and collaboratively by the local authority, school, parents and the student
- the EHCP describes what the student can do and it specifies the outcomes sought for the student
- education, health and care provision will be co-ordinated where possible
- clear dates for review must be detailed.

Reviews of Education, Health and Care Plans (EHCP)

EHCPs are used to actively monitor the student's progress towards their specified outcomes and longer term aspirations. They are reviewed annually and the Head of Inclusion (SENCO) and will involve:

- the student's parent(s)
- the student
- the relevant teacher(s) and support staff
- a representative from the local authority
- relevant professionals from social care and/or health, where appropriate.
- any other person the SENCO considers appropriate.

The aim of the review is to assess the progress made by the student and the provision made by the school, health and social care. The appropriateness of the plan will be considered and revisions made openly and collaboratively. New targets are set for the year.

Personal Budgets

Where particularly high needs are identified it can be possible to identify a portion of 'high needs' funding from the local authority to be used to commission particular services for example. This can include direct payment to the parent where it makes more sense for the parent to arrange the provision themselves. Personal Budgets are reviewed and accounted for through the annual review process.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all students and to secure the best possible outcomes, work is differentiated by teachers and planning takes account of all the individual learning needs within a class. Where students are identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways:

- in class support for small groups with an additional teacher or learning support professional
- small group withdrawal with LSP or SEN assistant
- programmes of intense, repetitive literacy intervention such as Toe by Toe or Lexia
- individual class support / individual withdrawal
- further differentiation of resources
- homework club
- mentoring
- progress group – a reduced sized teaching group
- nurture group

- wave 3 interventions *such as Sulp (Social use of language Programme)*
- use of the Inclusion Room
- social intervention programmes on maintaining positive friendships and anger management
- provision of alternative learning materials/special equipment such as netbooks and iPads for specific lessons
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies and dealing with particular conditions such as Epilepsy
- access to the Educational Psychology Service or other support services for advice on strategies, equipment or staff training
- access to alternative educational provision such as foundation learning courses and work experience placements in order to personalise a student's curriculum

NURTURE AND RESTORATIVE PRACTICE

At Willingdon Community School we are working towards being accredited as a national nurturing school. This means making sure the 6 principles of nurture guide us in everything we do.

The Six Principles of Nurture

- 1. Children's learning is understood developmentally**
- 2. The classroom offers a safe base**
- 3. The importance of nurture for the development of wellbeing**
- 4. Language is a vital means of communication**
- 5. All behaviour is communication**
- 6. The importance of transition in children's lives**

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum*
Guidelines Helping Children to Achieve, The Nurture Group Network

A nurturing approach recognises the importance of both the environment and social opportunities in shaping children's development. Providing nurturing experiences through the school setting and curriculum, helps develop social and emotional skills, resilience and the capacity to deal with life for life.

A Nurture Group runs part time at Willingdon and provides additional support and opportunities for children and young people. Each group runs for 6 weeks. Many children who are not in the Nurture Group are also given specific nurturing experiences via a range of alternative provisions that are offered as part of our commitment to inclusion.

The nurture approach is most successful when the ethos underpins everything a school does. This is why we are working hard to share and develop school wide best practice guided by the principles of nurture.

Restorative Practice forms a key part of Nurture. We believe that restorative conversations enable staff as well as children and young people to develop a better understanding of social interactions and to learn from experiences. We ask all staff to follow the following basic format to structure all restorative conversations:

What happened?

What were you thinking at the time?

How were you feeling?

How are you feeling now?

How do you think the other person felt?

Who else has been affected by this?

What do you need to do now so that the situation can be repaired?

Restorative practice is not about apportioning blame or requesting apologies. It is about developing a shared understanding and repairing situations in a meaningful way.

EXAM ACCESS ARRANGEMENTS

The formal process of assessing students for exam access arrangements begins at the end of Year 9 and is finalised in the autumn term of Year 10. The process begins with every student in the year group completing screening tests to highlight any difficulties. Exam access arrangements can only be applied for, if a range of teachers provide evidence of need and normal ways of working. In addition, test scores from sessions with a specialist assessor must evidence significant difficulties compared to their peers. Ollie Barber, the SENCO, is qualified as a specialist assessor and is supported for Joint Council for Qualifications (JCQ) by an external level 7 assessor. If a young person has a formal diagnosis of a condition or an EHCP, then that can be used as evidence rather than test scores. However, teacher evidence is still required. The most commonly awarded arrangements are the use of a laptop, access to a reader and/or extra time. A very small number of students also qualify for a scribe. Parents and students are informed in writing once the applications have been approved by JCQ. The JCQ approval is the final decision regarding Exam access and all access requirements are logged with JCQ.

EQUALITY OF OPPORTUNITY

All students are valued as equal members of the school and all activities are offered to all students. Every effort is made to make reasonable adjustments in order to allow access to specific areas of the school, specific equipment or to enable full participation. All students are encouraged to take a full part in school life.

FACILITIES

There is disabled access to most areas of the school and arrangements are made to ensure that physical access is not a barrier to learning. There are 3 lifts, ramps and walkways as well as dedicated disabled parking. The school is also mindful of the needs of the visually and hearing impaired and has made many modifications to the school building for this purpose, full details of which can be obtained through our attached Sensory Needs Facility (run directly by ESCC). Qualified first aid staff are available at all times and these staff co-ordinate *Individual Health Care Plans*. ARCCH is open as a nurturing environment for students to spend breaks and lunchtimes, should they wish to do so.

PARTNERSHIP WITH PARENTS & CARERS

The school seeks to promote successful and fruitful partnerships with parents and carers by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- 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
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- 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

STUDENT VOICE

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice) and we feel that not only should a student's voice be heard, but their comments and feedback acted upon. We have adopted a person-centred approach for SEN planning and we endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning through completing the "Pupil Voice" booklet with a trusted member of staff
- share their aspirations with us
- collaboratively set personal targets across the curriculum
- ensure that their teachers really know how to respond to their needs by jointly writing their student passport with ARCCH staff
- participate fully in their statutory annual review process (students with EHCPs)

EXTERNAL SUPPORT LINKS

We strive to work in partnership with our external specialist colleagues; this means that we have close working relationships with the following:

- Educational Psychology Service (EPS)
- Team around the School Setting (TASS)
- Family Key Workers (EHKW)
- Community Adolescent Mental Health Service (CAMHS)
- Placement support service (PSS)
- Service for Children with Sensory Needs (SNS)
- Communication Language and Autism Support Service (CLASS)
- School Health Service (SHS)
- Deaf Support Facility (DSF)

This policy will operate in conjunction with other national local authority and school policies: the school's Equality Policy and Accessibility Plans, the Anti-Bullying Policy, the Local Authority Admissions and Attendance policies, the School Improvement Plan and the Behaviour Policy.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND, we will follow the Complaints Policy. In the first instance this will be by the Headteacher at Stage 1 and the Chair of Governors may become involved, if necessary, at Stage 2. In the case of an unresolved complaint the local authority may become involved.

POLICY REVIEW

The school considers the Inclusion and SEND Policy document to be important and, in conjunction with the governing body, undertakes a review of both policy and practice each year.