

John Spence Inclusion Department



Inclusion Policy 2025-26

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1.1: Philosophy and Principles:

All members of staff, in conjunction with the governing body and the local authority, have a responsibility to ensure that all students, regardless of need, can achieve and succeed. At John Spence diversity is celebrated and all students are encouraged to work to the best of their ability. We believe in a person centred approach to inclusion- we put families at the centre of the journey.

1.2 Principles:

- All students are entitled to experience success and be challenged to work to the best of their abilities.
- Students with SEND are fully included in the school community.
- Students with SEND should be taught with their peers for as much time as possible.
- Special needs provision is more effective if students and parents are involved.
- Each student has the entitlement to have his/her individual needs recognised and addressed and any special provision made should relate to the individual needs of the student.
- Students with SEND will experience a graduated approach to support.
- Collaboration between staff is the key to removing barriers to learning for SEND students.
- Resources are targeted to provide maximum benefits for students.
- All students will be supported in attaining independence and self-reliance to make them *Fit for Life*.

2: Legislation:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Special Educational Needs and Disability (Coronavirus) (Amendment) Regulations 2020

3: Definition of Special Educational Needs and Disability (SEND):

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

“A student or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

The definition of disability in the Equality Act (2010) states students with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes students with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

4: Areas of Need:

4.1 There are four broad areas of need:

- Communication and Interaction.
- Communication and Learning.
- Cognition and Learning
- Social, Emotional and Mental Health difficulties

4.2 When students are assessed and identified with SEND, we ensure that their needs are met and additional support is given, either within school or in collaboration with specialist external agencies. Students with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged. All students have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. The curriculum is designed to foster independence skills to support learning for life.

5. Identification of SEND:

5.1A key principle under the Code (July 2014) is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the student to prepare for adult life”.

5.2 Some students arrive at our school with identified special educational needs, in which case the SENCo will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.

5.3 Children are identified as having special educational needs when their progress has slowed or stopped for a noteworthy period and the interventions put in place have not resulted in improvements.

We will let families know about any concerns about a student’s learning. In the first instance this will be in the form of a telephone call or email, which would be to invite parents/ carers in for a meeting to discuss the progress of a student and agree steps that could be taken to support the student if there were concerns about lack of progress.

When a student is identified as having special educational needs, we support their development and progress by ensuring that an appropriate personalised curriculum, flexible and tailored to meet their needs, is in place. In addition, by:

- Informing and all staff of each child’s individual needs via their individual SEN profile.
- Liaison and training with staff and external agencies on what strategies can be used to support progress.
- Providing relevant intervention as appropriate; where as some intervention will be undertaken at school, this can additionally be provided for home.
- Monitoring and reviewing each child’s progress through use of data, person centred planning and teacher feedback.
- Providing access to a Homework Club at lunchtimes and after school.
- Offering support to support young people’s self-esteem and mental health.

5.4 If parents have any concerns about their child they should contact their child’s Head of Year in the first instance. Alternatively, they may make an appointment to see the SENCo.

5.5 Many students may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

6. SEND Provision:

6.1 If a student is identified as having SEND we strive to work in partnership with both the young person and their parents/carers to establish and understand the level of need. Once the student's needs have been discussed they are recorded and decisions made about the desired outcomes, including expected progress and attainment for that student. The views of the student and parent are paramount in these discussions and inform the person centred approach we adopt.

6.2 A person centred support plan is then written. This is aimed at removing barriers to learning and putting effective provision in place. Parents are invited to discuss this plan, their child's progress, support and targets.

6.3 We adopt a graduated approach with four stages of action: assess, plan, do and review. Progress and outcomes are regularly shared with the student and their parents/carers.

6.4 Students with an Education, Health and Care plan (EHCP) are assigned to a member of the inclusion department who acts as a key worker for them. This ensures a single point of contact for the student and parents/carers.

6.5 The school has an additionally resourced provision for students with moderate learning difficulties. Through this students get a bespoke timetable and regularly access the student support centre. The purpose of the additionally resourced provision is to ensure inclusion for students with complex additional needs.

6.5 Supporting pupils at school with medical conditions. John Spence 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 defined as having a disability; where this is the case, the school will comply with its duties under the Equality Act 2010. An accessibility plan is in place to support all students.

7. Graduated approach to SEND:

In deference to the Special Education and Disability Code of Practice: 0-25 years (2014) we have adopted a graduated approach to SEND

Level 1: Quality First Teaching:

All students receive inclusive quality first teaching which may include the provision of differentiated classwork.

Level 2: Alert:

Where we have initial concerns regarding the progress of students, they are added to the alert list. At this point the SENCO and the inclusion team begin a detailed investigation and offer early advice to staff. The progress of these students is carefully monitored and, if quality teaching fails to secure improvement, the student is raised to level 3.

Level 3: Additional School Intervention

Continued or increased concern may lead to students receiving additional time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may include group or one to one teaching. The Inclusion department and teachers will work collaboratively to plan and assess the impact of the support and interventions. In addition, advice from outside agencies may be sought.

Level 4: High Need

Where a student continues to make less than expected progress, despite interventions, they then receive highly personalised interventions to accelerate their progress and enable them to achieve their potential; where appropriate this is supported by external agencies. The inclusion department and teachers will work with external agencies to identify and implement targeted support using effective teaching strategies and appropriate equipment. If support is not impacting on the student's progress and this is still of significant concern, the school, after consultation with parents and other professionals, may request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

8. Education Health and Care Plan:

The school will:

- Meet its duty to respond to the local authority within 15 days, if it is named on a student's EHC plan.
- Admit a child when the school is named in their EHC plan.
- Ensure that all those teaching or working with a student with an EHC plan, are aware of the student's needs and what arrangements are in place to meet them.
- Request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's needs significantly change.
- Ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Invite all those involved with the student to the meeting, giving at least 2 weeks' notice.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

9. Home School Partnership:

9.1 At our school we recognize that parents/carers know their children best. Parents are always welcome to discuss their child and their views are valued and respected. Their views are taken in to consideration at all stages of the SEND procedure.

9.2 Parents/carers receive regular updates on the progress of their children and regular review meetings are held to support the partnership with home.

9.3 Families are also sign posted to services/ organisations which may offer support/ advice where appropriate, via the Local Offer:

- Parent Partnership Service.
- Disability Network.
- CAMHS (Child and Adolescent Mental Health Services.)
- Connexions.
- Local charities and support groups.

9.4: The Inclusion department has also set up a parent/carer forum that meets termly to discuss additional needs and ideas for improvement. The forum also invites in specialists from external agencies to offer parents/carers training to better understand SEND and share strategies.

10. Student Views:

10.1 At John Spence we believe that students should be at the centre of the SEND process. Their views are valued and are important in shaping support arrangements. The process should be participatory and embedded through mutual respect and open and honest communication.

10.2 For review meetings, all students are asked more formally about their views, their learning, their targets and the support and interventions they receive from the inclusion department.

10.3: A student opinion survey is conducted annually to gather student opinions and ideas for improving the department.

10.4: The department also has an inclusion council that meets termly to discuss the opinions of supported students and develops whole school awareness of additional needs and disabilities.

11. Role and responsibilities of the SENCo:

The SENCo will:

11.1 Be a qualified teacher.

11.2 Collaborate with the Governing Body and Headteacher, as part of the School Leadership Team, to determine the strategic development of SEND policy and provision in the school.

11.3 Work with the School Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

11.4 Undertake day-to-day responsibility for the operation of SEND policy.

11.5 Coordinate the specific provision made to support individual students with SEND, including those who have EHC Plans.

11.6 Advise on a graduated approach to providing SEND support.

11.7 Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.

11.8 Liaise with the parents of students with SEND.

11.9 Liaise with primary schools, other schools, Locality Inclusion Support Team (LIST) professionals, health and social care professionals, and independent or voluntary bodies.

11.10 Be a key point of contact with external agencies, especially the LA and LIST.

11.11 Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned.

11.12 Provide a profile of the student or young person with SEND on the shared area for all staff to access.

11.13 Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.

11.14 Be familiar with the provision described in the Local Offer and be able to work with professionals who provide a support role to the family.

11.15 Ensure, as far as possible, that students with SEND take part in school activities together with those who do not have SEND.

11.16 Ensure that the school keeps the records of all students with SEND up-to-date.

11.17 Inform the student's parents that SEND provision is being made, where the student does not have an EHC Plan.

11.18 Keep the school SEND Provision information on the school website up to date.

12 The Role of Support Staff:

12.1 The Support Staff play a crucial role in SEND provision. This involves working closely with the SENCo, Subject teacher, pastoral staff and the pupil. Their role will include:

- Regular contact with SENCo/Pastoral Team to share information about pupils with Special Educational Needs.
- Sharing information with Department Colleagues.
- Fostering a whole school approach towards Special Educational Needs.
- Supporting pupils.

13 The Role of the Governing Body:

13.1 The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that a 'responsible person' is identified to inform them about the Statements/EHC Plans and all those involved with teaching and supporting Statement/EHC Plan pupils.
- Ensuring that SEND pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.
- Reporting to parents/carers on the school's SEND Policy including the allocation of resources from the school's delegated budget.

14. Staff development:

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Our Inclusion Team are recognised for their commitment, dedication and excellence, and have a high level of expertise in working alongside students with special educational needs and disabilities. In addition to the continuous professional development training undertaken by the team, members of the team hold further qualifications in: Inclusion and Differentiation; Dyslexia; Autistic Spectrum Disorder; and ADHD.

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff, including meeting with Curriculum Leaders to share information, inviting external providers into school to provide training to staff and also meeting with staff who teach students on the SEND Register.

15. Complaints:

15.1 Should parents or students be dissatisfied with the support provided they should discuss their concerns directly with the school as described on the school's Complaints procedure. If, for whatever reason, this does not resolve the issue, they may make a formal complaint via the school's existing complaints procedure.

15.2 Parents can also contact the Special Educational Needs and Disability, Information, Advice & Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and/ or disability on tel. 0191 643 8313 or 0191 643 8317

16. Recovery from the Covid-19 Pandemic: To aide and support students with additional needs within John Spence recover from the Covid-19 Pandemic the Inclusion department will:

16.1: Develop a blended/hybrid approach to intervention. This will include identification of e-learning and software packages that will work alongside traditional support pathways to create a socially distanced approach to intervention.

16.2: We will assign teaching assistants to specific year group bubbles to reduce transmission pathways across the school.

16.3: External agency visits and observations will be strictly controlled by the guidelines laid out in the school's Covid-19 Secure Strategy and all visitors will be asked to read and confirm understanding of the Covid 19 Visitors Policy.

16.4: The Covid-19 Secure Policy and accompanying risk assessments will be used to reframe support strategies across the school. This will be regularly reviewed and updated as the Government approach and the pandemic evolves.

17. Related Policies:

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Covid-19 Secure Strategy

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