



Chosen Hill School
Inclusion
(Special Educational Needs & Disability)
Policy

Responsible Committee	Learning and Outcomes
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Chosen Hill School is an 11-18 comprehensive school that values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEND are valued, respected and equal members of the school. As such, provision for students with SEND is a matter for the school as a whole.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND.
- To enable students with SEND to maximise their achievements.
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents and carers and to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To work in collaboration with other stakeholders.

Definition of Special Educational Needs and Disabilities.

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 him or her. This includes additional or different support to that of other students. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Roles and Responsibilities.

The Inclusion Manager and Special Educational Needs Co-ordinator (SENCO) will analyse the attainment data; this enables Chosen Hill School to develop its strengths and determine areas for development. The other roles of the Inclusion Manager include:

- Contributing to the strategic development of SEND provision;
- Overseeing the day-to-day operation of the SEND Policy;
- Co-ordinating, tracking and monitoring the impact of provision for students with SEND;
- Promoting the inclusion of SEND students within the school community;
- Liaising with and advising teachers and contributing to the professional development of staff.
- Effective management and deployment of SEND support staff.

- Maintaining records of provision and disseminating information about students' needs;
- Liaising with parents and carers;
- Liaising with external agencies;
- Reporting on the progress of students with SEND;

The Special Educational Needs department is line managed by a member of SLT. The Inclusion Manager is responsible for leading and managing the SEND Team and all its functions. The Manager, with SLT, will ensure that the requirements of the SEND Code of Practice are met. The Headteacher is responsible for the admission arrangements which accord with those consulted on with GCC. The school acknowledges in full its responsibility to admit children with already identified special educational needs and disabilities, as well as identifying and providing for those not previously identified as having SEND.

There is a link Governor who is responsible for informing the Governing Body on all aspects of the school's work with SEND students and ensuring the Governing Body as a whole oversees effective SEND provision and offers appropriate support and challenge in the areas of SEND that relate to:

- Clarity of vision, ethos and strategic direction for SEND;
- Accountability for the educational performance of SEND students;
- Effective use of funding and resources to meet the needs of students with SEND;
- Monitoring of SEND provision and taking account of the views of students, and parents and carers.

The Governing body are updated on the progress of SEND students regularly and a SEND Information Report is produced annually. Chosen Hill has a link Governor for CIC who works with the Inclusion Manager as the designated teacher. A member of SLT has responsibility for safeguarding in the school.

Responsibilities of Teachers.

All teachers are teachers of students with SEND and additional support cannot compensate for a lack of good **quality first teaching**. Subject teachers are responsible and accountable for the progress and development in of all students in their classes. With advice from the support of the Inclusion Team, teachers match the learning to the needs and abilities of each student. They use a range of strategies to develop the student's knowledge, understanding and skills. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Where appropriate, materials are modified or support provided to enable students with SEND to access the learning or the assessment processes. Chosen Hill is able to assess Access Arrangements, ensuring that all students with SEND receive their entitlement in tests and examinations.

All students have the entitlement to a broad, balanced and relevant curriculum. In the main students with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age. All teaching and support staff are aware of the national inclusion requirements and in their planning and teaching they strive to:

- Provide suitable learning challenges;
- Meet the student's diverse learning needs;
- Remove the barriers to learning and assessment.

Quality First Teaching.

The approaches listed below reflect adjustments that can be reasonably offered by Chosen Hill School staff in the classroom. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped within the types of need identified by the Code of Practice. It summarises approaches that can be seen in any inclusive classroom.

Possible approaches to support Communication and Interaction:

- Outcomes modelled and demonstrated;
- Clear classroom organisation and structures;
- Clear unambiguous use of language;
- Opportunities to work independently without interruption;
- Time provided for pupils to process language;
- Teacher able to access and employ method of communication appropriate to pupils' need;
- Clear and simple instructions.

Possible approaches to support Social, Emotional and Mental Health difficulties:

- Tactile sensory objects to calm students;
- Time out arrangement;
- Understanding of methods to motivate a range of learners;
- Recognition of sensory needs and appropriate adjustments made;
- Positive regular communication with parents;
- Clear rewards and sanctions;
- Consistent use of positive language;
- Clear and understood behaviour policy.

Possible approaches to support cognition and learning needs:

- Differentiated curriculum;
- Reading material accessible to students;
- Students can present knowledge in a variety of ways;
- Assessment for learning- pupils are aware of next steps in learning and how to achieve them;
- Accessibility to personalised learning aids such as word banks, number lines etc.;
- Collaborative working opportunities;
- Repetition and reinforcement of skills;
- Multi-sensory approaches to learning;
- Methods to summarise and highlight key teaching points;
- Questions differentiated in accordance to level of understanding and emotional needs;
- Interactive learning opportunities as appropriate.

Possible approaches to support sensory and/or physical needs:

- Environmental adaptations to suit cohort or individual pupils;
- Access to equipment to ensure mobility;
- Awareness of seating positions to take into account sensory difficulty;
- Adaptations of resources to ensure accessibility;
- Adaptations to presentation of learning;
- Effective use of resources and technology;

Specialist staff.

Chosen Hill has a designated Inclusion team. There is a range of specialist equipment and resources available to support SEND in the centre. There are two specialist teachers, a designated administrative assistant and a team of LAs that support inclusion work across the curriculum.

The Inclusion Team work closely with members of the Pastoral Team including Learning Mentors, Year Leads-Progress Coordinators, Senior Progress Coordinators, Educational Welfare Officer, Student and Families Welfare Officer and the school counsellor.

External agencies and specialists such as advisory teachers, educational psychologists, speech and language therapists, physiotherapists, occupational therapists, EAL specialists support students and provide advice and strategies to teaching staff and learning assistants.

For referrals to the Advisory Teaching Service, a set of criteria (as determined by them) must be met. This varies depending on the primary need but may include two cycles of APDR and a completion of a My Assessment.

The school has a limited number of sessions with the Educational Psychology Service each year and therefore students must be on an MPP/EHCP or equivalent for a referral to be made.

Training and CPD.

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The Inclusion Manager is aware of relevant courses relating to SEND and staff have access to this information. Attendance on courses is generally planned in relation to staff need and decisions about staff development are based on this. All staff have access to training, including LAs.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service and Advisory Teaching service, Occupational Therapy Service. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involvement of Parents and Carers and Students.

Chosen Hill endeavours to engage parents and carers in SEND Reviews to secure maximum progress as they hold key information and have a critical role to play in their son/daughter's education. All parents and carers of students with special educational needs are treated as partners.

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school seeks to listen to the views of the student. For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to overcome them.

We also encourage students with SEND to make choices about their personal targets and other elements of the SEND process, facilitated by an adult when necessary. All students with SEND are given the opportunity to contribute to their reviews. Assessment for Learning is also widely used across the school to develop independent learners – including learners with additional needs.

Identification, Assessment and Provision.

- Chosen Hill's processes for identification of SEND are well established. Prior to a student transferring to the school, there is contact with primary Schools (or previous school if an older child) and where appropriate, students transfer onto the SEND Register. Assessment and screening then takes place and SEND reviews are completed to make further adjustments, as necessary.
- Staff at Chosen Hill regularly monitor the progress of all students in their classes/faculties. Teachers and parents are encouraged to share any concerns they have about a student at Chosen Hill with the Inclusion Team, which will lead to further discussion and or assessment in order to identify any additional needs. Where appropriate, information and strategies will be shared with teachers and additional provision may be provided.
- Chosen Hill uses Local Authority guidance to place students at an appropriate level on the SEND Register. A range of provisions are available for various categories of SEND and are subject to continual review and development. The school uses the graduated approach that enables the right level of intervention and support when needed. In Gloucestershire, a system of 'Plans' ensures needs and outcomes are identified. Students at SEND Support may have a 'My Plan' or 'My Plan+'. These are person-centred plans that are reviewed as part of a cycle of 'Assess, Plan, Do, Review'.
- In addition to the statutory curriculum, the school provides a wide range of additional activities. These include lunchtime clubs, extra-curricular events and activities and individual programmes of support.
- The school has an Inclusion Support Room with an Education Support Officer and a Specialist Learning Assistant who provides support for students with Social, Emotional and Mental Health needs throughout the school day.
- The Inclusion team work closely with the Educational Psychology service and where necessary students are assessed formally by an Educational Psychologist. These tests determine any underlying additional educational needs. The information is used to advise and guide both specialist teaching practice and quality first teaching within the classroom.

Sixth form admissions and support:

- SEND students who meet the admissions criteria for study post 16 in the Sixth form will receive continued support for additional needs for the duration of their courses;
- Support is personalised and all advice and guidance, as well as admission criteria, is based on providing appropriate next steps to allow every student to achieve;
- They may also be eligible for additional support under the Vulnerable bursary fund or Care to Learn which can be accessed in school.

Student Passports.

Chosen Hill currently produces a Student Passport for all students on the SEND register and for any other student identified as having an additional or medical need. These are produced by the Inclusion Manager using a range of information from a variety of sources/contributors including parents, carers and students. They are written for classroom teachers to support their inclusive teaching and are updated as necessary.

Typical sections of a passport include: current attainment data, description of needs, provision - including mainstream classroom interventions, what helps and doesn't help the student. Students on the Inclusion Register also have a My Plan with some SMART targets on it which are reviewed each year. Reviewed documents will be shared with staff and parents.

Monitoring and evaluating success of the education of SEND students.

Chosen Hill, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect the Governing Body reviews at the appropriate committee meeting the education provided for and the achievements of students with SEND. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching;
- Analysis of the attainment and achievement of different groups of students with SEND.;
- Success rates in respect of individual targets;
- Post-16 destinations of students with SEND;
- Scrutiny of teachers' planning and students' work;
- The views of both the parents and carers, students and other stakeholders;
- Regular monitoring by the Governing Body/SEND Governor;
- Maintenance of assessment records that illustrate progress over time;
- Meetings between Inclusion Manager and class/subject teachers; subject leader; Pastoral Heads; Learning Assistants as appropriate.

The school will collect and analyse data about students with SEND in respect of:

- Exclusions (permanent and fixed term);
- Rewards, sanctions and incidents;
- Attendance and punctuality (school and lessons);
- Participation in extra-curricular activities.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development within the SEND Improvement planning and self-evaluation cycle.

Where there are concerns about a student's progress due to SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

Support for students with EHCPs.

The Inclusion Manager will ensure the arrangements made for those with EHCPs are made so that reviews are organised, conducted and recorded in accordance with the regulations and that the provision included in the Review is met. The school will ensure that its procedures comply with the

SEND Code of Practice. Whilst the Code is not statutory, save for the aspects related to students with EHCP, recommendations of best practice from the code are followed.

Support for students with medical conditions.

Chosen Hill recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

SEND funding

There are three areas of funding for SEND:

- *Core Funding* – This is determined by the total number of students on roll in each academic year.
- *Additional Support Funding* – This is also referred to as the ‘notional SEND budget’. This is based on a formula and takes into account the number of students in Year 7 who did not attain expected levels in English or Maths at the end of Key Stage 2.
- *Top-Up Funding* – This funding is provided for provision where students require specialist support and have an EHCP that specifies a high level of provision is required in excess of the amount of support expected to be provided from either the Core Funding or notional SEND budget. This funding has been revised from April 2019 and provision at the school is being adjusted in line with these changes.

Accessibility.

Chosen Hill recognises the duty to increase the accessibility of its site in accordance with the SEND and Disability Act 2001. The Inclusion Manager liaises with the Physical Disabilities Team within the Advisory Teaching Service, as well as Occupational Therapy, to ensure students have appropriate wheelchairs, seating, hoisting equipment and resources/equipment to enable full participation in the curriculum. Where appropriate, students have personal emergency evacuation plans.

Links.

Chosen Hill’s SEND Information Report is updated at least annually and provides detailed information on current SEND provision. It is designed to be helpful to parents and carers when deciding whether Chosen Hill is the school that can best meet their child’s needs. The report contains a link to the school’s Local Offer and should be viewed in conjunction with this policy. Website: www.chosen-hill.gloucs.co.uk

Raising concerns.

Concerns should be raised in line with the school’s Complaints Policy which can be accessed via the website or be provided in hard copy on request.

Glossary.

CIC	Child in Care
CPD	Continuing Professional Development
EHCP	Education, Health and Care Plan.
GCC	Gloucestershire County Council
IEP	Individual Education Plan
LA	Learning Assistant
MPP	My Plan Plus
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability