



Inclusion Policy

Stronger together; creating better futures.

Recognising, nurturing and celebrating the uniqueness of individuals; enabling them to be the best they can at all times

All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum. SEND Code of Practice, 2015

SEND Governor: Mrs N Dowrick

SENCO: Ms. C. De Pablo López, Head of Inclusion, Assistant Headteacher.

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At Tor Bridge High every teacher is a teacher of every child or young person including those with SEN. Our mission statement reflects our aim to develop in all of our students, lively, enquiring minds; to support them to grow in confidence and independence and to experience the value of co-operation whilst actively promoting the values of respect and equality. Everyone is encouraged to achieve their true potential and to gain both qualifications and skills to progress successfully in life.

This policy was developed using statutory and guidance documents, consulting parents/ carers of children with SEN and the School Governors, reflecting the SEND Code of Practice 0-25 guidance.

Introduction

1.1 This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Tor Bridge High works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

1.2 The *Education Act 1996* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes

that which is additional to, or different from the provision generally made for students of the same age.

1.3 *The Equality Act (2010)* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs

1.4 Students with SEND and/or disabilities admitted to Tor Bridge High could have difficulties with one or more of:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional or Mental Health needs
- Sensory and/or Physical

Aims

2 The aims of this policy are:

- To ensure that the school complies with the requirements of the *Education Act 1996*, *The Equality Act 2010*, *the SEN Regulations*, *the SEND Code of Practice 2015* and other statutory guidance and are implemented effectively within the school.
- To ensure that every student with special educational needs and/or disabilities has maximum opportunity to achieve the five *Every Child Matters* outcomes;
 - 1 Be healthy
 - 2 Stay safe
 - 3 Enjoy and achieve
 - 4 Make a positive contribution
 - 5 Achieve economic well being
- To raise the aspirations of and expectations for all students with SEN; Tor Bridge High provides a focus on outcomes for children and young people and not just hours of provision or support.
- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance in the SEND Code of Practice, 2015
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs students

2.1 **Objectives of the governing body in making provision for students with SEN**

- Do its best to ensure that the necessary provision is made for any student who has SEND.
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for students with SEND.
- Make sure that parents are notified of a decision by the School that SEND provision is being made for their child.
- Make sure that students with SEND and/or disabilities join in the activities of the school together with students who do not have SEND or disabilities, so far as is reasonably practical and compatible with the student receiving the SEND provision

their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

- Make sure that, where the SENCO and the Headteacher have been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEN and Equality policy of the school and work appropriately with all SEN and disabled children.
- Have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND.
- Report to parents on the implementation of the School's SEND and Equality policy.
- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area.

Implementation 3 Identifying Special Education Needs

We agree with Ofsted (2006, *Inclusion: Does it matter where students are taught?*) that what makes most difference to higher outcomes for students with SEN/D is effective teaching, target-setting and tracking by their subject teachers as well as reviewing and managing the special educational provision in the four the broad areas of need (as per Code of Practice 2015): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical needs.

The following areas are not strictly related to SEND but we acknowledge that they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child/Previously Looked After Child / Adopted
- personalised

Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning.

Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff.

3.1 A Graduated Approach to SENCO Support and the SEND Register

The school has regard to all the requirements of *the SEND Code of Practice (2015)*. The SEND Code promotes a common and graduated approach to identifying, assessing and providing for students' special educational needs. The approach is a model of action and intervention to help children who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Where a student is ‘making less than expected progress given their age and individual circumstances’, the first response should be ‘high quality teaching targeted at their areas of weakness’ (SEND Code of Practice 2015, pg. 25). The Code of Practice therefore suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Therefore, high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

We have therefore tried wherever possible to support students with SEND through our regular whole-school systems for setting targets for all students, and monitoring their progress. Where necessary, the SENCo, parents and staff will work together to produce an Individual Learning Plan which supports the progress of students with SEND.

Through lesson observation and monitoring of progress systems, Tor Bridge High regularly and carefully reviews and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Our systems to ensure the progress and well-being of students with SEND follow the new Code of Practice 2015 (Chapter 6, section 6.44) of assess, plan, do and review, and at Tor Bridge High these are interpreted thus:

Identification of students: whole school track students’ progress closely and identify students requiring support and intervention. Parental and subject teacher concerns expressed to Curriculum Leaders or H/DOS or SENCO are followed up. A wide range of assessments

- as well as previous attainment data (from primary school) are used to screen students with poor literacy/numeracy or spelling. Our Holistic Intervention meetings are also used to discuss needs within a multiagency setting.
- Assessments organised by the SENCO and other trained staff are implemented both internally and with external consultants (Educational Psychologist, Communication Interaction Team, CAMHS and the Child Development Centre to ensure correct identification of strengths and complex needs of students, and what helps to better understand and support the learning and progress of students, strategies and interventions.
- Communication: we make sure that all staff and outside agencies know what the student’s needs are and what strategies are available to support them. We use Progress Passports, SIMS and internal communication systems (email, meetings) to record and share strengths and difficulties, training is provided to staff to ensure support is understood and given.
- Identify priorities and setting targets which are student-centred.
- Tracking, monitoring and reviewing progress to ensure effective and correct support is in place. The impact of interventions on our provision map is evaluated by gathering and analysing academic data as well as participation in extracurricular activities.
- Parents/Carers and students are involved in the support journey at all stages, keeping them informed of changes, making them know what is being done to help their child and to what effect, showing the extra provision and what entry levels entitle a child to access that provision.
- Supporting transition onto the next life stages (Sixth Form, Colleges, adulthood, in-year moves) by passing on all provision maps, personal profiles and additional provision, including involvement of external agencies. There is now a single category of support:

SEND SUPPORT.

3.2 Monitoring and Evaluation of SEND

Much of the evidence of the impact of our support for students with SEND, and the systems that support that impact, is therefore located within regular school systems:

- Tracking data on student progress;
- Differentiated curriculum planning;
- Student-held personal and academic targets.

In addition, evidence can be found in the following SENCO/SEND-specific systems:

- Progress passports to inform staff on students' needs and ways to best support their progress for individual students as required.
- Details of performance management and professional development of Teaching Assistants, linked to student needs and outcomes
- Regular meetings with key support staff to evaluate interventions and monitor progress, promoting an active process of continual review and improvement of provision for all students.

3.3 Criteria for exiting the SEND Register/Record

After consultation with the parent/carer and the student, and in view of the success for the interventions put in place it may be agreed that specific support may not be required. In these cases, the student would no longer appear on the register, with the understanding that monitoring will continue and, if deemed necessary, the student will be included again in the register.

4. Supporting students and families

According with the Regulation 53, part 4 of the Code of Practice, the Local Authority has published the Local Offer on their online directory for families, found on:

<https://www.plymouthonlinedirectory.com/>

Tor Bridge High SENCO Information Report can be found on the school website:

<http://www.torbridge.net/user/74/145754.pdf>

Parents and carers may also be encouraged to contact the Plymouth Information, Advice and Support for SEND if independent advice would be beneficial for them on

<http://www.plymouthias.org.uk/>

The school supports children with SEN and their families at key transition times, e.g., from primary to secondary or from secondary to sixth form. The school arranges for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. As outlined above, the SENCO and the person in charge of transitions from KS2 to KS3 (and for those in year admissions) will work closely to ensure all relevant information is effectively shared so that the child or young person can enjoy a seamless move between settings. Enhanced Transition and Enhanced Transition Plus days (depending on SEN type of need) are organised during the summer term. When the student with special educational needs reaches the age to move to the sixth form, Colleges of Further Education or similar, a transition plan will be put into place. This plan reflects their ambitions for higher education, employment, independent living and participation in society. The transition plan gathers views of the parents and carers, the student and the advice from our Careers South West Advisor and Information Guidance (IAG) Advisor.

The SENCO is the person responsible for ensuring that children with SEND are able to access exams and other assessments.

5. Supporting students at school with medical conditions.

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. We follow the statutory guidance Supporting pupils with medical conditions (2014), and their recommendations.

The schools recognise that students at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

At Tor Bridge we support students with medical conditions by disseminating their needs and advice on how to proceed to all staff. First Aiders, and other relevant staff update their training regularly and are located in strategic areas of the school. Medication is kept securely.

We follow individual healthcare plans to ensure the student's full support.

6. Please refer to our Anti-bullying policy on www.torbridge.net

7. Accessibility

The Equality Act (2010) places a duty on all schools for disabled students and to implement plans.

Tor Bridge High is equipped with ramps and lifts to ensure easy access to the physical environment of the school. In consultation with parents/ carers, students and supporting external agencies such as for the visual and hearing impaired, we adapt our setting to ensure barriers to learning are removed, and disabled students have full access to the curriculum. Disabled toilets are placed in every building on both the ground and upper floors, one especially fitted with hoists. These are regularly checked and training to key staff is regularly updated.

Arrangements are made with coaches/ buses to ensure disabled students access school visits and / or extra- curricular activities.

The delivery of written information about school events is also provided via the school website as well as letters sent home.

8. Training and Resources

Tor Bridge High works on the principle that all staff are responsible for meeting the individual needs of all students they work with. All staff are equipped to deal with a diverse range of needs. All members of staff attend relevant training to help them meet the needs of their students. Strategy sheets for staff, with guidance they can use for main types of SEND.

These strategies are also stored on the individual student SEND information on SIMS. Further specialist training is also delivered regularly by appropriately qualified staff (i.e. SENCO) or external agencies (e.g. Communication Interaction Team, Child Protection and Safeguarding, ASC, Mental Health, MAPA).

Individual staff training needs are also regularly audited and identified to ensure student support is up to date.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENCO regularly attends the local authority's network meetings in order to keep up to date with local and national updates in SEND and share best practice across the city. The SENCO also attends the specialist assessor network meetings.

9. Other Roles and Responsibilities

Designated Teacher for Safeguarding: SENCO

Designated Teacher for Looked After and Previously Looked After Children: SENCO

Designated Governor for Safeguarding: Mrs Beryl Badger

Designated Governor for Looked After Children: Mr Jon Byatt

10. Dealing with complaints

Parents and carers should feel free to contact the school to discuss any concerns which will be dealt with and promptly.

Any formal complaints or concerns that you as a parent may have regarding the provision available in place for your child/ child in your care should be made in line with Tor Bridge High's complaints policy.

Further details and a copy of the Compliments, Comments and Complaints Policy can be found on www.torbridge.net

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 025 (June 2015) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: Advice for schools DfE Feb 2013 □ SEND Code of Practice 0-25 (June 2015)
- Schools' SENCO Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions, April 2014
- Safeguarding Policy □ Accessibility Plan
- Teachers' Standards 2012
- This policy has been co-created by the school's SENCO in liaison with parents/ carers of students with SEND.

Tor Bridge High is committed to ensuring the General Data Protection Regulation GDPR is adhered to at all times within the schools. We will ensure that all data we are given is processed in line with our organisations Data Protection Policies and in line with your rights under the Data Protection Act 2018 and the EU General Data Protection Regulations.

Owner: Head of Inclusion

Review Date: September 2020

Next Review Date: September 2021