

Queen Elizabeth's Girls' School

Inclusion Policy

POLICY TITLE:	Inclusion Policy
STATUS:	Statutory
REVIEWED BY:	Achievement and Behaviour Committee
DATE of LAST REVIEW:	November 2016
DATE of NEXT REVIEW:	November 2017

1. Information about the policy

Queen Elizabeth's Girls' School values the abilities and achievements of all its students, and is committed to providing the best possible environment for learning for each student. The school believes in the potential for the learning of all students and aims to meet the needs of the entire range by ensuring that they are given equal opportunities in every aspect of life. Inclusion is a process by which the school develops its cultures, policies and practices to include students. The school considers every teacher to be a teacher of SEND and teachers are responsible and accountable for the progress and development of all of the students in their class.

The Governing Body, in co-operation with the Headteacher and in accordance with the Education Act 1996, Children and Families Act 2014, SEND Code of Practice 2014 and Equality Act 2010, determine the school's policy and approach to provision for students with additional needs. They will establish the appropriate staffing and funding arrangements and maintain an oversight of the school's work, and liaise with the Headteacher and Inclusion Line Management to affect this.

Key Staff:

Headteacher: Violet Walker

SEND Governor: Susan Cottam

SENCo: Clare Viccars

Senior leadership team member responsible for SEND: Tracie Parker

2. This policy is based on the following principles:

- That all students are capable of achieving their potential;
- Students with Special Educational Needs and Disabilities (SEND), whether in receipt of Education, Health and Care Plans (EHC Plan) or not, include those with learning difficulties, physical and sensory impairments, social, emotional and mental health difficulties;
- Special educational provision means interventions which are additional to or different from that made for other students;
- There is a whole school approach to SEND and it is seen as the responsibility of all staff;
- All students identified as having SEND should have full access to a curriculum which is broad, balanced, relevant and appropriately differentiated in accordance with their needs, ensuring that they make sustained progress as part of a graduated approach;
- All students with SEND should be fully integrated into the educational and social life of the school as appropriate;
- Meeting the needs of SEND students will be a three-way partnership between the student, their parents and the school. Where appropriate, external services will also be involved.

3. Purpose of the policy

The purpose of the policy is to ensure that the needs of those students with SEND are identified early through assessment and appropriate provision made to meet their needs. We aim to ensure that those students with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities. Students with SEND are valued equally with all other students and will be enabled and encouraged to develop their full potential.

For the purposes of this policy, students are deemed to have special educational needs if they:

- Have significantly greater difficulty in learning than the majority of the students of the same age, either temporarily because of medical or social or emotional difficulties or permanently;
- Have a disability which either hinders or prevents them from making use of the educational facilities that would usually be provided for students of the same age.

4. Responsibilities for Students with SEND

a) Governing Body

The school governors have specific responsibility to:

- Endeavour to do their best to ensure that the necessary provision is made for any student who has SEND;
- Ensure that teachers are aware of the importance of identifying and providing for those students who have SEND;
- Ensure that a student with SEND has the same opportunities as other students to participate in activities at Queen Elizabeth's Girls' School. This will be as far as is reasonably practical. It must also be compatible with the student receiving the provision required for their learning needs and must allow for both the efficient education of the students with whom they are educated and the efficient use of resources;
- Ensure that Queen Elizabeth's Girls' School notifies parents of a decision that SEND provision is being made for their child.

In doing the above, the Governors will have regard to the Special Educational Needs Code of Practice (2014).

b) The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of work carried out at Queen Elizabeth's Girls' school, including the provision for students with SEND.

c) The SENCo

The SENCo is responsible for:

- Co-ordinating provision for students with SEND;
- Liaising with, and advising, fellow teachers and support staff;
- Managing learning support assistants;
- Liaising with parents of students with SEND;
- Liaising with the educational psychologist, school nurse, speech and language therapist, careers services and other outside agencies;
- All other duties in respect of SEND provision and the day-to-day running of the Inclusion Department

d) Teachers

All teachers are teachers of students with SEND and are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants or specialist staff. All staff are made aware of procedures for identifying, assessing and making provision for pupils with SEND, and have access to information regarding strategies to use to help meet the needs of students.

Teachers must:

- Have good knowledge of the students they teach with SEND;
- Provide work that is appropriately differentiated to the student's needs;
- Adopt classroom management strategies and make practical adjustments to support students with SEND;
- Closely monitor the progress of their SEND students;
- Liaise with the Inclusion Team on a regular basis and alert the SENCo if they have concerns about the progress of a student with SEND;
- Follow the advice and strategies for supporting individual students with SEND as laid out by the SENCo or other professional working with the student.

Admissions:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice (2014), in that all schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEND. Students with special educational needs or disabilities but without Education Health and Care (EHC) Plans must be treated as fairly as all other applicants for admission.

As a school with Academy status, the Admissions Policy is the responsibility of, and is administered by the school in accordance with the admissions arrangements of the Local Authority. In accordance with the Equality Act 2010, reasonable adjustments will be made to allow access to physically disabled children. However, the age and configurations of the building may limit what reasonable adjustments can be achieved and therefore may provide limitations to students with physical disabilities. As necessary, the school works with the Borough Specialist Team to seek advice and support for students with mobility difficulties.

Allocation of resources:

The Governing Body ensures that the resources are allocated to support appropriate provision for all students requiring it and in meeting the objectives set out in this policy.

5. Identification, Assessment and Provision

The SEND Code of Practice 2014 advocates a graduated response to meeting pupils' needs. When a student is identified as having SEND, the primary area of need will be identified from the four broad categories listed below:

- Cognition and learning needs
- Communication and interaction needs
- Social, emotional and mental health needs
- Physical and sensory needs

In addition, we recognise that the following are NOT special educational needs but may impact on progress and attainment:

- Disability
- Family Circumstances
- Medical Conditions
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of Serviceman/woman

At Queen Elizabeth's Girls' School we have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. The SEND Code of Practice 2014 makes it clear that high quality teaching, differentiated for all students is the first step in responding to students with SEND.

We recognise that effective SEND provision requires effective assessment of student needs, co-ordinated planning, and implementation of those plans and regular reviews of effectiveness.

The Inclusion Register is distributed to all staff in the Autumn term. The Inclusion Room on Fronter (Managed Learning Environment) has advice sheets pertaining to students with significant educational needs as well as information on a range of special educational needs and conditions, strategies and suggestions relating to the successful inclusion of students with SEND. Advice and strategies are also available for staff on SIMS.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making appropriate progress is seen as a significant factor in considering the need for SEND provision.

Early Identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/referral/assessment;
- Their performance in the National Curriculum judged against level descriptions;
- Standardised psychometric testing;
- Evidence from Primary schools;
- Information from parents/students;
- Observations;
- Diagnostic assessments.

In the summer terms prior to year six/seven transfer, information is gathered on all students. This information is used to ensure that form groups are mixed ability and to set up an initial awareness of those who have SEND. The SENCo, or a delegated representative, visits all the primary schools where students transferring have a Statement of Special Educational Need or Education, Health and Care Plan and attends the Year Six Annual Review wherever possible.

Each year, during the first two weeks of September, a support teacher or teaching assistant from the Inclusion Department observes each Year 7 class. A draft inclusion list and summary of information on the students is distributed to teachers.

In the autumn term all of Year Seven students complete an annual reading and spelling test. They also complete Cognitive Assessment Tests (CATs).

SEND Provision:

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from the primary school, or transfer from another secondary school. For pupils with identified SEND the Headteacher, Inclusion Manager, SENCo, literacy and numeracy co-ordinators, and pastoral teams will:

- Use information from the primary or previous school to shape the student's curriculum and pastoral provision in the first few months;
- Identify the student's skills and note areas that require support;
- After initial assessment from teaching assistants, ensure on-going observations/assessments to provide regular feedback on achievements in order to plan the next steps in learning;
- Involve students and parents in planning/agreeing clear outcomes;
- Involve parents in a joint home-school learning approach.

The range of provision:

Provision-mapping for students with SEND is an essential part of our planning and support. For every student with SEND our provision mapping identifies additional or different provision, links provision to individuals and monitors and reviews provision and students' outcomes.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teachers through a differentiated curriculum;
- Support in class/occasional periods of withdrawal to work with a support teacher;
- Support in class by a learning support assistant to allow SEND students to access further quality teaching from the class teacher;
- Specific intervention targeted at a specific learning need;
- Off-site learning and vocational options for targeted students;
- Evidence based schemes are organised with the aim of raising levels of literacy and numeracy amongst students with SEND;
- Special arrangements are provided for some students in exams. National bodies for external exams outline procedures for special arrangements;
- Students with SEND are encouraged to participate in all aspects of school life.

Monitoring Student Progress:

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the student's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the students' behaviour;
- Is likely to lead to further education, training, or employment.

Where teachers feel that a student's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCo and teacher will review the approaches adopted through an Assess, Plan, Do, Review process.

6. A Graduated Approach to SEN Support

At Queen Elizabeth's Girls' School we recognise that high quality teaching, differentiated for all students is the first step in responding to students with SEND. Students requiring modifications to the curriculum, differentiation or specific classroom management strategies may be indicated as 'SENCo Aware' on the Inclusion Register.

Support for SENCo Aware students may include:

- Practical adjustments for students with sensory difficulties such as enlarged worksheets;
- Individualised behaviour management plans;
- Carefully considered seating plans;
- Differentiated resources;
- Classroom management strategies.

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, a student:

- Makes little or no progress;
- Continues to work at National Curriculum levels considerably lower than expected for a student of a similar age;
- Demonstrates difficulty in developing literacy or numeracy skills;
- Show persistent emotional/behavioural difficulties which are having a negative effect on their learning or the learning of their peers despite an individualised behaviour management programme;
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Provision mapping enables us to provide specific support for SEN Support students which may include:

- Learning support assistant support in lessons
- Small group or individual withdrawal
- Specialist input or external advice
- Specialist equipment or assistive technology
- Learning Mentors
- An Education Support Plan

Request for Statutory Assessment:

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEN Support, a child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will then collate and submit the following information (where applicable):

- The action taken with respect to SENCo Aware and SEN Support
- The student's Education Support Plan
- Records and outcomes of regular reviews
- National Curriculum levels
- Information on the student's health and relevant medical history
- Details relating to Social Care involvement
- Literacy/Numeracy attainments
- Standardised assessments
- Views of the parent(s)/carer(s)
- Views of the child
- Outside agency reports

Following a Statutory Assessment, when the Local Authority considers the child to require provision beyond what the school can offer an EHC Plan may be provided. The school recognises that a request for a Statutory Assessment does not automatically lead to an EHC Plan being issued.

Reviews of EHC Plans:

EHC plans must be reviewed annually. The Local Authority will inform the Headteacher at the beginning of each school term of the students requiring reviews. The Headteacher is responsible for ensuring annual reviews are conducted according to the SEND Code of Practice 2014.

The aim of the review will be to:

- Assess the student's progress in relation to the outcomes specified in the EHC Plan;
- Review the provision made for the student in the context of the National Curriculum and levels of attainment;
- Consider the appropriateness of the existing plan in relation to the student's performance during the year and whether to cease, continue, or amend it;
- Set out clear short, medium and long term outcomes based on the students aspirations;
- Formulate an action plan in conjunction with external services and advisory teachers;
- Focus on the student's preparation for adulthood (Year 9 onwards).

With due regard for the time limits set out in the Code of Practice, the Inclusion Manager, under direction from the Headteacher, will write a report of the annual review and send it, with any supporting documentation, to the Local Authority. It is the responsibility of the Local Authority to decide whether to maintain, amend, or cease an EHC Plan.

Year 9, 11, 12 and 13 reviews will be significant in preparing for the student's transition to employment, further education or work-based training. Beyond Year 9 the Transition Plan will be formulated and reviewed in conjunction with the borough SEND advisors.

Some students may move to, from or between SEND stages; this is reviewed annually, however movement between stages or on and off the Inclusion Register can take place at any point during the academic year.

6. Supporting students and families

Students and young people with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of assistance they would like to help them make the most of their education.

They will be encouraged to participate in all the decision making processes including the type of support to be provided, setting of learning targets, and in the development and review of their Education Support Plan.

The school will always tell parents when their child is receiving help for their Special Educational Needs or disability.

Partnership with parents plays a key role in enabling students and young people with SEND to achieve their potential. Queen Elizabeth's Girls' School values its links with parents and recognises that parents provide the greatest source of information and support for their children.

The Inclusion Manager/SENCo is available at every parent's evening for discussion about student's needs and to receive parents' views.

All parents of students with special educational needs will be treated as partners and supported in their contribution to an active and valued role in their child's education.

Parents of any students identified with SEND may contact the Barnet SENDIAS Service (formerly the Parent Partnership Service, provided by the London Borough of Barnet) for independent support and advice.

7. Students with Medical Conditions

Queen Elizabeth's Girls' School recognises that students with medical conditions should be properly supported so that they have full access to the curriculum including school 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 Equalities Act 2010.

Some may also have SEN and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

Staff will follow the guidance of the school's policy on supporting students with medical conditions.

8. Record Keeping

The school will record the steps taken to meet students' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include (where applicable):

- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from outside services

Teaching SEND students is a whole-school responsibility. The core of each teacher's work involves a continuous cycle of planning, teaching, assessing, and reviewing taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support.

9. External links

External support services play an important part in helping Queen Elizabeth's Girls' School identify, assess and make provision for students with special educational needs.

In addition, Queen Elizabeth's Girls' School may seek advice from specialist advisory teaching services for students with difficulties.

Other arrangements in place for working in partnership with health, social and careers services include:

- Speech and Language Therapy services
- Liaison meetings with Social Services, Careers Services Educational Psychology, Advisory Teachers
- Links with the school nurse
- Community Child and Adolescent Mental Health Service (CAMHS)

Queen Elizabeth's Girls' School has close links with colleges and specialist provision to support students making the transition to post 16 education or alternative provision.

The SENCo meets regularly with other SENCo's in the borough to share good practice.

10. Complaints procedures

In the first instance, complaints should be addressed to the SENCo and/or Line Manager for Inclusion. It may also be necessary to involve the Head Teacher. Complaints should follow the 'Procedures for general complaints by parents/carers and pupils' and 'Procedures for other complaints' in the school's 'Complaints Policy', which is available on the school website.

If a complaint or dispute is not resolved at the school level, parents may seek advice on resolving disagreements from the Local Authority, independent mediation or, in the case of statutory assessment, SENDIST.

11. Evaluating the success of our Inclusion Policy

The Governing Body will report annually on the success of the policy's specific aims, as set out in this policy.

In evaluating the successes of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals

Student progress will provide evidence for the success of the policy and this will be carefully analysed through:

- Consideration of each student's progress towards the outcomes specified in their Education Support Plan;
- Use of standardised tests and other forms of assessment
- Examination results and value-added scores of SEND students through comparison to national norms;
- Attendance and behaviour of target groups;
- Student and parental views.

12. Date of next review

November 2017