



NOWER HILL HIGH SCHOOL

Title:	Inclusion Policy
Date of Last Review:	December 2018
Date of Ratification by Governing Body:	December 2018
Status:	Statutory
Approval Authority:	Governing Body
Staff Lead:	Assistant Headteacher Inclusion
Governor Lead:	Chair of Governing Body
Review Frequency:	Annually
Location:	Website – Key Information
Date of Next Review:	December 2019

NOWER HILL HIGH SCHOOL INCLUSION POLICY

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015
- Ofsted Section 5 Inspection Framework June 2015 updated July 2018
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Students and Families Act 2014

This policy sets out our procedures for the identification, assessment and provision for students with special educational needs, whether or not students have EHC Plans, including how the school evaluates the effectiveness of its provision for such students and the school’s arrangements for assessing the progress of students with special educational needs

1. Inclusion Statement

- We endeavor to achieve maximum inclusion of all students whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to students’ interests and abilities. This ensures that all students have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” often caused by a poor early experience of learning and special educational needs.
- Some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
- Other students will genuinely have special educational needs and this **may** lead to lower- attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers.
- We will follow direction from the Code of Practice (2014) which places whole class teaching and high quality experiences as the most inclusive and first avenue of striving to meet needs of all learners (SEND or not) at Nower Hill.
- Nower Hill embraces the idea that individual students will have a direct say in their own desired outcomes. To this end specific targets to meet those outcomes will be negotiated and involve the student, school and parent/carers.

Aims of this Policy

The aims of our inclusion policy and practice are:

- to provide curriculum access for all.
- to secure high levels of achievement for all.

- to meet individual needs through a wide range of provision.
- to attain high levels of satisfaction and participation from students, parent and carers.
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- to ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to promote students' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- to provide independence in all our learners, to take initiatives and risks with their learning to create resilience ready for successful transition into adulthood.

STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable SEN learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- The full time attachment of adult TA support to one individual student has been acknowledged as no substitution for high quality teaching by the subject teacher. Nower Hill teachers and teaching support staff have high expectations of all our students.
- The routine and prolonged withdrawal from mainstream of students with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be differentiation of the usual school curriculum, not a special intervention for students with SEN.
- All vulnerable SEN learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet students' identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision and strive to close those gaps.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- liaison with feeder primary schools on transfer information from previous schools.
- the analysis of data including entry profiles, Key Stage 2 data, CATS, in-house reading and spelling assessment and other whole-school student progress data which track at set times throughout the year.
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review).

- following up parental concerns.
- tracking individual students' progress over time, as per the Nower Hill tracking schedule.
- information from other services e.g. ASD support, CAHMS.
- maintaining a provision map for all vulnerable SEN learners which clearly identifies students receiving additional SEN Support from the school's devolved budget or in receipt of additional funding. This provision map is updated termly through meetings between the teachers, Assistant Headteacher Inclusion (SENCO).
- Undertaking, when necessary, a more in depth individual assessment. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a students' needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where students are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students:

- teachers differentiate work as part of quality first teaching.
- Wave 1,2,3 interventions.
- other small group withdrawal.
- individual class support/individual withdrawal.
- bilingual support/access to materials in translation.
- further differentiation of resources.
- 6th Form Mentors and Peer Mentors.
- homework/learning support club.
- Year Co-ordinator tutorials.
- Pastoral Support Plans.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, EMA Co-ordinator and senior leaders.
- ongoing assessment of progress made by intervention groups.
- scrutiny of planning.
- teacher interviews with the SENCO/EMA co-ordinator.
- informal feedback from all staff / student interviews when setting new targets or reviewing existing targets.
- student progress tracking using assessment data (whole-school processes).
- attendance records and liaison with the Attendance Officer
- Headteacher's report to families and governors.

STAGE 2: Additional SEN Support

- Students will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEN Code of Practice (2014).
- Under-achieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEN support -

- In keeping with all vulnerable learners, intervention for students with SEN- will be identified and tracked using the whole-school provision map.
- For most students with a statement of SEN or Education Health and Care Plan, top-up funding is paid from the high needs budget of the local authority in which the student is resident or to which they belong. If the cost of providing for a student with high needs is more than allocated through core funding, £6,000, the local authority will allocate the institution this additional top-up funding to enable the student with high needs to participate in education and learning.
- On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

STAGE 3: Statement of Special Educational Needs or Education Health and Care Plan

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEN Provision Map (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding and an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of students who are looked after in local authority care

The school recognises that:

- Students who are looked after in local authority care have the same rights as all students but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report, 2003) why students who are looked after in local authority care often fail to make expected progress at school:
 - placement instability.
 - unsatisfactory educational experiences of many carers.
 - too much time out of school.
 - insufficient help if they fall behind.
 - unmet needs - emotional, mental, physical.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after students. The name of the current designated teacher at our school is given in the grey box below). The responsibilities of our designated teacher include:

- monitoring the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- ensuring that students who are 'looked after' have access to the appropriate network of support.
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- ensuring that information concerning the education of students who are 'looked after' is transferred between agencies and individuals.
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).

- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer). with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times.
- celebrating the child's successes and acknowledge the progress they are making.

The school will work closely with the Local Authority's Virtual Head who promotes the educational needs of Looked After Students and monitors admissions, PEP completion, attendance & exclusions.

The name of the SEN co-ordinator: Bruce Wooding

The name the Designated Teacher for Looked After Children: Louise Voden

Management of Inclusion within our school

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of the Inclusion Policy to the Assistant Headteacher, Inclusion (SENCO). They are responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of the Inclusion Policy. The Designated Teacher for Looked After Students has strategic responsibility for the inclusion of students who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is to be shown towards all students at all times.

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day to day implementation of this policy to The Assistant Headteacher, Inclusion, SENCO and Ethnic Minority Achievement Co-ordinator.
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school student progress tracking system.
 - maintenance and analysis of a whole-school provision map for vulnerable learners.
 - student progress meetings with individual teachers.
 - regular meetings with the SENCO/EMA Co-ordinator.
 - discussions with students and parents.

Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision map for SEN vulnerable learners.

- identifying on this provision map a staged list of students with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans.
- co-ordinating provision for students with special educational needs.
- liaising with and advising teachers.
- managing other classroom staff involved in supporting vulnerable learners.
- overseeing the records on all students with Special Educational Needs.
- liaising with parents of students with SEN, in conjunction with class teachers.
- contributing to the in-service training of staff.
- implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each Year Co-ordinator to review and revise learning objectives for all vulnerable learners who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of students on the SEN Provision Map, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

Liaising with the Year Co-ordinators and SENCO to agree:

- which students in the class are vulnerable learners.
- which students on the provision map require additional support because of a special educational need and need to go on the school's SEN Provision Map. Some of these students may require advice/support from an outside professional.

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for students with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice 2013)
- ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for all groups of vulnerable learners. Information about the expertise and training of staff in relation to students and young people with special educational needs and about how specialist expertise will be secured.
- In accordance with Section 6 of the SEN Code of Practice (2015), if appointed after September 2008, our Special Educational Needs Coordinator is a qualified teacher and holds statutory accreditation.
- The SENCO will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

2. Information about how equipment and facilities to support students and young people with special educational needs will be secured.

- When specialist student equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEN support of up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

3. The role played by the parents of students with special educational needs (and other learning needs). Partnership with Families

The school aims to work in partnership with families. We do so by:

- working effectively with all other agencies supporting students and their families.
- giving families opportunities to play an active and valued role in their child's education.
- making families feel welcome.
- encouraging families 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 student's strengths as well as areas of additional need.
- allowing families opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving families in the drawing-up and monitoring progress against these targets.
- keeping families informed and giving support during assessment and any related decision-making process.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

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

Effective Transition

- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before

the year in which they leave, will offer transition meetings to all students in receipt of Additional SEN support. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

4. Any arrangements made by the Governing Body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Complaints

If there are any complaints relating to the provision for students with SEN or EAL these will be dealt with in the first instance by the class teacher, then, if unresolved, by the AHT Inclusion. The governor with specific responsibility for SEN/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors’ complaints procedure (see separate Complaints Policy).

5. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with Clause 32.

Links with Other Services

Harrow council SEN Assessment & Review Service – 020 8966 6483

senassessment.reviewservice@harrow.gov.uk

Harrow Family Action Service – 020 8428 6487

harrowsendias@family-action.org.uk

Harrow Child Adolescent Mental Health Services – 020 8869 4500

Educational Psychology Service – 020 8966 6480