

Inclusion Policy incorporating Special Educational Needs and Disability

Legislative Compliance

For pupils resident in England:

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 children with reference to the following guidance and documents:

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice: 0 – 25 years (revised January 2015)

Ofsted Section 5 Inspection Framework September 2019

Longridge Towers School Child Protection (Safeguarding) Policy

Teachers Standards 2012

For pupils resident in Scotland:

The policy complies with the guidance given in **The Education (Additional Support for Learning) (Scotland) Act 2004**. It is written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Supporting Children's Learning Code of Practice (Revised Edition) 2010

Equality Act 2010

Education (Scotland) Act 1980

The Children and Young People (Scotland) Act 2014 "Getting It Right For Every Child (GIRFEC)"

Contact details for SENDCos

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Both are fully qualified teachers.

Mrs Cheer holds the Advanced Diploma in Managing the Role of SENDCo.

Mrs Sandra Bullen holds the National Award for SENDCos.

Inclusion Statement

We aim to achieve maximum inclusion of all children regardless of ability, gender, sex, race, religion, sexual orientation or disability. We do this through appropriate differentiation and reasonable adjustments in curriculum and physical environment, tailoring these to meet the needs of the individual. We have access to support from Northumberland SEND Services. We endeavour to cater for special dietary requirements.

Pupils who require support in English as an Additional Language have access to a specialist teacher.

Aims and Objectives of this Policy

The aim of our inclusion policy and practice in this school are:

- to focus on the outcomes for all pupils and use those to raise aspirations and expectations of achievement regardless of ability, race, religion, gender, sex, sexual orientation or ability.

We will do this by:

- developing good working relationships with all parents;
- providing curriculum access at appropriate levels for all;
- identifying pupils who require additional support in their learning;
- providing SENDCos and, if appropriate, support staff to work with staff, parents/carers and pupils to support additional learning needs;
- meeting individual needs through a wide range of provision;
- matching support provision to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes and individual progress;
- ensuring a high level of staff expertise is used to meet pupil need, through well targeted continuing professional development across the school;
- working in cooperative and productive partnership with the Local Authority and other outside agencies as required in order to ensure there is a multi-professional approach to meeting the needs of those learners who require such support;
- ensuring that all members of the Longridge Towers School community know that discrimination, victimisation and bullying are not tolerated within the school community and instances of such will be dealt with seriously.

There are also specific policies relating to Special Educational Needs and Disability in the EYFS Department and these should also be read in conjunction with this policy.

Categories of Special Educational Needs and Disability

In line with the 2015 Code of Practice, the school recognises that Special Educational Needs fall into 4 broad categories: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical Needs (In Scotland, the categories are headed as follows: Learning Environment; Family Circumstances; Disability or Health Need; Social and Emotional). These categories will be used by the school for the purpose of identifying routes of action the school needs to take in order to allow the pupil access in relation to their needs across as full a range of the curriculum as possible.

A Graduated Approach to Additional Support

- All learners will have access to quality first teaching.
- It is expected that pupils whose first language is not English will have at least a functional level of English skills on joining the school. Pupils with English as an Additional Language may have extra support in the form of individual one-to-one lessons with our EAL specialist. There is an additional charge for this and parents/carers wishing to use this facility should contact the Bursar with regard to current fees. However, the school recognises that prolonged withdrawal from mainstream teaching for these pupils is not recognised as good practice and does not promote rapid language acquisition. This is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum within classes and it is this route we prefer to follow at Longridge Towers School.
- Pupils who are underachieving but assessed as not as having special educational needs will be supported by differentiation of the usual school curriculum and, if appropriate, pastorally.

Identification and Initial Interventions

All teachers differentiate work as part of quality first teaching. However, there are times when pupils appear to be underachieving. This may be due to a variety of reasons other than having a special educational need. Nonetheless, once this has been identified, strategies should be put in place promptly.

Identification of a need may be done by:

- using data such as information from previous schools or from other services where available, entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil data such as InCas and MIDYiS;
- following up concerns raised by parents;
- following up concerns raised by the pupils themselves;
- following up concerns raised by teaching staff.

Where children 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 interventions to address targets identified for individual pupils.

Interventions may include:

- pastoral support;
- parental support;
- further differentiation of resources in consultation with the Head of Department and, if appropriate, the SENDCo;
- homework/learning support club;
- classroom-based assessment and monitoring arrangements using the Assess – Plan – Do – Review cycle;
- individual class support;
- small group withdrawal;
- 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 pupil's needs;
- involving the support of Northumberland SEND Services where it is suspected that a specific special educational need exists and more specialist input would be beneficial.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for pupils with additional needs will be carried out in the following ways:

- informal feedback from all staff teaching the identified learners;
- informal pupil and parental feedback;
- teacher discussions with the SENDCo;
- reviewing of lesson planning by the teacher and SENDCo in relation to identified learners;
- classroom observation by the SENDCo and/or other senior leaders;
- monitoring Personal Learning Plans (PEP)/Individual Education Plans (IEP) targets, evaluating the impact of PLP/IEPs on pupils' progress;
- pupil feedback when reviewing existing PLP/IEP targets and setting new ones; parent/carer feedback when reviewing existing PLP/IEP targets and setting new ones;
- pupil progress tracking using assessment data such as grades (whole-school processes).

Managing Pupils' Needs

- As part of the entry process, parents/carers are asked to bring to the attention of the school any existing SEND needs of any pupil they are considering placing with the school in order that appropriate support can be given in entrance assessments and also that the school can ensure that appropriate adjustments may be put in place to support that pupil from their first day. References are also sought from the current educational setting being attended.
- Pupils identified as having SEND needs will appear on the SEND Register. Pupils who are under-achieving and pupils with EAL who do not have SEND will be listed as receiving Learning Support but will not be part of the SEND register.
- All pupils appearing on the SEND register will either be in the category of Quality First Teaching (QFT) or have a PLP/IEP. QFT indicates that the pupil has SEND but appropriate in class differentiation meets their needs. Pupils with more complex needs will have an PLP (Junior Department) or an IEP (Senior Department);
 - PLP/IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which are to be constantly refined and amended;
 - PLP/IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children;
 - PLP/IEPs will be accessible to all those involved in their implementation;
 - PLP/IEPs will be based on informed assessment and will, where appropriate, include the input of outside agencies;
 - PLP/IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly;
 - PLP/IEPs will be time-limited, with regular reviews being part of the monitoring process;
 - PLP/IEPs will have Specific, Measureable, Attainable, Relevant, Timely (SMART) targets set for or by the pupil in consultation with teachers, parents/carers, the SENDCo and other professionals as appropriate;
 - PLP/IEPs will specify the type of support to be provided for each target, the person or persons responsible for its provision, and when this support will be carried out;
 - PLP/IEPs will state what the expected outcome for the learner will be at the end of the targeted provision.

- In the Junior School, pupils will be given support as appropriate during formative assessments.
- In the Senior School, pupils who have been identified as having a specific learning difficulty may be eligible for additional examination provision through access arrangements. The SENDCo will discuss this with parents, should they feel that particular learners are eligible under examination board criteria for such provision.
- On very rare occasions, where a pupil 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 (England) or a Co-ordinated Support Plan (Scotland).

Education Health and Care Plan/Co-ordinated Support Plan

- Where a lack of significant progress is made, or a pupil is identified with having multiple needs which require multi-agency support, the school may, in consultation with parents, approach the local authority in which the pupil normally resides with respect to requesting a referral for an EHC plan or a Co-ordinated Support plan.
- Pupils 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 pupils on the SEND list and, in addition to this, will have an Annual Review of their statement/plan with the local authority.

Requesting an EHC Plan (Pupils resident in England)

It is anticipated that the request for an EHC plan would be made by the SENDCo in consultation with the parents/carers and the identified pupil. However, parents/carers and the pupil themselves all have a statutory right to make this request.

- Once a request has been made, the Local Authority (LA) must decide as to whether an EHCP needs assessment is necessary. Their decision must be communicated to those making the request, along with reasons supporting the final decision. Where the decision is not to proceed, the LA must also inform those making the request of their right to appeal. This must all be done within six weeks of the original request.
- Where the LA decides an EHCP assessment is required, they may seek information about the pupil's educational, social and health needs. Using this evidence, they will then decide whether or not an EHCP is needed. Where the decision is made not to proceed any further, the LA must inform those making the request of their decision, along with their right to appeal. This must all be done within sixteen weeks of the original request.
- Where the LA decides to issue an EHCP, a draft is sent out to those making the request. At this point those making the request have 15 calendar days to comment and express a preference for a specific educational placement. They also need to indicate whether they would like to make use of the personal budget.
- On receipt of this information, the LA must consult with the educational establishment requested as to the placement. The establishment has 15 calendar days to respond.
- Further consultation will take place with those placing the EHCP request and after any agreed amendments, the EHCP will be issued. There will be a final right to appeal at this point.
- The maximum time to complete the whole process should be no more than twenty weeks.

Requesting a Co-ordinated Support Plan (Pupils resident in Scotland)

The process is listed below. However, parents/carers should be aware that as Longridge Towers is an independent school in England, Scottish Borders and other Scottish authorities have no legal obligation to make such provision, but may do so under discretionary powers.

- Pupils must demonstrate additional support needs as a result of one or more complex factors which are likely to continue for more than a year.
- As for an EHCP, it is anticipated that the request for a Co-ordinated Support Plan would be made by the SENDCo in consultation with the parents/carers and the identified pupil. However, parents/carers or the pupil themselves have the right to request a Co-ordinated Support Plan. The request must be supported by sufficient information regarding the basis of the request.
- Once a request has been made, the responsible Education Authority (EA) will consider whether or not to deal with the request. This must all be done within eight weeks of the original request. No response within the eight weeks indicates that the EA will not be dealing with the request for a Co-ordinated Care Plan. It may be possible to refer this decision to a Tribunal.
- Where the EA decides a Co-ordinated Care Plan assessment is required, they will inform the person making the request and give further information about the nature of that assessment. They must then seek information about whether the pupil fulfils the criteria for a Plan, take account of the pupil's educational, social and health needs, make their decision and notify the parents or pupil of the outcome. If it is established that a Plan is required, it should also be prepared. This must all be done within sixteen weeks from the point where those making the request have been informed of the EA's intention to carry out an assessment. No response within the sixteen weeks indicates that the EA does not feel it appropriate for the pupil to have a Co-ordinated Care Plan. It may be possible to refer this decision to a Tribunal.

Exiting Additional Support

- Any pupil subject to an EHCP or a Co-ordinated Care Plan will have the Plan reviewed formally within twelve months of its issue. This is done in conjunction with the appropriate Local or Education Authority. It should be noted that these plans can be amended or even discontinued when pupils no longer need this level of additional support. Support will continue at an appropriate in-school level if it is required.
- Likewise, pupils who are subject to PLP/IEPs may not require them for the duration of their school careers. Pupils may have a PLP/IEP discontinued if this is considered appropriate after discussion with the SENDCo, relevant staff, parents/carers and the pupil. Again, support may continue at an appropriate in-class level if required. Adjustment would be made to move the pupil from the SEND register to the Learning Support register.
- Under-achieving pupils will be removed from the Learning Support register when they are no longer considered to be under-achieving.
- EAL pupils will be removed from the Learning Support register when it is considered that their English is developed sufficiently enough as to not disadvantage them in their education.

Storing and Managing Information

- In the Senior School, information regarding pupils with SEND will be managed by the Senior School SENDCo and shared with staff in an appropriate and timely manner. Electronic copies of IEPs will be stored either on the school's computer intranet system in the Learning Support Folder (Staff Shared Area) and within the individual pupil's 3Sys file. Hard copies of IEPs, along with correspondence, review minutes and confidential reports will be stored in locked filing cabinets in the SENDCos office. The records of pupils transferring to other schools may be provided as part of information requested by the new school. The records of pupils leaving education are archived with the pupil's school file.
- In the Junior and EYFS Departments, information regarding pupils with SEND will be managed by the EYFS/Junior School SENDCo and shared with staff in an appropriate and timely manner. Electronic copies of PLPs will be stored either on the school's computer intranet system in the Junior SEND Folder (Staff shared, Junior area). Hard copies of PLPs, along with correspondence, review minutes and confidential reports will be stored securely in filing cabinets in the Head of the Junior Department's office. PLPs are held by each class teacher and are stored in a lockable drawer within the classroom. The records of pupils transferring to other schools may be provided as part of information requested by the new school. The records of pupils leaving education are archived with the pupil's school file.

Supporting SEND Pupils Through Transition

- The school is aware that for some types of SEND, transition and change can be a time of anxiety, both for themselves and their parents. Key points for this are: EYFS to KS1; KS1 to KS2; KS2 moving to Senior School and KS3; the move from KS3 to KS4 including Subject Options; the move to KS5 and 6th Form; pupils transferring into or out of Longridge Towers School at any stage;
- Pastoral staff and SENDCos work with parents/carers, pupils and teachers from other schools as appropriate to identify particular anxieties and try to address these through information evenings, transition meetings in school, taster days and the P.S.H.E. curriculum, both prior to and after the transition date.

Supporting Pupils at School With Medical Conditions

- Longridge Towers recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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 Equality Act 2010.
- Staff taking pupils on trips are made aware of medical conditions of specific pupils in their care along with appropriate information to ensure that, should the need arise, any treatments required are appropriate.
- The school employs a State Registered Nurse as a full time Matron. She is actively involved with managing pupils with medical conditions within the school settings. She gives support and advice to staff in relation to pupils, sharing information in a timely and appropriate fashion. A number of the staff also hold current First Aid and Paediatric First Aid certificates appropriate to the age range of pupils they are working with.

- The school has a specific policy for the Administration of Medicines for the whole school and in addition, the EYFS department also have policies on First Aid and Illness Exclusion. We adhere to the guidelines issued by Northumberland County Council on Supporting Pupils with Medical Conditions.

SEND Training and Resources

- In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school with appropriate accreditation in relation to the role. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment. Currently, Mrs Cheer holds the Advanced Diploma in Managing the Role of SENDCo. She is also a member of the National Association for Special Needs (NASEN). Mrs Bullen is a qualified and very experienced teacher, who holds the National Award for SENCOs.
- All staff will be trained in how to best support learners with additional needs in order to maximise their achievement. This is done through a mixture of in-service days and individual and small group training throughout the year.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school through its Service Level Agreement with Northumberland County Council.
- Resources for SEND are purchased in consultation with both the appropriate SENDCo and the Bursar.

Areas of Responsibility

The Headmaster

The Headmaster and the governing body are responsible overall for ensuring that provision for pupils with regard to special educational needs is made appropriately. The Headmaster will be advised on the day to day implementation of this policy by the Special Educational Needs and Disability Coordinators (SENDCos), with whom he will liaise in regard to all matters in this area.

Special Educational Needs and Disability Coordinators (SENDCos)

In line with the recommendations in the SEND Code of Practice 2015, the SENDCOs will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers;
- managing other classroom staff involved in supporting learners with additional needs;
- overseeing the records on all children with special educational needs;
- liaising with parents of children with SEND, in conjunction with class teachers;
- contributing to the in-service training of staff;
- implementing, in conjunction with the Local Authority, a programme of Annual Review for all pupils with an EHCP or Co-ordinated Care Plan
- overseeing the smooth running of transition arrangements and transfer of information for all SEND pupils at points of transition;
- monitoring the school's system for ensuring that Personal Learning Plans/Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils;

- evaluating regularly the impact and effectiveness of all additional interventions for all learners with special educational needs;
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress;
- attending area SENDCo network meetings and training as appropriate;
- liaising with the school's Governing Body, keeping it informed of current issues regarding provision for 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 SENDCo to agree :
 - which pupils in the class have additional learning needs;
 - which pupils are underachieving but do not have special educational needs;
- securing good provision and good outcomes for all groups of additional needs learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
 - ensuring there is adequate opportunity for pupils 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”;
 - ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

Teaching Assistants

- liaising with the SENDCo with regard to:
 - deployment and timetable;
 - requests for resources;
 - supporting pupils in small groups;
 - attending PLP/IEP reviews or giving feedback as appropriate and developing good working relationships with parents;
 - writing, as required, reports and PLP/IEPs.
- liaising with class teachers to
 - support the learning of individuals or small groups within a class;
 - prepare, organise, deliver and follow up different aspects of the curriculum;
 - assist pupils with personal organisation as required;

Inclusion of Gifted and Talented Pupils

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our pupils every opportunity to achieve the highest of standards across the whole curriculum with appropriate differentiation to provide challenge.

We also offer a range of extra-curricular activities for all our pupils. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. A wide range of activities is available, including sport, drama, music, ICT,

creative and practical based activities. The activities available change at key points in the year and a list of the clubs currently being offered is available on the school website. In addition, the school participates in a number of local and national inter-school competitions such as Maths Challenge and the Salter Science Competition.

Pupils identified as Gifted and Talented will appear on the Learning Support register in order that teachers are aware of their additional needs. Some Gifted and Talented pupils may also have a PLP/IEP if it is considered the most appropriate way to support their needs.

Complaints

Complaints are dealt with using the procedures set out in the school's Complaints Procedure, a full copy of which may be obtained upon request from the School Office. It can also be found on the school website under Policies.

IJCHeer 22nd January 2016

Policy reviewed IJC/SBu August 2019

Date of next review August 2020