

## Special Educational Needs (SEN)/Inclusion Policy

### HORNCHURCH HIGH SCHOOL POLICY ON IDENTIFYING, ASSESSING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

#### 1. GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

#### Three principles for inclusion

- **Setting suitable learning challenges** - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible;
- **Responding to pupils' diverse learning needs** - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning;
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils** - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs our policy objectives are:

1. to ensure that our duties, as set out in the Education Act 1996, SENDA 2001 and the Disability Discrimination Act 2005, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
2. to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
3. to identify and assess pupils with special educational needs (SEN ) as early as possible;
4. to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
5. to provide a graduated approach in order to match educational provision to pupils' needs; to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
6. to take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
7. to ensure effective collaboration with Local Authority (LA) services, health services and social services in order to ensure effective action on behalf of pupils with special educational needs;
8. to ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them;
9. to monitor our effectiveness in achieving the above objectives,

## **2. ROLES AND RESPONSIBILITIES**

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

**2.1 Governors** will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 313, 317 and 317A of the Education Act 1996 (see SEN Code of Practice 1:21). In order to do this they will develop and monitor the school's SEN policy and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision.

**2.2 The Head Teacher** has overall responsibility for the day to day management of provision. He will work closely with the school's Inclusion Manager/Director of Inclusion and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. The head teacher will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

**2.3 The Inclusion Manager (AAHT)** The Inclusion manager will be responsible for the day to day operation of this policy; coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies; collaborating with curriculum co-ordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the inservice training of staff; using available resources to maximum effect.

**All staff** should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

### **The Responsible Person: AHT Inclusion**

The LA have been informed that, when they conclude that a pupil at the school requires a statement of special educational needs, they should inform the above who will ensure that whoever teaches the pupil knows about his/her special educational needs.

## **3. ADMISSIONS**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a "Statement" under section 324(1) of the Education Act 1996 and the Local Authority has indicated (in section 3 of the Statement) that the provision required is incompatible with that available at our school. Where a pupil due for

admission is known to have special educational needs the Inclusion Manager will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved.

#### **4. RESOURCES**

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. Consideration will also be given to any funds allocated by the LA in respect of pupils who are the subject of "Statements" (see below). The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources. This will be achieved by prioritising needs through the staged procedure described below and by ensuring that, wherever possible, pupils are appropriately grouped to optimise the use of staff time (teaching and nonteaching) and equipment.

#### **5. STAGES OF ASSESSMENT AND PROVISION**

Access to the school's broad and balanced curriculum is achieved for most pupils by differentiation of classwork by subject teachers. When teachers find, despite their planning, that a pupil is consistently failing to achieve learning objectives, the following procedures will be adopted.

##### **5.1 School Action**

- 1) When a subject teacher, member of the pastoral team or Inclusion Manager identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
  - makes little or no progress;
  - shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment;
  - persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school;
  - has sensory or physical problems which continue despite the provision of specialist equipment;
  - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum;
- 3) The parents/carers of the pupil will be consulted by appropriate staff, and the views of the pupil sought.
- 4) When there is agreement with parents that a pupil may need further support the Inclusion Manager
- 5) All information about the pupil from within the school, together with any additional information from the parents will be considered.
- 6) The Inclusion Manager will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

- 7) The Inclusion Manager will facilitate the collection of all available information about the pupil. Information will be collected from;
- Within the school, using pastoral systems and identified link staff working in departments and faculties;
  - parents/carers and the pupil;
  - appropriate outside agencies such as health and social services.
- 8) The Inclusion Manager will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 9) The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme. 10) The Inclusion Manager will co-ordinate the planning of an Individual Progress Plan (IPP) and set targets in discussion with appropriate staff. 11) Subject teachers will use their expertise to devise strategies and identify appropriate methods of access to their particular curriculum areas.
- 12) Where a pupil is identified as being at risk of disaffection or exclusion the LA's Behaviour Support Plan will be implemented as early as possible. Subsequent IPP's will reflect strategies to meet their needs and show a graduated response to those needs.
- 13) All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IPPs should be planned and agreed with all staff and endorsed by senior management.)
- 14) The IPP will be discussed with the pupil and parents.
- 15) The IPP will be reviewed, ideally on a termly basis or more frequently for some pupils, but at least twice yearly.
- 16) Whenever possible the pupil will take part in the review process and will be involved in setting further targets. If not directly involved, the pupil's views will be ascertained and considered in any discussion.

Note: One review a year could coincide with a routine Parents' Consultation Evening although schools should recognise that some parents might prefer a private meeting. The review may be undertaken by a number of staff, i.e. Form Tutor, pastoral staff and Inclusion Manager. Many pupils with SEND will be catered for satisfactorily at School Action by their pastoral tutor and subject teachers. Some will need further assessment and provision at School Action Plus. A request for additional advice from external services will be made at this stage. It is anticipated the decision to seek further advice will be taken by the Inclusion Manager in consultation with teaching and pastoral staff, parents and pupil. (Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils).

## **5.2 School Action Plus**

The Inclusion Manager will take responsibility for the following arrangements: 1) Involving external support services, both those provided by the LA and/or outside agencies, who will advise on a range of provision including new IPP targets and appropriate strategies.

- 2) Specialist assessment arrangements may need to be made and the Education Psychology Service involved at this time.

3) The triggers for intervention at School Action Plus could be that, despite receiving an individualised programme and/or support, the pupil:

- continues to make little or no progress in specific areas over a long period of time; • continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme;
- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
- has ongoing communication or relationship difficulties which impede social development and acts as a barrier to learning.

4) The Inclusion Manager, link teachers or subject specialists, literacy and numeracy co-ordinators and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of information technology.

5) The resulting IPP will set out new strategies for supporting the pupil's progress. 6) The strategies set out in the IPP will, as far as possible, be implemented in the normal classroom setting and the delivery of the IPP will be the responsibility of subject teachers 7) The arrangements for monitoring progress will be agreed with those who will be teaching the pupil.

8) The Inclusion Manager will ensure that the subsequent review is conducted as before. Parents will be consulted and the pupil involved in the review process. The outcomes will be recorded on the IPP form and targets will be set for the next review.

9) Where progress is satisfactory it may be decided the pupil remains at School Action Plus with review times extended to twice yearly. Where the pupil is consistently achieving targets over time, a decision will be made to revert to the earlier stage of School Action. 10) If at the review stage the Inclusion Manager and external specialists consider that information gathered about the pupil is insufficient then, with the parents' consent, further information will be sought from other outside professionals.

11) The Inclusion Manager will note in the pupil's records what further advice is being sought and the support being provided for the pupil while this is being done.

12) The decision by the school to request a statutory assessment from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the schools best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with parents and external agencies.

13) The Head Teacher/Inclusion Manager will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the LA will be writing to them to explain the detailed arrangements. Whenever possible the pupil will be involved in this process.

### 5.3 School Request for a Statutory Assessment

The Inclusion Manager will again take a leading role and will provide information to a moderating panel of Head Teachers which will scrutinise the information provided, including:

- the school's action through School Action and School Action Plus;
- individual education plans for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health, including a medical history where relevant;
- National Curriculum levels;
- attainments in literacy and numeracy;
- educational assessments from an advisory specialist, support teacher or educational psychologist;
- views of the parent and child;
- involvement of other professionals;
- involvement of the social services or education welfare services.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil at School Action Plus. The School Action Plus IPP and review form will continue to be used for this purpose. If the LA decides not to make a statement of special educational needs then the pupil will remain at School Action Plus. If appeal procedures are invoked the pupil will continue to receive support at school Action Plus.

### 5.4 Statemented Action

If the LA does make a statement then the school's role is as follows:

- 1) The Head Teacher/Inclusion Manager will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the pupil's special educational needs.
- 2) Short-term targets will be set and reviewed twice yearly using the Borough's Statemented Action form. The strategies to meet those targets will be set out in the IPP and should record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- 3) Progress will be more formally reviewed by holding a review meeting at least once each year. The LA will initiate the annual review process by writing to the school.
- 4) The Head Teacher/Inclusion Manager will seek:
  - written advice from parents and professionals;
  - ascertain the views of the pupil;
  - convene the review meeting; • prepare a review report for the LA;
- 5) Those to be invited are:
  - the pupil's parent/carer;
  - relevant teacher/s;
  - representative of the funding LA;
  - the pupil, whenever possible;

- where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, Inclusion manager or representatives from colleges/sixth form colleges etc.

6) The review report is an integral part of the Statemented Action form and will be copied to parents, LA and other relevant professionals. The report will be sent to the LA no later than 10 days of the meeting or at the end of term, whichever is the earliest. On receiving the Statemented Action information the LA will review the statement and ascertain whether the provision continues to be appropriate or whether changes are needed. The school will be able to inform the parents that any changes the LA intends to make to their child's statement will be set out in writing and sent to them.

### **5.5 The Annual Review in Y9 - Transition Plan Review**

The annual review of the statement in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically:

- review the young person's statement;
- draw up and subsequently review the Transition Plan.

The annual review procedure as described above applies with the following additions:

- the Director of Inclusion/Inclusion Manager will invite the Careers Service (Prospects) to provide written advice and attend the review meeting. This will enable all options for continuing education, careers and occupational training to be considered;
- a representative of the Careers Service (Prospects) /Futures Career Service is obliged to attend the review meeting;
- the Director of Inclusion/Inclusion Manager will ensure that other professionals such as health are aware of the Y9 review procedures and invited to attend where appropriate;
- the Head Teacher/Inclusion Manager will invite the Social Services Department to attend so that any parallel assessments under the Disabled Persons (Services, Consultation and Representations) Act 1986; the NHS and Community Care Act 1990; and the Chronically Sick and Disabled Persons Act 1970 can contribute to the review process;
- the Director of Inclusion/Inclusion Manager will ensure a Transition Plan is drawn up in conjunction with the Careers Service (Prospects) and school's education psychologist;
- The Transition Plan will be reviewed each year until the pupil leaves school;
- The young person will be fully involved with this process and their views will be sought and recorded wherever possible.

The Careers Service (Prospects) provides support for all young people aged 13-19. It has a particular focus of supporting pupils with special educational needs, including those without statements. We will consult with the Careers Service (Prospects) , as appropriate, to ensure that any pupil with special educational needs receives support with regards to their further education. The pupil and parents will be fully involved in this process.

## **6. INCLUSION**

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached our emphasis will be upon including them, alongside the other pupils, in the full range of

activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn from normal activities when:

1) The pupil will benefit from some intensive individual work on a cross curricular skill; 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has to be arranged.

Neither of the above will compromise the general principle that all pupils will be able to participate in a broad and balanced curriculum, including the National Curriculum.

## **7. INVOLVING PARENTS**

The views of parents will be sought at all stages of assessment and provision. Whenever and wherever possible the views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned. Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home. Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their pupil, while appreciating the sensitivities that may arise.

## **8. PARENT PARTNERSHIP SERVICES**

The LA has made arrangements to provide independent information and advice on SEN matters to the parents/carers of pupils with special educational needs. The overall aim of the service is to empower parents to play an active and informed role in their child's education. This includes access to an Independent Parental Supporter. In Havering this is done through the Parent Partnership Officer. Details of the service and contact information is available from Parents in Partnership Service.

## **9. LEAVING SCHOOL**

When a pupil leaves us, the Inclusion Manager will forward relevant information about the pupil's needs and the efforts we have made to meet them. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges who receive our pupils and with the Careers Service (Prospects) /Futures Career Service. This is particularly so in respect of pupils with SEND.

## 10. COMPLAINTS

If you have any complaint about the special educational provision we make for a pupil, please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the **governing body/ special needs committee of the Governors / special needs governor** who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

## 11. MONITORING AND EVALUATION

The Governors ensure that SEN provision is an integral part of the School Development Plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards obtained by pupils with special educational needs;
- The number of pupils at School Action, School Action Plus and those with Statements of SEND in each year group;
- The pattern of resource allocation to pupils at each stage;
- Additional resources allocated for pupils with "Statements";
- The level and pattern of help provided at each stage (i.e., average time allocated and the balance of in-class and withdrawal help);
- Case examples selected from all stages of pupils with special educational needs;
- The views of parents expressed on stage forms and any complaints received;
- The extent to which pupils' views are reflected on IPP forms;
- Details of visits by specialist teachers, educational psychologists and other agencies; • Staff views on in-service training opportunities.

