

Policy Title	SEND Policy	Version No	2
Rationale	<p><i>This policy has been updated following changes to the law and statutory guidance from September 2014 and to reflect the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014). It sets our vision and principles for children and young people with SEND.</i></p> <p>This policy document sets out the broad aims of The Duston School and how we will work to ensure the values, abilities and achievements of all its community are taken into account.</p> <p>Inclusion makes good educational sense and is fundamental to school improvement. An inclusive school ensures all its members feel they have a part to play in society.</p> <p>In developing this policy we have paid close attention to the new SEND Code of Practice (DfES, 2014), Every Child Matters, Disability Discrimination Act (1995), Disability Equality Duty (2006), Disability Equality Scheme (2008), and Removing Barriers to Achievement (DfES 2004). The Student Wellbeing Department is supported and monitored by The Inclusion Quality Mark.</p> <p>We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.</p> <p>The governors and staff recognise that learners may have additional needs throughout or at any time during their school career. Staff will take into account planning for students’ individual needs. The provision made therefore enables students to participate effectively in all curriculum and assessment activities in addition to broader aspects of school life.</p> <p>The Student Wellbeing Department mission statement is:</p> <p>Making it possible for everybody, regardless of difference in mind or body, to be part of our school community, find their own personal space in society and achieve their potential.</p> <p>At The Duston School we believe that Inclusion means the continuous process of increasing the presence, participation and achievement of all children, young people and adults in the local community.</p> <p><i>“Inclusion is about engendering a sense of community and belonging. Inclusive schools have:</i></p> <ul style="list-style-type: none"> • <i>an inclusive ethos</i> • <i>a broad and balanced curriculum for all students</i> • <i>systems for early identification of barriers to learning and participation</i> • <i>high expectations and suitable targets for all students”</i> <p><i>“Inclusive Schooling” DfES Nov 2001</i></p>		

Policy Aims

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The Special Educational Needs and Disability Act 2001 amended the Disability Discrimination Act 1995 (DDA) to make it unlawful for education providers to discriminate against disabled pupils, students and adult learners; and to make sure disabled people are not disadvantaged in their school careers. The Duston School Student Wellbeing Department works to ensure all stakeholders are included in every part of the educational process to provide students with every opportunity possible to fulfil their potential.

This Policy applies to Staff and Students.

The aim of this policy is to set out our commitment to an inclusive learning environment.

- To ensure the early identification of all students requiring additional provision
- To create an environment that meets the individual needs of all learners
- To ensure that all students have equal access to a broad, balanced and differentiated curriculum
- To ensure that all students take as full a part as possible in all school activities and fulfil their potential
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contribution to their learning
- To ensure that parents/ carers of students with additional or different needs are kept fully informed of their child's progress and attainment and are engaged in effective communication
- To ensure that students are fully involved in their learning and in decisions affecting their provision

At The Duston School we have adopted a whole-school approach to Inclusion policy and practice which is dependent on shared responsibility and partnership between all staff. The SEND Code of Practice (2014) makes it clear that all teachers are teachers of students with special educational, additional or different needs.

Roles and Responsibilities

The Governing Body

The Governing Body's responsibilities to students with additional needs include:

- Ensuring that provision of a high standard is made for students
- Ensuring that a 'responsible person' is identified to liaise with all those involved with teaching and supporting Statemented students
- Ensuring that SEND students are fully involved in school activities
- Having regard to the SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing Inclusion policy
- Reporting to parents/ carers on the school's Inclusion Policy including the allocation of resources from the school's devolved/delegated budget
- The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with special educational needs. The admissions policy has due regard for the guidance in the SEND Code of Practice.

Lead Teacher Student Wellbeing (SENDCo)

The Lead Teacher of Student Wellbeing and Assistant Lead Teacher for Student Wellbeing play a crucial role in the school's Inclusion provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy.

In addition:

- Day to day responsibility for organisation of The Student Wellbeing Department
- Professional guidance for teachers
- Developing effective ways of overcoming Barriers to Learning
- Collaborate with curriculum Lead Teachers
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching
- Standards and by target setting
- Managing Student Wellbeing Team (Teaching Assistants, Graduate Achievement Coaches, SEN Administration)
- Monitoring
- Liaising with parents/ carers
- Contributing to continuing professional development (CPD)
- Liaising with external agencies

The professional development of all staff is ongoing and continuous. A wide range of training opportunities are provided including:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by staff from Student Wellbeing - CYPS. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Other courses which are relevant to the work being undertaken. On-going training for the Student Wellbeing Department is planned as part of the meeting cycle. An induction programme is in place for all new staff in the department.

Subject teachers

All teachers are responsible for meeting the needs of all students through the principle of Inclusive Classrooms, promoting Wave 1 quality first teaching and ensuring suitable learning challenges are set, responding to children's diverse needs and overcoming potential barriers to learning. In collaboration with the Student Wellbeing Department, they will ensure that those students requiring different or additional support are identified at an early stage.

Curriculum Lead Teachers

As part of the natural self-evaluation cycle, curriculum teams will produce schemes of work that have suitable programmes of study adapted in order to meet the needs of all students. Teachers should then be able to show tracking of learning objectives for identified individuals. In addition, provision maps will be embedded in the curriculum development plan that clearly identifies Wave 2 interventions and strategies which target individuals and groups (for example, Catch Up units for Maths and English).

External agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for students, and will endeavour to work closely with all LA and School Support Agencies through consultation. Outside Agencies who support the school include Children's and Young Peoples Services (CYPS) – Inclusion, Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language. CYPS may provide support for schools at SEN level (K) and for Statemented/ Educational Health Care plan (EHC) students through a consultation framework. Informed parental permission is required before such consultations can take place. The Duston School works within the Early Help Assessment framework (EHA) to provide the most appropriate support for identified students.

Parents/ carers

The Duston School firmly believes in developing a strong partnership with parents/ carers and that this will enable children and young people with additional needs to achieve their potential. The school recognises that parents/ carers have a unique overview of the child's needs and will collaborate with them in order to provide the best support for them, and that this gives them a key role in the partnership, enabling them to:

- recognise and fulfil their responsibilities as parents/ carers and play an active and valued role in their child's education
- have knowledge and understanding of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support throughout their child's education especially during assessment and any related decision-making processes about special educational provision.

In order to maintain effective communication The Duston School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers

Students

Students are an integral part of the process, to know that they are listened to and that their views are valued, at The Duston School the student's views will always be ascertained, but this may not be through direct discussion with the student. To participate in decision making students need information and support so that they can work towards:

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

How students with additional needs will be identified, assessed and reviewed

In order for this to happen adults in school will need to:

- Give information and support
- Provide an appropriate and supportive environment
- Listen to students

Students will be enabled/encouraged to participate in all decision-making processes to do with their education, including the setting of learning targets, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings.

In line with the 2014 SEND Code of Practice the following graduated response will be made to students who have SEND.

Action by subject teacher (Prior to involvement of the Student Wellbeing Department, all teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what the student knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation, evidenced through lesson planning and schemes of work. Show use of Inclusive Classrooms Document in planning.
- Arrangements should be monitored to identify those not making sufficient progress

The inclusion register will be updated twice a year. At the beginning of each term The Lead Teacher/Assistant Lead Teacher for Student Wellbeing in conjunction with Heads of Year will update the Inclusion Register as necessary. All subject and class teachers will be issued with a list for each of their classes of students who have additional needs (SEN, EAL, GT). Data generated as a usual discourse of the academic tracking process will be used along with Fischer Family Trust, MiDYIS and Yellis and EYFS profile trackers to track individual and identified groups to establish progress made. If despite interventions, progress is below expected levels, placement on the Inclusion register may be considered. At the start of each academic year, Year 2, 3, 4, 5, 6, 7, 8 and 9 students will be tested for accurate reading and spelling ages (using Salford Reading Test, Suffolk Online and Vernon).

Students may be placed on the Inclusion register:

- If Subject and Class Teachers have concerns, underpinned by evidence, that despite differentiation and other arrangements, student makes little progress.
- Subject teachers/ HOF / Lead Teacher Student Wellbeing discuss, look at existing information and strategies used and collect additional information,
- HOF consider departmental interventions
- SENDCo takes lead in further assessment and planning future support
- Interventions may include different materials or groupings, adults developing interventions
- Students at School Action will be monitored through the normal discourse of target setting and academic review within faculties.
- NC levels or EYFS profile data below age expected level or serious behavioural, physical, sensory, communication or interaction difficulties continue

How does the school deliver its provision?

Where students do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Educational Psychologist to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the Student in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the student's progress over time, and will also need clear documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents/carers, students and outside agencies and refer to Chapter 7 of the SEND Code of Practice.

Students with Statements of Educational Needs/Education, Health and Care Plans

Students with a Statement of Special Educational Needs or EHCPs will have a PSP that outlines the individual interventions and targets related to the objectives on their statements, these will be reviewed at each review with the Keyworker, parents/carers and student. They will also have a Statutory Annual Review which will contain recommendations for the LEA as to whether the statement/EHC should be amended, maintained or discontinued. The Annual Review in Year 6 and 9 will also include a Transition Plan, this will be reviewed at any subsequent Annual Reviews.

Student Wellbeing Advice and Support Panel

Any student identified as needing additional or different support despite the actions taken by members of staff through the normal discourse of academic tracking and primary learning and teaching meetings guidance may be referred to The Student Wellbeing Advice and Support Panel which meets on a weekly basis to discuss and advise the most relevant course of action. Clear criteria are set out for provision provided by the Student Wellbeing Faculty. A Multi-Agency Panel, attended by external agencies can meet on a termly basis to address the needs of our most vulnerable students when required.

Transitions

During transitional periods, students are supported by a number of strategies involving feeder schools, colleges and outside agencies.

To facilitate and maintain the aims of this policy inclusive support at The Duston School is based on student need within a framework of a continuum of additional provision.

Appropriate arrangements will be determined for each individual student but may include one or more of the following;

- First quality Wave 1 provision in the classroom, consideration of teaching and learning styles, suitable challenge and targets set for all learners.
- Extra adult support in lessons, which involves consideration and differentiated materials, differentiated teaching and learning strategies and access to alternative methods of recording student's responses
- Different grouping for teaching purposes
- Short term targeted withdrawal support with teaching assistants/specialist teachers or outside agencies
- Alternative curriculum arrangements and or qualification routes
- Personalised learning

How the policy will be monitored and evaluated □

EAL

EAL is committed to the provision of Inclusive Practice and Racial Equality, enabling the students to achieve their full potential, irrespective of cultural and linguistic differences. EAL provides a warm, welcoming and safe environment to all New Arrivals, allowing students to familiarise themselves with the school and the Education system.* They will also receive an intensive 'Basic English Programme' prior to accessing mainstream lessons. Support is further continued by 1:1 and group work in English Language Skills, with the emphasis on grammar, writing, speaking and reading using material and topics from mainstream lessons. EAL Teaching Assistants support the student and the curriculum by providing in class support throughout subject areas.

*In Secondary Phase only

Provision Mapping

The Duston School uses provision mapping as a strategic and practical tool to promote the achievement and inclusion of all children. Provision mapping links with the school improvement cycle and facilitates the strategic planning of provision on the basis of qualitative and quantitative data analysis produced as a course of the academic cycle. It supports the analysis of student achievement and enables effective planning and target setting. The Duston School uses Provision Maps to provide an overview of provision throughout the school. At a glance you can see what is happening across all year groups/key stages. They allow the range and pattern of support to be transparent to staff, parents/carers, governors and external agencies. Used in the self-evaluation process they highlight gaps, or repetitive support that may be failing.

The school will continuously monitor and evaluate the working of the Inclusion policy gathering information on the following aspects

- Number of students with SEND expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support students received and the amount of progress they make
- The 'value-added' data of student progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of student participation
- Relationships with parents/carers
- The impact of the statutory process on student progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

In conjunction with CYPs staff, this data will then be used to evaluate how successful the policy has been using locally developed descriptors of excellent/very good/good and average practice to enable judgements to be made on the success of the policy and to set an agenda for further developments. The effectiveness and appropriateness of the policy will be continuously monitored by the SENDCo in conjunction with the SEND representative from the Governing Body using clearly defined criteria. The use of resources, identification, programme planning, student progress, student participation, parents/carers as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in accordance with the changes in Inclusion and SEN legislation in order to both update the policy and to plan further improvements and development.

Links to other policies	<ul style="list-style-type: none"> • Equal Opportunities (DDA and racism) • Health and Safety • Behaviour policy including exclusion and truancy procedures, • Anti-bullying policy, • Admission including information on part time/shared placement, • Attendance policy, • Equal Opportunities Policy/Ethnic minorities, • Gifted and Talented policy, • School Access plan • Risk management guidelines, • Physical restraint policy, • School development plan 		
Staff Responsible	NAD		
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