



Moulton School
&
Science College

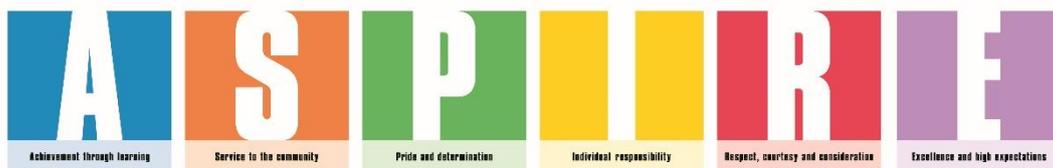
INCLUSION POLICY

Incorporating Special Educational Needs & Disability Information

In compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2014)

If you wish to find out what services Northamptonshire Local Authority provides for students with Special Educational Needs and Disabilities please click on the link below:

www.northamptonshire.gov.uk/localoffer



strive for great Things

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the Devolved Schools Budget.

Aims and Objectives of this Policy

The aims of inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services (Information, Advice and Support Service, IASS) as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

Involvement of Pupils

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

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Management of Inclusion within School

The head teacher and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Head of Inclusion (HOI). The HOI is responsible for reporting regularly to the Deputy Headteacher on the on-going effectiveness of this inclusion policy. This will also include responsibility for children who have EAL. This information is relayed to the Head and Governors through the appropriate channels.

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

Head of Inclusion

All members of the school community, and especially those taking a leadership role, are expected to support, both explicitly and implicitly, the school's ASPIRE ethos. The setting and achieving of the highest aspirations, striving for great things, is fundamental to all that we seek to be.

The Head of Inclusion is responsible for all aspects of provision and outcomes within SEND, including;

- Curriculum and schemes of work
- Whole school provision map for vulnerable learners
- The quality of teaching, learning and assessment
- Analysis of achievement data for SEND, EAL and other children who come under the Inclusion umbrella to assess the effectiveness of provision and to implement appropriate changes.
- SEND student behaviour and engagement
- SEND Parental partnership and engagement
- Self-evaluation of provision within SEND, and its impact on outcomes for students with learning difficulties/disabilities (LDD), including tracking and intervention programmes to support progress across all subjects
- Responsibility for Curriculum Support provision

- Behaviour intervention programmes, both internal and through the use of external agencies
- Oversight of counselling provision and linked intervention and support
- Looked after children (CLA) in conjunction with Year Leaders and PSAs
- Oversight of the maintenance and updating of the medical register in liaison with the Student services Manager
- Medical training for staff, oversight of medicines and liaison with the PCT
- Improvement planning
- Staff performance
- Appraisal and professional development for members of the SEN / Inclusion team
- Managing staff absence
- Providing support for children with EAL as requested
- Co-ordination of provision for children with Special educational Needs and the organisation of the LSA support timetable.
- Management of LSA learning support, including appraisal
- Administration, finance and resource management for inclusion
- Liaison with external agencies, for example hospital outreach, CAMHS, educational psychologists, LA in relation to looked after children
- Accommodation and facilities

The Head of Inclusion will be part of the extended Senior Leadership Team.

Deputy Head of Inclusion (SENCO)

To support the Head of Inclusion in fulfilling the above responsibilities, taking lead responsibility for:

- Register of SEN students (SEN Support K, statemented S or Education, Health and Care Plan E) and ensuring a high profile for this information in the classroom
- Overseeing and maintaining the records for all children on the SEN register
- Carrying out referral procedures to the Local Authority for funding / provision for children considered to have Special educational Needs
- Support for the statementing processes and implementation of annual reviews
- Completion of IEPs for children who have statements of SEN and for those who it is agreed would gain significant benefit from having one
- Liaison with primary schools, including transition
- Liaising with the Literacy Progress Leader to assess children on transfer and using this data in conjunction with KS2 data and diagnostic reports in order to identify those with Special Educational Needs
- Attending area SENCo network meetings and training as appropriate
- Parental partnership and engagement
- Examination Access Arrangements
- Liaising closely with a range of external agencies, such as the educational psychology service to support vulnerable children
- Liaising with the HOI to keep him/her informed of current issues regarding provision for vulnerable children.

To deputise for the Head of Inclusion, as necessary

Literacy Progress Leader

To support the Head and Deputy Head of Inclusion in fulfilling the above responsibilities, taking lead responsibility for:

- Involvement with baseline and progress assessments
- Reading, writing and other literacy intervention programmes (e.g. students withdrawn from MFL, registration support sessions, reading intervention programmes sessions)
- Working in liaison with the Deputy Subject Leader for English (KS3), to develop appropriate programmes of work for students with weak literacy skills.
- Support, training and CPD activities to equip English teachers to deliver literacy intervention in the context of their schemes of work, and to equip LSAs to deliver literacy intervention programmes , as required
- Providing support for children with EAL as requested

L4 LSA (Personnel)

The L4 LSA (learning support) will take the lead role in the day to day management of all Learning Support Team and Inclusion room provision including the responsibility for:

- Management of LSA staff absence
- Modifications and daily changes to the support timetable
- LSA observations and performance management
- Contribute to training
- Managing inclusion referral procedures for students in C5
- Maintaining a positive and effective working environment
- Maintaining student records and records of attendance
- Managing supervising staff and providing supervision as necessary
- Ensuring the provision of suitable work from subject staff
- Ensuring work is marked by the relevant staff and appropriate feedback is provided
- Liaising on a regular basis with the Deputy Head of Inclusion and the Head of Inclusion.

L4 LSA (Behaviour Intervention)

The L4 LSA (Behaviour for Learning) will take the lead role in development and delivery of behaviour intervention programmes with small groups and individuals. This will include the responsibility for:

- Managing the referral procedure for students
- Maintaining appropriate records
- Managing a small team of LSA staff
- Observing students in lessons
- Providing appropriate intervention strategies, 1:1 or in small groups,
- Taking part in appropriate training
- Providing appropriate training for BFL LSAs and other school staff as required
- Providing students, parents and staff with appropriate feedback
- Liaising on a regular basis with the Head of Inclusion.

Teachers / LSAs

Will liaise with the Deputy Head of Inclusion / SENCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements)

Will secure good provision and good outcomes for all groups of vulnerable 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” the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in their area. (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Before joining Moulton School we will:

- Liaise with partner schools, parents and where appropriate external agencies to collect information on children who have already been identified as having SEND.
- Attend annual reviews or multi-agency meetings as necessary in order to facilitate effective transition
- Arrange transition programmes as appropriate to need

Once students arrive at Moulton School we will:

- Take account of previous assessments including KS2 data and any medical information that may relate to their educational needs.
- Undertake a range of assessments to identify any additional need and establish their strengths
- Review existing IEPs and other information provided by previous schools and external services.
- Follow up parental concerns
- Track individual student progress over time

- Undertake 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. It may include a bilingual assessment where English is not the first language.
- Consider the involvement of external agencies where it is suspected that a special educational need is significant.
- Provide all appropriate teaching and support staff with information about student SEND

Once students leave Moulton School we will:

- Pass on information about their educational history to any receiving place of education
- Provide reports and or references to receiving places of education

The kinds of Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Dyspraxia
- Moderate Learning Difficulty
- Autistic Spectrum Disorder
- ADHD
- Visual Impairment
- Hearing Impairment
- Physical Impairment

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil’s and the school’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

Staged arrangements for supporting vulnerable learners (including pupils with special educational needs)

Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

SEN list and additional SEN Support:

- Pupils will be placed on the school's SEN list and offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the SEN list.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying Special Educational Need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- 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 & Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term individual Education Plan is required.

- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs.
 - Our 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.
 - Our IEPs be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our IEPs will be based on informed assessment and, where appropriate, will include the input of outside agencies.
 - Subject staff will set short / medium term SMART targets set for or by the pupil and will be time limited
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Statement of Special Educational Needs & Disability / EH&C plans

Pupils with a statement of educational needs and Education, Health and Care Plans 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.

Our Annual Review procedures fully comply with those recommended in Chapter 9 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Curriculum Access and Provision for vulnerable learners

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 these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club
- Reduced timetable and supported individual study
- School counsellor referral

Monitoring and Evaluation

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

- classroom observation
- pupil progress checking by using whole school data and the regular interim reports
- using SIMS to monitor attendance, behaviour and achievement as well as liaison with the Education Inclusion Partnership (IEP)
- regular and / or annual review meetings for students with statements or EH&C Plans as necessary
- ongoing assessment of progress made by intervention groups
- regular work sampling
- regular assessment of reading and spelling ages where appropriate
- appropriate assessments pre and post intervention strategies
- pupil interviews when setting new IEP targets or reviewing existing targets
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils progress
- regular staff feedback
- headteacher reports to Parents and Governors

Inclusion of pupils with English as an Additional Language

Definition:

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions:

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision:

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

Initial assessment of EAL using QCA “A Language in Common” to record stage of language acquisition where it is below English NC Level 2.

A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil’s first language.

Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil’s academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.

Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.

Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school’s provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents’ evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- monitoring the progress of children who are “looked after” to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are “looked after” have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, three times per year
- ensuring that information concerning the education of children who are “looked after” is transferred between agencies and individuals
- preparing a report on the child’s educational progress to contribute towards the statutory review (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child’s social worker to ensure that there is effective communication at all times
- celebrating the child’s successes and acknowledge the progress they are making.

Our school will work closely with the county’s The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

Please see the Policy for able, gifted and talented students

Links with Other Services

If you wish to find out what services Northamptonshire Local Authority provides for students with Special Educational Needs and Disabilities please click on the link below:

www.northamptonshire.gov.uk/localoffer

Effective working links will also be maintained with:

Educational Psychology Service:	01604 630082
Education Entitlement Team:	0300 1261000
Information, Advice and Support Service:	01604 636111
Virtual School for Looked After Children:	03001261000
Hospital & Outreach Education:	01604 662250
CAMHS:	01604 656060

Responsibilities within our school

Deputy Head Teacher:	Angela Dabbs	angie.dabbs@moultonschool.co.uk
Head of Inclusion:	Peter Crotty	peter.crotty@moultonschool.co.uk
SEN Coordinator:	Leigh Millar	leigh.millar@moultonschool.co.uk
Leader for Gifted and Talented:	Georgina Turner,	georgina.turner@moultonschool.co.uk
Leader for Literacy Intervention:	Anna Markie	anna.markie@moultonschool.co.uk

Designated Teacher for Looked After Children: Peter Crotty

This policy should be read in conjunction with:

Able, Gifted and Talented Policy

Child Protection Policy

The equality Duty Policy

The Policy was updated in April 2016 and will be fully reviewed by Governors in September 2016. Thereafter the policy will be reviewed annually.