



**Katherine Warrington School
SPECIAL EDUCATIONAL NEEDS / DISABILITY (SEND)
INCLUSION POLICY**

CONTENTS

Introduction	3
Objectives & Guiding Principles of the SEND / Inclusion Policy	3
Definition of Special Educational Needs	4
Learning Challenges	5
Admissions and Inclusions	5
Roles and Responsibilities	6
The Learning Support Base	6
Current Procedures for Graduated Response (Assess, Plan, Do & Review)	6
Referral for Education, Health and Care (EHC) Plan	
Education, Health and Care Plans (EHC) Plan	
Access to the Curriculum, Information and Associated Services	10
Intervention	10
Provision Maps	11
Ensuring Access to the Curriculum for Students with SEN	12
Inclusion of Students with SEN	
Evaluating the Success of Provision	12
Working in Partnership with Parents	13
Staff Development and Funding	13
Complaints Procedure	13
Appendices:	
A	Examples of Learning Support Student Profile/Provision Map
B	Record of Progress
C	Staffing in the Learning Support Department
D	Case Study Proforma

Introduction

At Katherine Warrington School we welcome and value students. We strive to deliver a fully accessible social and academic curriculum. We continually adapt our systems and structures: curriculum, building, attitudes and values in order to make the school an inclusive, welcoming environment.

The policy is in keeping with the school's aims, its teaching and learning policies, policies on equal opportunity and behaviour. The school is committed to a policy of inclusion: one in which the teaching, learning achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all students' needs are met.

The Governing Body expects that all students, regardless of ability and behaviour, are valued equally at Katherine Warrington School. SEND students are not viewed as a separate group but are part of the whole school approach. Different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

Objectives & Guiding Principles of the SEND / Inclusion Policy

- Value all students and staff equally
- Offer students with special educational needs the same experiences as their peers and ensure all students make adequate progress in reaching their personal potential.
- Provide an inclusive education, whereby all students' needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all students, recognising the social background of each student.
- Identify and assess early individual learning needs through assessment procedures and discussion with colleagues and the Special Educational Needs Co-ordinator (SENCO).
- Encourage and support all staff to take responsibility for meeting the learning needs of all students in their care.
- Encourage all parents to recognise that they have a joint responsibility with the school to meet their child's special educational needs.
- Differentiate the work in pace, style, challenge and content according to the student's age, gender, experience and identified learning need.
- Work with the student to create a student profile which sets out strategies which have been agreed together to support the student.
- Work in partnership with parents and students, keeping parents fully informed of progress.
- Discuss with students, and agree with them, targets for their learning.
- Prepare and provide Provision Maps (extra strategies to improve students' learning) for students who require special educational provision and with an EHC Plan under the Code of Practice, and review these on year group Review Days/Consultation evenings.
- Prepare and provide subject specific reports for EHC students.
- Use a consistent approach to SEND throughout the school in accordance with this policy.
- Provide appropriate provision for students with SEND.
- Develop the skills of staff in SEND issues and initiatives.
- Ensure the Single Equality Scheme and guidance are implemented effectively across the school.
- Recognise that inclusion in education is one aspect of inclusion in our society.

Definition of Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force on the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/Studentsupport/sen

One significant change arising from the reforms is that those children with the most complex needs, are supported through an Education, Health and Care (EHC) Plan.

These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Hertfordshire's SEND Local Offer website:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hertfordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Learning Challenges:

Students may need support if they have:

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- A specific learning difficulty which may or may not be linked to a cognitive disability.
- A speech and language impairment affecting their ability to comprehend.
- A behavioural impairment affecting their ability to concentrate and therefore to learn effectively.
- A sensory impairment.
- A physical disability.
- An emotional disability which can affect their ability to learn.
- A syndrome which limits the extent to which they can access the curriculum as easily as their peers.
- An extended period of absence. This could occur for a variety of reasons.
- Students who speak English as their second language (EAL).
- Students who speak a different language at school to the one they speak at home, but in addition have a learning difficulty as well.

Admissions and Inclusions

Students with SEND will be admitted following procedures adopted by Hertfordshire County Council and the school's admissions policy. Students with an Education, Health and Care Plan will be admitted where this is in accordance with the parents' preference and where this is compatible with the efficient education of other children. With the introduction of the Single Equality Scheme in April 2012 the right to a mainstream place for students with disabilities has now been strengthened. Should a place for a student with a disability be requested, the student cannot be refused a place on the grounds of that disability unless the Governing Body gives specific reasons why it cannot make reasonable adjustments for the student.

Currently all the school buildings have been adapted for the use of students with physical impairments. Should the need arise, the Governors will make every effort to accommodate a student's particular needs and work with the Local Authority (LA) to improve facilities.

An Accessibility Audit has been carried out around the school with advice from the LA and a four year Accessibility Plan has been produced which is reviewed on an annual basis.

Roles and Responsibilities

Key individuals:

- Headteacher (the responsible person under the Code of Practice);
- Special Educational Needs Co-ordinator (SENCO)/Head of Inclusion;
- Link Governor for the SEND Department;
- Class teachers;
- Teaching Assistants;
- Pastoral support team;
- Outside agencies.

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for students with special educational needs.
- Liaising with and advising colleagues.
- Liaising with pastoral colleagues concerning issues of behaviour management.
- Managing a large team of Teaching Assistants and a Learning Support Teacher.
- Overseeing the records of all students with special educational needs and monitoring their individual academic performance and progress over time.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff and encouraging staff development.
- Liaising with external agencies including the LA's support and psychology services, health, social services, and voluntary bodies.
- Reporting progress or otherwise against set targets to Headteacher/Line Manager.

The Learning Support Base

A classroom is provided for the use of the Learning Support Department. This acts as a resource centre, a teaching room for small withdrawal groups/catch-up classes for small numbers of students disaffected from a language and as a room where students may work in a supervised setting during extra-curricular time (homework club). It is well resourced and includes a variety of Information Technology equipment including an interactive whiteboard, visually adapted keyboards and a number of literacy and numeracy software packages. The department also has a shared base for teaching assistants and cover supervisors. The SENCO also has an office where SEND documentation and records are kept securely.

Current Procedures for Graduated Response (Assess, Plan, Do and Review)

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for *all* students'.

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the school SEN register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENCO should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

A student joining the school from primary school with SEND has a starting point or 'benchmark' upon entry against which progress can be measured. This information is gained from the primary school prior to the student entering the school. This makes use of national data and teacher assessments as well as specialist testing or assessments. Students with SEND have agreed targets to support them in making adequate progress which is tracked and monitored over time. Progress is monitored using the methods discussed above and supported by the following methods:

- Group targets
- Value added data
- National Curriculum targets
- Reading and spelling assessments
- Literacy and numeracy targets
- MIDYIS/CAT testing

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Head of Year, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviewing student progress will be made at termly 'Making the Grade' (MTG) academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support in the light of student progress and development, will make any necessary amendments going forward in consultation with parents and subject teachers.

Referral for an Education, Health and Care (EHC) Plan

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCO and Head of Key Stage 3/4 & 5 if applicable.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: KWS Special Educational Needs/Disability (SEND) Inclusion Policy.

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Education, Health and Care Plans (EHC) Plan

1. Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the EHC Plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Hertfordshire SEND Local Offer can be found on the school website school information report.

For further information please contact the Head of Inclusion in school.

Access to the Curriculum, Information and Associated Services

Students with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the partnership of schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Intervention

Depending on the evidence gathered, and the results of review discussions with parents/students this might include:-

- In class support
- Differentiated learning materials
- Specialist equipment
- Paired reading
- Homework Club
- Spelling group
- Reading group
- Catch-up classes in extra literacy for students disappplied from a language
- Mentoring – Key Workers for EHC Plan and vulnerable students
- Coursework support specifically for English, Maths and ICT by specialist teachers
- Tuition in a small group with a specialist helper
- Social skills support
- 1:1 tuition
- Counselling opportunities

- 1:1 specialist teacher SPLD (Specific Learning Difficulties/Dyslexia) support for identified students
- Behaviour or Anger Management
- Reduced or tailored personalised curriculum
- Providing work experience placements
- Opportunity to attend an external college provider to study a more vocationally based course
- To study the AQA Level 2 Certificate in Personal Social Development
- To study the AQA GCSE in Preparation for Working Life

Provision Maps

At Katherine Warrington School the Provision Map is for a student identified as requiring special educational provision or a student with an EHC Plan and includes information on:-

- the student profile
- provision put in place
- teaching strategies to enable learning to take place
- subject targets set by class teachers
- the review date to monitor individual student progress over time (see Appendix A Student Profile Provision Map)

Ensuring Access to the Curriculum for Students with SEN:

The SENCO, Head of Inclusion and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- KWS Special Educational Needs/Disability (SEND) Inclusion Policy.
- KWS SEN Information Report.
- In-class provision and support being deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition being available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Putting arrangements in place to support students with medical conditions.

Inclusion of Students with SEN

The Headteacher, Mr T Smith, oversees the Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual students, from external support services through the termly 'leadership meetings'. Where a behavioural incident warrants exclusion the relevant Head of House, Pastoral Leader and member(s) of the Senior Leadership Team will consider the incident in line with KWS Exclusion Policy.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The Learning Support Department offer an *Open Door* policy where parents can access the Head of Inclusion regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school's SEND provision and policy culminates in an SEN Information Report. The evaluation is carried out by the SENCO in consultation with the Headteacher, link SEND governor and Deputy Head of Learning Support. Information is gathered from different sources such as student and parent surveys/teacher and staff surveys/parents' evenings/ consultation evening/ report feedback forms.

This will be collated and published by the governing body of an academy school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Working in Partnership with Parents

Katherine Warington believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The Head of Inclusion provides support to teaching staff throughout the academic tutorial process and will attend parental meetings upon request.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted via email through the school in relation to SEND matters.

Staff Development and Funding

We aim to provide opportunities for all staff to develop their ability to meet students' individual needs. The financial provision for SEND will be monitored by the SENCO, Senior Leadership Team /Governors and will be reviewed in the School Improvement Plan and the school's annual budget.

A Meeting Individual Needs 'Link' group has been developed. One member of staff from each subject area is invited to attend two meetings per term. Any current issues to do with SEND and regular INSET are given to staff at these sessions. The Meeting Individual Needs 'Link' is then responsible for relaying information back to their individual department.

Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within the school and also in other schools.

Complaints Procedure

We aim to prevent formal complaints arising by our policy of parental involvement at all stages of action relating to a special need. Should there be a complaint about the school's SEND provision it is dealt with at three stages:

- Concerns are discussed first with the Headteacher.
- Formal complaint is made in writing to the Governing Body
- Formal complaint is made in writing to the Local Authority.

SEND and Inclusion Policy – Review

The Governing Body will regularly review the provision for students identified with SEND and consider the effectiveness and impact of the work done by the school.

This policy will be reviewed on a 2 year basis as part of the school's self-evaluation programme.

Appendix A Examples of Learning Support Student Profile/Provision Map

Student:		DOB:	SEN Code:	Key Worker:
Form:	Year Group:	Preferred type of learning style: Visual Audio Kinaesthetic		

<u>CORE SUBJECT SUPPORT</u>	<u>LESSONS PER WEEK</u>	<u>ADDITIONAL SUPPORT</u>			<u>SPECIALIST PROVISION</u>	
English:		KS3			Social Detectives -	
		Disapplied from a language	Lessons per week	Group size		
Maths:		LINKS involvement –		Date initiated:	Access Arrangements -	
Science:		Key Worker -			Spelling Catch Up –	
<u>ADDITIONAL SUBJECTS:</u>		Mentoring -			Breaktime Club -	
		Homework Club				Date initiated
		Handwriting Club			CAF	
		Paired Reading			BSP / PSP	
		KS4				
		Connexions				
<u>STRATEGIES</u>		Certificate in Functional Skills			Outside Agency Involvement	
Differentiated Work		Time per week				
		College Course / Qualification			<ul style="list-style-type: none"> • • • 	
TA Support		Time per week				
		Study Support	Lessons per week	Group size		
1:1		Work Experience			Date of last report:	
Small Group		LINKS involvement -		Date initiated:	<ul style="list-style-type: none"> • • • • 	
Whole Class		Key Worker –				
<u>REVIEW</u>						
Progress:						
Concerns:						

Appendix B Record of Progress

RECORD OF PROGRESS CHART

*Please ensure that this document shows progress in the current and previous year (as a minimum) to ensure that progress can be measured.
Please indicate if levels are supported by adding (s) beside the assessment.*

Child's Name:	Date of Birth
---------------	---------------

Year Group	Support in Core Subjects	Chron. Age	Reading Age	Date & Name of Spelling Test	Chron. Age	Spelling Age	P Scales /NC Levels English	P Scales/ NC Levels Maths	P Scales/ NC Levels Science	Other
7										
8										
9										
10										
11										

MIDYIS scores: Verbal

Non-Verbal

Quantitive

Mean Skills

Overall Score

Date:

Appendix C Case Study Proforma

Individual Student Case Study

Student: **Year group:**

Status: e.g. **Statemented Student (PNI)**
Pen Portrait

Students' progress and achievement over the year in relation to annual targets set at last review:		
Intervention	Impact	Positive Outcomes
<ul style="list-style-type: none">•		

Record of Progress chart and Provision Map attached