Policy for: **Inclusion, Special Educational Needs and Disabilities**

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Type of policy:	School	**Regional Board or Trust Approved:**	Regional Board

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and conditions:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 2 framework document (September 2013)
- The Early Years Foundation Stage Statutory Framework (March 14)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEN Co-ordinator (SENDCo) is Emma Camilleri who holds the National Award for Special Educational Needs Coordination (NASENCo).

"Aspirations Academies Trust's core belief is that for all students to have high aspirations, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow."

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1. Aims

This policy accepts that special education provision is: **educational provision which is additional to, or otherwise different from, the provision made generally for the children of the child's age in maintained schools other than special schools**.

The educational provision for pupils with Special Education Needs and/or Disability is seen as part of our inclusive practice. It has the following aims:

- To enable all children to access and be involved in all areas of school life.
- To give opportunities for each individual to succeed.
- To respond to the learning and emotional needs of the individual pupil.
- To make learning accessible for all children regardless of learning style, gender, ability, medical need, disability, family, ethnic group, linguistic or cultural background.

These aims differ depending on individual learning needs, hence as a school we accept the need for specific identification, targets, outcomes, planning and provision for those identified as having Special Educational Needs and/or Disability.

1.1 RATIONALE

The Special Educational Needs and Disability Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We are committed to raising students' aspirations so that all young people reach their full potential and achieve the success they want for themselves. We believe that all pupils, staff, parents and governors are part of a community of learning, where standards and expectations are high and there is a real purpose.

At the heart of Jewell Academy is the belief in Three Guiding Principles of Self-worth, Engagement and Purpose which are lived through 8 conditions.

1.2 INTRODUCTION

Jewell Academy's policy for inclusion is based on the belief that all children should have equal opportunities and access to every aspect of school life. A continuum of provision should ensure that the ongoing needs of all children are met at all levels so that aspirations and outcomes can be realised.

Jewell Academy is committed to 'closing the gaps' for all individuals, nurturing a strong sense of self-worth and a positive attitude to learning. All staff have the responsibility to identify and respond to any child they feel is becoming vulnerable academically, socially, physically or emotionally.

At our school it is our intention to ensure that all children, including those who have a special educational need or disability are identified and have their needs met. We believe that every leader and teacher is a teacher of every child or young person including those with SEN.

1.3 OBJECTIVES

Our main objective is that all children with special educational needs and/or disabilities should reach their full potential so that they can access as much of the curriculum as possible. Other objectives include:

- To identify, at the earliest possible opportunity, all children that need special consideration to support their communication and interaction needs, cognitive development, social or emotional needs and physical or sensory needs..
- That each child will make measurable progress in literacy and numeracy.
- That children will move between the stages of the inclusion register as necessary.
- That children will have access to relevant support agencies.
- That the Inclusion Team will continually update their expertise and knowledge in line with Government initiatives (including SEND Code of Practice, 2014) and local guidelines.
- To ensure all pupils experience a broad, balanced and relevant curriculum with the adaptations needed to access this successfully.
- To involve parents, pupils and others in developing a partnership of support enabling them to have full confidence in the strategies adopted by the school.

2. Identification, Assessment and Provision of SEND

2.1 DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In this policy, 'Special Educational Needs and Disabilities' refer to learning difficulties or disabilities that require special educational provision to be made for a pupil beyond normal classroom practice.

The SEND Code of Practice states a child is said to have a Special Educational Need if they have:

- A significant greater difficulty in learning than the majority of children of the same age. These children may need extra or different help from that given to other children of the same age.
- Children with a disability and health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age.
- A child with a disability is covered by the SEND definition if they require special educational provision.

A pupil must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they are taught. Children

must not be regarded as having a learning difficulty simply because they have not made expected progress in their learning.

The Special Educational Needs and Disability Code of Practice identifies four broad areas in which a pupil can have learning needs. Jewell Academy also identifies needs in these four areas. These are:

Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs.
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health vulnerabilities.
Physical and/or Sensory	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, having a visual or hearing impairment.

2.2 IDENTIFICATION, ASSESSMENT AND PROVISION OF SEND

At Jewell Academy we believe that early identification, assessment and provision for children with Special Educational Needs and/or Disabilities are essential. The earlier action is taken, the more effective the intervention is and the more able a child is to reach their full academic, social, and emotional potential.

Children with special needs are **identified** in a variety of ways:

- Some will arrive at the school in reception having had access to special needs support at their preschool and careful liaison is always carried out.
- Discussion about the progress made by pupils happens termly.
- Class teachers monitor the progress of all children in their classes and where there is concern about a particular child they will put in place appropriate school level support.
- Class teachers look at data and identify children not making expected progress and these are discussed with the SENDCO.
- Parental concerns are always listened to and acted upon.

Children's progress is **monitored and assessed** regularly:

- Through the use of an Individual Educational Plan (IEP).
- Through termly progress meetings between senior leaders, the SENDCO and the class teachers.
- Through statutory and optional assessment tests.
- Informally through pieces of set work and teacher's notes.
- Through classroom observation and work scrutiny by senior leaders.
- Through parental observations and concerns.

Children with special needs are **provided for** in a variety of ways:

- Adaptations to support class work.
- Intervention programmes to support: literacy, numeracy, speech and language needs, personal, social & emotional needs, physical needs and sensory needs.
- Small group or individual support.
- Advice, support and teaching from an agency outside of the school.
- Additional resources made available in the classroom.

At Jewell Academy, we are mindful that certain factors can impact on progress and attainment without necessarily being a Special Educational Need, such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

Children who have a Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Jewell Academy adopts the social model of disability.
Social Model of Disability: Language | Disability Rights UK

3. Graduated Approach

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the graduated approach are:

- **Assess** – a clear analysis of pupils' needs takes place, drawing on previous progress and attainment (in comparison to national data). This may also include evaluating how a pupil responds to interventions;
- **Plan** – parents are formally notified and the class teacher and SENDCo, in consultation with parents and pupils, will put interventions and support in place, as well as considering the expected impact, outcomes for the pupil and date for review.
- **Do** – the class teacher remains responsible for working with the child on a daily basis. They should work with and support other staff working with the child to plan and assess the impact of support.
- **Review** – the effectiveness of the support / interventions and their impact on pupil's progress should be reviewed by the previously agreed date.

At Jewell Academy, we have a clear Whole School Graduated Response when identifying and supporting a child's needs. This clearly outlines the following:

- The differing levels of support provided for children to make 'adequate progress' (High Quality Teaching, School Support, SEN Support and EHCP).
- What will be provided at each level of support (related to the 4 broad areas of SEND).
- Information on Assess, Plan, Do, Review cycle.
- Assessments used to identify a SEN.
- Resources used to support children at SEN Support and who have an EHCP.

3.1 PARTNERSHIP WITH PARENTS

We value the key role parents play in the education of their children and actively work to support this role by aiming to develop a working partnership with all parents. We see this relationship as essential if children with special educational needs and disabilities are to make progress.

All parents are positively encouraged to contact the school to discuss any concerns, either by attending drop-in sessions in the mornings, appointments or at parents' evenings. Where appropriate, parents are encouraged to take advantage of external support.

The Inclusion Team are available to meet with parents at parents' evenings and at other times by appointment. They can be contacted through the school office.

3.2 PUPIL PARTICIPATION AT JEWELL ACADEMY

At Jewell Academy we encourage children to participate in their learning in ways that reflects the child's level of maturity. We aim to develop children's self-esteem and motivation for learning. We also involve pupils with Special Educational Needs and Disability (where appropriate related to their age and level of understanding), in making decisions and exercising choices in the following ways:

- Children are actively involved with the preparation of their Learning Plan and regard is given to their own choices, preferences and learning style.
- Targets and outcomes are shared, agreed on and reviewed with the child and talked through on a regular basis with teachers and LSAs.
- Achievements are celebrated and noted in the Learning Plan.
- We explain clearly to children, in the most appropriate way, what intervention and support they will receive and what their contribution could be.
- Children with an EHC Plan contribute to their annual review through the person-centred review process.

3.3 LEARNERS WHO MAY REQUIRE ADDITIONAL SUPPORT

Children with Special Educational Needs and Disability

Children may have SEN if their progress is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Vulnerable learners

A child may be deemed a vulnerable learner if they are not achieving in line with their peers or are not reaching their full potential over a measured period of time. It is the responsibility of all staff to monitor and track attainment and progress for all vulnerable children. Strategies for support will follow School Support. If these strategies are not successful, then SEN Support may be deemed necessary.

Disadvantaged learners

Disadvantaged learners are children who have limited funding or opportunity to access the same learning, social, physical or emotional experiences as their peers without additional support being put in place. The Pupil Premium Champion, Kirsty Churchill, will monitor Pupil Premium funding to ensure children who are disadvantaged, subject to deprivation or Looked After Children all have the same opportunities as their peers. Again, strategies for support will initially start with School Support and progress to SEN Support if necessary.

Looked After Children (LAC)

A child 'Looked After' by the Local Authority will have a detailed Personal Education Plan (PEP) which will include care, education and health needs. Strategies for support will again initially come under School Support and if these strategies are not successful SEN Support may be implemented. PEPs for Looked After Children will be reviewed regularly, along with relevant agencies.

Higher Attaining Pupils

Children who are significantly and consistently exceeding the national expectation within a certain area will have their needs met through high quality teaching, including questioning, challenging extensions, opportunities and time given to deepen their learning.

English as an Additional Language (EAL)

Children who have English as an additional language are supported in school through a variety of strategies. SEN provision for these children is when their needs arise due to other reasons than EAL and they will be supported in accordance with this policy.

Safeguarding

The Designated Safeguarding Lead is Alexandra Waddington (Principal) and the Deputy Designated Safeguarding Leads are: Lesley Parkhouse-Jones, Kirsty Churchill (Assistant Principal), Amy Dean (Assistant Principal), Kamal Kuhr (Early Years Lead) and Emma Camilleri (SENDCO).

4. Review and Monitoring

The work of the Learning Support Assistants and the educational provision for pupils with Special Educational Needs and Disability is regularly monitored by the SENDCO through the monitoring of class plans, classroom inclusion practice, IEP monitoring and evaluation and pupil progress monitoring and pupil self-evaluation. Whole school monitoring also occurs termly.

Criteria for evaluating success of this policy:

- Children report that they are happy and feel valued
- Achievements are celebrated
- Progress and attainment made by children with SEN in relation to their peers and their starting points is positive
- Identified outcomes have been met / exceeded
- Review of SEN interventions show relevance and impact
- SEN register movement analysis
- Assessment of value for money
- Children needing support with inclusion partake in all aspects of school life
- Parent response is positive and they believe the needs of their child are being met
- Learning Walks identify effective support
- High quality teaching and effective planning/adaptation ensures inclusion and progress for all
- Monitoring of work shows equal access and high expectations for all children
- IEP targets are consistently met
- Children have their social time supported when needed to ensure positive play and social development.

Criteria for exiting the SEN Register:

If a child identified as having a SEN makes ‘adequate progress’ in their particular area of need and does not require provision beyond normal classroom practice, the decision may be made (by the SENDCo, class teacher and SLT), that the child is removed from the SEN Register.

Adequate progress can be defined as progress which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Betters the child’s previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child’s behaviour.

5. Staffing, Professional Development and Resources

The Inclusion Team in conjunction with the Senior Leadership Team will take steps to ensure that all staff members are aware of and adhere to the aims contained within this policy and are supported through regular updates and training.

Audits are conducted to have a clear overview on the level of expertise amongst staff. Jewell Academy endeavours to provide school staff with the opportunity to receive appropriate training/ development opportunities (individual or whole school) to ensure that they are equipped with the knowledge and skills to support children with SEN.

Strategically planned CPD sessions (e.g. PDMs, Inset days, twilight sessions etc.) are planned throughout the school calendar which respond to the needs of the children and the school's Development Plan.

New members of staff who directly work with children will undertake an induction process which includes a meeting with the SENDCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils they may work with.

The school's SENDCo regularly attends the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The school has local links with many outside agencies to help provide CPD opportunities, support and delivery of alternative activities.

The school's SEND budget is allocated and monitored by the SENDCo and Principal. The budget is strategically allocated to areas of development (including CPD) and to enhance the provision the school can offer to children with SEN.

6. Roles and Responsibilities

The SENDCO is Mrs Emma Camilleri and can be contacted by calling the school office on 01202 774830 or emailing the school office.

The **SENDCO** will:

- Work with the Principal and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated response to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Each **class teacher** is responsible for:

- Delivering high quality teaching and learning opportunities for all pupils
- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Liaising regularly with parents/carers about pupils with SEND
- Ensuring they follow this SEND Policy

The South Coast Regional Board (SCRB) acts as our in school **governing body**, in addition to our Aspirations Executive Board who have legal responsibilities with regards to Inclusion and the roles outlined within this policy. The SCRB review this policy annually. The SCRB monitors the effectiveness of the inclusion as a standing agenda item against the criteria as outlined in this policy. David Herbert, South Coast CEO, is the named Governor for Special Educational Needs within the South Coast Regional Board.

The **Principal** and South Coast Regional Board have overall responsibility for the management of provision for children with special educational needs and disability in accordance with the statutory requirements set out by the government in the Code of Practice (2014). The Principal reports to the SCRB with regards to the effectiveness of the provision for inclusion. Any official complaints regarding this should be addressed to the Principal.

In addition to the above, the school's Designated Teacher for LAC is Emma Camilleri who is responsible for overseeing the provision in place for pupils who are in care (including management of PPG/LAC funding).

The school's member of staff who is responsible for managing the school's responsibility for meeting the medical needs of pupils is Emma Camilleri.

7. Policy Review

This policy will be reviewed on an annual basis, with the next review taking place during **September 2027**. However, this will be brought forward should changes in protocol be recommended by either the Department for Education or the Local Authority.

8. Arrangements for Coordinating the Provision of Special Needs and Disability

In accordance with the Code of Practice and Children and Families Act 2014 we currently register children at one of the following stages:

- **Education Health and Care Plans (EHC Plans)**
- **SEN Support**

In addition to the above categories we may also monitor some children if we feel their progress is not as expected (**School Support**). A child at School Support is monitored closely within the classroom and by the class teacher. Sometimes a child at school support may be withdrawn from the classroom and taught in a small group or as an individual, as appropriate, but most support will be classroom based.
If a child at **School Support** does not make progress then, in full consultation with parents, the child's name will be will moved to **SEN Support.** The SENDCO and class teacher will then take advice from the other professionals involved with the school before referring the child to an outside agency for some additional advice or support. A child at **SEN Support** is always known by, and often supported by, an agency outside of school. This remains the responsibility of the class teacher.

If a child at **SEN Support** is not making progress, the SENDCO will request that the Local Authority consider issuing an **Education Health and Care Plan**. The Local Authority will seek information about the child from different agencies. Once this information has been gathered a decision about the issuing of an Education Health and Care Plan will be made. A child will only be given an EHC Plan if the Local Authority feels their needs are long term, severe and complex, and the school cannot manage to support them from within their own budget. Once a child has an EHC Plan there are legal requirements that have to be met. An EHC Plan often entitles the child to additional support in class, but may also include specific and individual curriculum planning, provision of specific educational equipment and the creation of educational targets to work towards the outcomes set out in the child's EHCP.
A child with an EHCP will continue to have targets and outcomes set out in their Individual Education Plan and these will be reviewed and updated regularly. The actual EHC Plan is also reviewed formally with the Local Authority at least once a year. An early annual review can be requested if there are ongoing concerns about a child's progress towards the outcomes in the plan or if the provision or placement needs to be reconsidered.

Pupils with Medical Needs

- Pupils with medical needs will be provided with a Health Care Plan, compiled in partnership with parents and if appropriate, medical professionals and the pupils themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school's Supporting Pupils with Special Medical Needs Policy.

9. The Local Authority Offer

Our contribution to the local offer is documented in our School Information Report which can be found on the school website.

The local authority's local offer is published here:

Special Educational Needs and Disability Local Offer

10. Complaints about SEN Provision

Through our effective partnership with parents, we endeavour to achieve a relationship where complaints are rare, since the parents have been involved with the decision-making about provision for their child from the first expression of concern. Where a complaint is raised, the SENDCO and Principal will address the problem, rectifying the situation wherever possible. Failing this, a meeting will be called involving all those concerned so that the reason for the complaint can be resolved as quickly and amicably as possible.

If there is failure to gain a satisfactory answer after the above procedure, the complaint should be put in writing and addressed to the SEND governor for the South Coast District, David Herbert, who will respond in the earliest possible time scale.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

11. Access Arrangements

Access Arrangements in order to enable equal access to national tests, at the end of both key stages access arrangements may be applied for where this has been the child's normal way of working. Access arrangements can be for one or more of the following:

- Extra time
- A reader
- A scribe
- Visually altered papers

12. Bullying

At Jewell Academy, we are aware that 'vulnerable' children are more likely to be a victim of targeted bullying. Therefore, within our Anti-Bullying Policy, we have clear steps that staff take to ensure and mitigate the risk of bullying of vulnerable learners. Regular audits, sampling of parent views, pupil views and staff views provide the school leader's with an overview of how effective our approach on anti-bullying is.

A copy of the school's anti bullying policy can be found on the school website.

To support the school's zero-tolerance approach to bullying, we also have an Anti-bullying week during which the issues of bullying are explored and the impact on others discussed. Anti-bullying also forms a main focus of our school assemblies and PSHE lessons. Children are all aware of the systems in place for reporting incidents of bullying and reports are always followed up by the class teacher or the Senior Management Team. Incidents of bullying are recorded to ensure careful monitoring of the situation.

Key:

SEND – Special Education Needs and Disability

SENDCO – Special Educational Needs and Disabilities Coordinator

LA – Local Education Authority

KS – Key Stage

CPD – Continuing Professional Development

EHCP – Education Health Care Plan

EHC – Education, Health & Care

DfE – Department of Education