

REGENTS PARK



Community College

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Inclusion & SEN Policy



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Definitions

The Children & Families Act 2014 says “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her”. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Education Act 1996 definition includes disabled children needing any special educational provision. However, not all children who are defined as having a disability under the Disability Discrimination Act will have special educational needs.

1

Background

Legislative Framework:

Regents Park’s inclusion policy for young people with disability and those who have a special educational need is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of practice 2001
- Education Act 2002
- Education and Inspection Act 2006
- Education and Skills Act 2006
- Equality Act 2012
- Children & Families Act 2014

Further information can be found in the school’s Disability and Accessibility Policyⁱ

Introductory Statement

A Regents Park Community College, we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

The inclusion policy details how Regents Park Community College will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all those who are likely to work with them. Regents Park Community College will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs and/or disabilities to allow them to join in the activities of the school together with students who do not have special educational needs, so far as it is reasonably practical and compatible. The policy aims to secure the best possible provision for all students with special educational needs in order to promote inclusion, safeguard their well being and to maximise their achievement within the structures, ethos and aims of the school.

The staff and governors of the school will endeavour to ensure that all inclusion students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. The policy aims to support all members of staff in providing positive whole school approaches towards learning, progress and achievement of inclusion students. All teachers are teachers of inclusion students. Teaching and supporting such students is a corporate responsibility requiring a whole school response.

Inclusion & SEN Policy

As a school we understand that meeting the needs of inclusion students requires partnership working between all those involved – students, parents/carers, LA, school children’s services and other agencies; and therefore we are committed to continues strengthening of our working partnerships.

The new Code of Practice identifies four areas of need:

Communication and interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different with one, some or all of the different aspects of speech, language or social communication occurring at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Good behaviour is a prerequisite of good teaching and learning and a safe and secure environment. Students at Regents Park are expected to display high standards of behaviour and take increasing responsibility for self-discipline.

Sensory and/or physical needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Fundamental principles:

- teachers are aware of the importance of early identification and of providing for inclusion students whom they teach,
- students needs will be identified and assessed promptly according to the guidance in the revised SEN Code of Practice,
- students with special educational needs are the shared responsibility of all staff in relation to their inclusion and promotion of community cohesion,
- inclusion students will have their needs met,
- the views of students are sought and taken into account,

Inclusion & SEN Policy

- partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential,
- inclusion students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum where required,
- staff should have appropriate knowledge and skills to work with all students, whatever their abilities, disabilities or difficulties,
- students with special educational needs are to be integrated as fully as possible into the educational and social life of the school,
- multilingual learners are only to be considered to have special educational needs if their English language needs are compounded by additional, identifiable educational needs. Lack, or limited use of English, is not to be equated with lack of knowledge, skill or conceptual understanding,
- there is smooth transition at each educational stage for the students; liaison and co-operation with colleagues in other schools, tertiary institutions, local authority officers, health agencies and external agencies is therefore essential.

3

Responsibilities

The Governing Body has the statutory responsibility for making sure that students' special educational needs are met.

The SENCo is responsible for the day-to-day operation of the inclusion policy including:

- in collaboration with the Headteacher and Governing Body, playing a key role in helping to determine the strategic development of the inclusion policy and provision in the school to raise the achievement of students with inclusion,
- liaising with and advising staff,
- leading and managing the Learning Support team,
- co-ordinating provision for students with special educational needs and disability,
- overseeing the inclusion records on all students with inclusion,
- liaising with Head of Year, the Student Support Services team members
- liaising, in consultation with Progress Tutor and staff, with parents of children with inclusion,
- contributing to the continuous professional development of staff and ITT trainees,
- liaising with external agencies including the CAMHS (Child and Adolescent Mental Health Team), Educational Psychology Service, sensory and physical disability advisory services, Educational Welfare Service, Speech and Language Therapy Service, medical and voluntary bodies and local authority services.

The SENCo is accountable to the Headteacher who, with the Governing Body, has overall responsibility for the management and implementation of the inclusion policy.

All staff are responsible for:

- using all the data, data systems and information they are given about students (in particular, Attainment Data, **SIMS, Individual Needs List**) to make sure they are aware of the individual needs of the students they teach,
- ensuring they have and know students' literacy levels and are planning to secure progress within literacy for all students,
- ensuring they know students' numeracy levels and are planning to secure progress within numeracy for all students,
- using this knowledge to both inform their planning, teaching and social interaction to enable them to help students access the curriculum and to work towards both curricular and whole school targets,

Inclusion & SEN Policy

- planning work which is appropriate for all students whatever their aptitude or barriers to learning. This differentiation should allow students to tackle texts, tasks and concepts which are challenging and yet within their capabilities.

Identification, Transfer Procedures, Assessment and Review

The school ensures that through close liaison with primary phase schools that most students with special educational needs are identified and tested when they arrive at Regents Park Community College and that any arrangements for appropriate teaching and support can be planned at an early stage. In addition to the detailed information received from primary schools meetings are held with primary SENCo's and vulnerable students have additional transitional visits to the school. All Year 7 students are given a variety of relevant assessments, including NFER Cognitive Ability Tests, in their first few weeks at Regents Park both to aid placement in the most appropriate teaching groups and so that all students are screened for special educational needs.

The majority of students who experience difficulties with learning will, with appropriate teaching by all staff, be able to access the full curriculum without additional support and make expected progress.

Some students however, will be identified as needing interventions that are *additional to or different from those provided as part of the school's usual differentiated curriculum*.

If, despite receiving an individualised programme, students continue to cause concern, then outside agencies may be engaged to support the student. Intervention at this level will usually involve consultation with an appropriate external agency for advice on further strategies and possibly for further assessment. In some cases, a plan may be produced which includes specific targets for students, and the provision which will be made to help meet the targets.

To support teachers' planning, staff access data sheets giving assessment information for each class they teach highlighting students with special educational needs. Additionally, the names of all students with special educational or medical needs are included in a confidential **Individual Needs List** which gives brief information about students' difficulties/disabilities and identified barriers to their learning; it also lists students with medical conditions of which staff need to be aware. For more information please refer to the school's medical policyⁱⁱ.

The school's provision map programme identifies all students receiving additional support or interventions of any kind and is available to all staff electronically. It also identifies how Pupil Premium funding is spent.

Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for Free School Meals (FSM) at any point in the last six years (known as Ever FSM 6). The Government believes that Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those students who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches student who need it most.

Schools also receive funding for children who are looked after by the Local Authority (LA). The SENCo or Assistant SENCo will attend regular reviews and personal education planning meetings (PEP) to monitor the progress of these students. Children of service personnel also receive a small amount of additional funding. These are monitored through the provision map.

The national outcomes for Children Looked After in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability. The majority of Children Looked After have been victims of abuse or neglect. It therefore follows that these students need additional support if this situation is to be improved.

Inclusion & SEN Policy

Definition of a Looked After Child

Children Looked After are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility
- Remanded into care.

A private agreement is not public care i.e. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After. Children living in these informal arrangements may be vulnerable.

5

Designated Member of Staff for Looked After Children

Currently the SENCo is responsible for Children Looked After within the school and ensures that they are receiving additional provision as identified in their planning meetings (PEPs). They act as the first point of contact regarding Children Looked After for external agencies, including the LA Virtual School. The designated funding for Children Looked After is deployed efficiently and effectively, is focussed on raising achievement and is monitored and evaluated in PEP meetings. Staff who need to know are made aware of Children Looked After and extra support is strategically planned for this group of students to help them achieve their academic potential and further their personal and social development. Sensitive information related to Children Looked After remains confidential at all times.

The SENCo will use the school's data tracking and report to the Virtual School on at least a termly basis to indicate if a student is underachieving and ensure that intervention strategies put in place. This data will be utilised to ensure students are entered for public examinations in all cases unless it is totally inappropriate. Additional support is provided to ensure that these students are fully prepared for examinations and are able to complete homework and coursework on time and to a good standard.

Students are supported and given specific help in developing the social, personal skills that will give them better life chances. They are also encouraged to be fully involved in extra curricular and extension activities to create a fully rounded individual.

The SENCo will liaise with carers, Social Services and the LA Virtual Headteacher so that all possible support is given at the times of transition:

- all relevant information is collected and Children Looked After receive a smooth induction into the schools
- additional support is given to support choices for GCSE subjects
- students receive all possible guidance and assistance in terms of their Post 16 pathways to ensure that they progress to education, employment or training
- Comprehensive and up to date files are kept on each student and are passed on should the student move school

Monitoring & Evaluation

- The SENCo responsible for Children Looked After provides an annual report to the Leadership Team and Governors on provision for and progress of Children Looked After

Where a student continues to cause concern, the school, in consultation with parents and external specialists, may consider referral to the LA with a view to statutory assessment of the student's special educational needs. After assessing all the evidence, the LA may decide to progress with a formal assessment, which may result in the issuing of an Education Health and Care (EHC) Plan.

Inclusion & SEN Policy

Students with similar provision in the past, may have a statement of special educational needs, however, the Children & Families Act 2014 made reforms in which statements are being replaced with a new birth to 25 Education Health Care (EHC) plan – the Local Authority has responsibility for transitioning existing statements to EHC plans by 2018 and with immediate effect for new applications.

The progress of all students with additional needs, are monitored by staff throughout their school career to enable any difficulties affecting their learning to be dealt with effectively. Staff may attend Team Around the Family (TAF) meetings, Common Assessment Framework (CAF) meetings, Multi Agency Safeguarding (MASH) meetings, Child In Need (CIN) meetings including health and any other external agency meetings where a school presence and opinion is required.

6

Planning for the post 16 transfer of students with a Statement of Special Educational Need or an EHC plan begins in Year 9 with the completion of a statutory Transition Plan to which the careers advisor and other relevant agencies are invited to contribute. The Transition Plan is updated at subsequent reviews and a copy of the Transition Plan is sent to any educational establishment or training provider at which a student intends to study. Post 16 College or training provider representatives may attend the Year 11 Annual Review Meeting. All students identified as having Special Educational Needs are prioritised for a guidance interview by the Careers Advisor early in Year 10 and are offered extra support in making decisions about life after school. When students with inclusion transfer to college or a training provider, the school passes on relevant information to the college so that, if necessary, students can continue to receive appropriate support with their studies.

Allocation of Resources including Staffing

Learning Support Assistants and Higher Level Teaching Assistants (LSAs/HTLAs) are the main source of additional support within and outside the classroom for students and teachers, close liaison between the staff being important to maximise LSAs/HTLAs effectiveness.

Types of support offered by LSAs includes:

- targeted intervention programmes including, reading programmes, small group numeracy support, speech and language programmes, and Upgrade
- emotional literacy programmes are offered by the school's trained ELSAs, these support students with considerable emotional difficulties
- promoting the use of multi sensory learning within all classrooms,
- creating materials which support the development of independent learning skills under the direction of the class teacher,
- working with small groups of students under the direction of the teacher or SENCo to maximise progress and attainment,
- developing the working memory and thinking skills of students through questioning to maximize progress,
- repeating/explaining task instructions,
- supporting pre-teaching and over learning,
- checking students have understood, and are tackling tasks, correctly,
- explaining/reinforcing specialist vocabulary,
- scribing for students,
- helping students to proof read their work,
- supervising safe use of practical equipment, especially for students with disabilities,
- encouraging appropriate behaviour and social skills, with particular emphasis on students with disabilities such as ADHD and Aspergers and their present stage of development

Inclusion & SEN Policy

- facilitating examination special arrangements as suggested by the schools Specialist Teacher Assessor

Funding

The devolved funding the school receives from the Local Authority is not designated for named students but is for the school to use in the way it considers most effective to meet the needs of all students including those with special needs. The funding level received is based on the prior attainment levels of students when they join the school at the end of Key Stage 2 not on a specific special educational need. A very small number of students with EHC plan's, e.g. severe visual, auditory, physical impairment, may have a small amount of funding allocated specifically to meet their particular needs.

The funding supports the staffing of the Learning Support Team and SENCo. In allocating staff time to different groups and individuals, the SENCo ensures that students with a Statement of Special Educational Need or EHC plan receive the support specified in their statements. The Learning Support Team ensures that other types of specified provisions are made available to students with special needs, for example visits from specialist advisory teachers or special equipment.

The Learning Support Team area receives a budget to purchase resources and equipment for students with inclusion, in line with other areas across the school. Area funding is delegated to all Curriculum Leaders for use on resources for all students including those with an identified special educational need.

Facilities for Students with Special Educational Needs and Disabilities

Regents Park does not specialise in providing for students with a particular type of special need, but over the years the school has acquired considerable expertise in providing for students with a wide range of needs: general and specific learning difficulties, social, emotional and behavioural difficulties, physical disabilities and sensory impairment.

All planning takes into account the Children & Families Act 2014, the Disability Discrimination Act, the Equalities Act, national and local policies and guidelines. The school aims to improve access to the school over time by increasing access to the curriculum, improving the delivery of information to disabled parents and students and improving the physical environment through the annual planning cycle of the Asset Management planning meetings held with representatives from Southampton City Council. Wheelchair users have access to the ground floor of the whole school. A physiotherapy plinth is available for any students who need to have physiotherapy during the school day.

Integration of Students with inclusion into the school as a whole

Students with special needs are fully integrated members of the school community. All students are put into mixed-ability tutor groups and have registration, tutor period, assembly in these groups. All students are encouraged to take part in extra-curricular activities and obviously at break and lunchtime students socialise freely. Support is provided at lunchtime for students with special educational needs who struggle at social times. Games club is offered twice weekly to promote and develop social skills.

Inclusion Professional Development for Staff

Each year the school conducts an analysis of training needs related both to subject team and to whole-school development plans. This means that a variety of training takes place every year to develop teachers' skills to teach students of all abilities and those with special educational needs. Training for staff, both subject teachers and support staff, is provided by a variety of means including professional development sessions within school, observations, sharing of expertise between staff and courses run outside school. SENCo's from all secondary schools, some special schools and tertiary colleges meet regularly to share good practice and to tackle issues of mutual concern.

Inclusion & SEN Policy

Links with External Support Services

The school has a service level agreement with the LA Education Psychology Service and draws on the expertise of the educational psychologist for help particularly with the assessment of, and strategies for, students not making satisfactory progress at School Action or School Action Plus. Teacher Advisers for students with physical disabilities or sensory impairments also visit the school regularly to work with students and staff. The school has two nurses who visit the school weekly; community physiotherapists work with students and advise staff as required while consultation with other health services such as speech therapy, physiotherapy, EWO and Child & Family Guidance takes place as and when it is needed. Close liaison with Social Services is maintained and school representatives attend joint planning meetings. Whenever it is beneficial, contact is made with voluntary organisations which work on behalf of children with inclusion.

8

Partnership with Parents

The school greatly values partnership with parents and wants all parents to be fully informed about their child's progress and to feel that they can consult staff if they have any concerns. All parents receive three reports annually on their child and are invited to a regular Subject Review Meeting and an Information & Guidance Day with their child's tutor. Parents may also make appointments with the SENCo and Head of Year who always attend these evenings. The SENCo also attends the induction evening for new students and their parents prior to joining the school in Year 7.

Parents are informed if their child is added to or removed from the schools inclusion list. If concerns arise about a child, parental knowledge and information can provide an important contribution to the assessment process. Parents of students with a Statement of Special Educational Need/EHC plan are always invited to send in a written contribution and to attend their child's formal Annual Review meeting. Parents are welcome to bring along any friend, relative or adviser whom they would like to be present at review meetings. As well as the regular reports and meetings outlined above, the school encourages parents to contact the Learning Support team at any time by letter or telephone. A number of students, who have an EHC plan, Statement of Special Educational Needs or significant emotional needs may have a key worker who liaises with parents and school staff.

Evaluating the school's inclusion policy

The school evaluates its inclusion provision by the following means:

- observations by the SENCo, LT and Middle Leaders to monitor the quality of teaching and learning,
- collation and analysis of data comparing the achievement, attendance and exclusions of disabled students and those with special educational needs against those with not, within school and against national data;
- analysis of the progress made by students with inclusion to identify any students or particular subjects causing concern and plan interventions,
- regular meetings to review the progress of individual students towards their objectives, to which both students and their parents are invited to contribute.
- arranges for Inspectors from Southampton LA or other providers to undertake focused visits to evaluate the inclusion provision,
- visits by the Governing Body monitor the work of the Learning Support Team,
- review of the area by LT member as part of the school's rolling review programme.

An annual report to the Headteacher and Governing Body evaluating all aspects of inclusion provision during the year against the school and area development plans is presented during the summer term.

The school's inclusion provision forms part of inspection under the national OFSTED framework. Southampton local authorities regularly review the inclusion provision across its maintained schools.

Inclusion & SEN Policy

Arrangements for Considering Complaints

The school Complaints Policy is to be adhered to in all cases of a complaint against any aspect of the school's activities. The first stage of the procedure for handling complaints will be informal discussion with staff at the school. Where the issue is not resolved, the matter may then be the subject of a formal complaint under Section 23(1) of the Education Reform Act, (29.7.88) and, if appropriate, referred to the Governing Body.

If its investigations fail to provide a response satisfactory to the complainant, the complaint will then be referred to the Local Authority.

Any complainant may request a copy of the school's Complaint's Policy by writing to the Headteacher at the school or view the policy on Regents Park Community College website.

ⁱ Disability & Accessibility policy

ⁱⁱ Medical policy