

INCLUSION POLICY



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FEARNHILL SCHOOL

Fearnhill School Inclusion Policy

Rationale

Staff and governors of Fearnhill School will endeavour to ensure that all students reach their full potential, receive a comprehensive and balanced curriculum and are fully included within the school community. The main aim of all teachers and support staff is to promote learning, so it is clear that as an inclusive school all staff must share the responsibility of ensuring that all ability students make progress. At Fearnhill, we are committed to providing whatever support is necessary for all members of our school community to succeed, achieving their full potential and fulfilling our vision of 'The Fearnhill Student'. We will adapt teaching and intervene where necessary to ensure this core entitlement is in place. The Inclusion Policy makes clear how our commitment is promoted, developed and monitored at Fearnhill through different roles, responsibilities and practices.

Aims

This Inclusion Policy details how Fearnhill School will strive to ensure that:

- The learning needs of every student are identified and met
- The learning potential of every student is developed
- Barriers to learning are removed
- The necessary provision is made for any student with formally diagnosed Special Educational Need or Disability (SEN/D)
- Students' on the register of SEN Support are made known to all who will teach them and plans are adapted accordingly
- Students with formally diagnosed SEN/D are able to participate fully alongside their peers
- The most able students excel

Fundamental principles

Fearnhill School aims to ensure that:

- The views of the students are sought and taken into account
- The Inclusion Team works in partnership with parents
- Parents/carers are informed if their child has been identified on the **SEN Support** register and their views are sought and taken into account. They have information regarding the special educational provision which is made by the school and have access to information, support and advice regarding their child's SEN/D
- SEN/D students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathway
- SEN/D students have full access to all school activities so far as it is reasonably practical and relates to the student's needs
- We work in partnership with external agencies to meet the needs of the student
- There is a smooth transition at each transition stage for the student

Definitions

Cohort of SEN Support: Students with formally diagnosed SEN that may require additional intervention and support.

SEN/D: has a legal definition. In summary; students have Special Educational Needs if they have a specific difficulty which calls for special education provision to be made for them i.e. which is in addition to or different from differentiated curriculum plans. These students will have a significantly greater difficulty in learning than the majority of students of the same age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for peers in schools. (*Appendix 1*)

Learning Passports: working documents for SEN/D students, that identifies their strengths and barriers to learning. This is for both staff and students use to help the students access the curriculum.

Procedures

A Graduated Approach

The achievement and attainment made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers or parents / carers are addressed by appropriate differentiation within the classroom. However, if the student's progress continues to raise concerns we will alter the provision and support in a graduated approach. This will take the form of a four part cycle: ASSESS, PLAN, DO, REVIEW. This cycle will draw upon more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of the students. Further information about this process can be found in the Code of Practice (*Appendix 2*)

SEN Support Register

This is for students who are **formally diagnosed/classified** with a recognised SEN/D and as result may receive specific additional or different provision from that which is provided for in differentiated class activities. This may also include external support services. These agencies will provide advice on new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the student's progress. In some cases they will provide support for particular activities.

The triggers to be named in the SEN Support Register could be that despite receiving effective teaching and the learning, the student:

- continues to make little or no progress in specific areas over a longer period
- continues working at assessment levels substantially below that expected of students of a similar age
- continues to have difficulty developing literacy and mathematics skills
- has SEN/D or physical needs that require additional specialist equipment or regular advice or visits by a specialist service

- has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning

The impact of any additional strategies implemented, will be reviewed termly using a graduated approach.

Statutory Assessment of SEN/D

If a student continues to demonstrate significant cause for concern despite interventions, a request may be made for statutory assessment for an Education, Health and Care Plan. This will decide the nature of the provision necessary to meet the student's SEN/D. Where a request for a Statutory Assessment is made, the student will have demonstrated significant cause for concern and the school will provide written evidence detailing:

- the school's action through existing support
- records of termly reviews and their outcomes based on strategies that have been in place
- the student's health including medical history where relevant
- attainment levels in English and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- the involvement of other professionals for example social services or education welfare service.

Identification, Assessment and Review:

Early identification is vital and the class teacher should inform the INCO at the earliest opportunity to alert them to concerns. The class teacher and the Inclusion Team assess and monitor the student's progress in line with existing school practices. The Inclusion Team works closely with parents and teachers to plan and deliver an appropriate programme of intervention and support.

Students with a Statement of Educational Need/EHC Plan:

- have objectives which are already identified in their statutory statement of SEN/D. These objectives will inform the targets available for selection on the AAP and be implemented, as far as possible, in the usual classroom setting
- have their statements reviewed annually with the Statement Review taking place in school. The parents/carers, the student and involved professionals will be invited to consider the progress made in reaching the Statement objectives and whether any amendments need to be made to the statement
- participate in their Statement Reviews by: attending their review meetings and voicing their opinions, discussing their targets & objectives, strategies, achievements, attainments, concerns and issues (this can be presented in written form after prior discussion with a parent/carer).

The review at the end of KS4 will relate to the type of provision required Post 16.

Learning Passports

These are personalised forms which identify strengths and barriers to learning. These are working documents which are reviewed annually in the summer term for students identified as SEN/D in any year group. This is a student centred approach and works by asking the students to reflect on their

strengths and weaknesses and how they would like to be supported to address these areas and improve. They are reviewed annually by the INCO in conjunction with the student.

The Most Able Students

The DfE defines Most Able/Gifted & Talented students as a cohort of between 5% and 10% of the school's population. This group is divided into the gifted - academically most able - and the talented whose expertise lies in areas such as drama, performing arts, sport and music etc.

However, we meet the needs of students of all abilities and our key message is the importance of providing stretch and challenge in the everyday classroom for all learners of all abilities. We ensure students fulfil and surpass their potential by:

- ensuring the learning environment is purposeful
- engaging students to love learning
- stretch and challenge students to ensure that they become resilient learners. Students learn when working above their current ability.
- ensuring teachers plan and assess appropriately to ensure high expectations are given to all students

The most able students are identified using KS2 their progress is monitored and tracked using our internal data tracking tool 4 matrix.

Roles and Responsibilities

The role of all teachers

All teachers are teachers of students with SEN/D and the More Able. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response, although needs and adjustments will be considered on an individual basis. Meeting the needs of SEN/D or most able students requires partnership working between all those involved: school; parents/carers; students; children's services and other external agencies.

The role of the Leader of Inclusion

In collaboration with the Assistant Headteacher (pastoral), Governing Body and SEN Administrator, the INCO will determine the strategic development of the Inclusion Policy and provision at Fearnhill School with the ultimate aim of raising the achievement and attainment of all students. The INCO will monitor achievement following each data cycle and where appropriate support HoFs in planning intervention with shared accountability for outcomes. The INCO should hold Heads of Faculty (HoF) and subject teachers to account for the progress of SEN/D and More Able students in their classes.

The Role of the Senior Leader with Responsibility for Inclusion (AHT Pastoral)

The SLT link should hold the INCO to account for the provision and outcomes of the SEN /D and More Able students and oversee the INCO's management and organisation of Inclusion at Fearnhill School. S/he should support the INCO in holding HoFs to account for the outcomes of targeted students in their faculties.

The role of Heads of Faculty (HoF)

HoFs should work closely with the INCO and Inclusion Team to develop strategies to address the needs of individual students to maximise progress for all students. In turn they should support teaching colleagues in their faculties to deliver an appropriate curriculum to identified students. They should deploy Inclusion Leaders (IL) and Inclusion Support Assistants (ISA) to target underachievement. This deployment should be fluid and informed by data cycles and respond to the needs of an individual student.

The Role of the Governing Body

Governors have responsibility for defining the role of the Inclusion Team, the strategic overview of Inclusion and the implementation and annual review of the Inclusion Policy. They have a responsibility to hold the SLT and INCO to account for the outcomes of the SEN/D and More able students. The named link governor is **Rhona Cameron**.

The Role of the Student

The student should engage positively with the support and strategies implemented to enhance their progress.

The Role of the Parents

Parents should engage positively with the school to support their child's progress.

Evaluating the success of the Inclusion policy

The following procedures provide evaluative points for assessing the effectiveness of Fearnhill's Inclusion policy:

- Monitoring schedule of identified students' data
- Student Voice
- Parent/carer feedback
- Student and parent views relating to the statutory review of EHC plans
- Evaluation of Learning Passports
- Data analysis of the external examination results

Monitoring and Evaluation

This policy will be reviewed every two years and in response to national changes where necessary. The More Able register will be reviewed annually.

Background Legislative framework

Fearnhill School Inclusion Policy is structured and informed by the current Special Educational Needs and Disability (SEN/D) code of practice 2014. (*Appendix 2*)

Appendices and Associated Policies and Documents

Appendix 1 - legal definitions of SEN and disability

Definition of SEN:

“A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (c) A child under compulsory school age has special educational needs if they fall within the definition (a) or (b) above or would so do if special educational provision was not made for them” *Clause 20 Children and families Bill.*

Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”. (*Section 17 (11) Children Act 1989*).

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities” (*Section 6, Equality Act 2010*).

Appendix 2 - Department of Education SEN/D Code of Practice 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Appendix 3

Special Educational Needs

Special Educational Needs SEN Information Report (School Offer) for children with specialised educational needs and disabilities (SEND)

Updated: 04/06/2019

1. How does the school know if children/young people need extra help and what should I do if I think they may have special educational needs?

- A detailed transition process and working closely with our primary feeder schools provide us with in-depth knowledge that is shared with all staff.
- We operate a Year 7 screening programme using CATs, reading, spelling and numeracy tests.
- New entry testing for young people who join us part way through any year forms the basis of identifying SEND on transition.
- Subject staff can raise concerns at any point of any year.
- Tracking information from reports at the end of the autumn, spring and summer terms are used to identify underachievement.
- If parents/carers have concerns they can contact the Head of Inclusion. Students with concerns can also drop in to see the Head of Inclusion or SEN facilitator

2. How will school staff support my child/young person?

- Every child/young person's education and progress will be overseen and monitored within the whole school system. Your child/young person's form tutor and Student Development Leader will have an overview of progress within all subjects.
- Quality first teaching in all classes – all teachers are teachers of SEND.
- All teachers will be told about your child's individual needs and will adapt their lessons to meet these. Differentiated teaching in lessons means your child can access the lessons fully.
- Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.
- Extra support will be allocated by heads of faculties according to the child/young person's level of need.
- Robust screening in Year 7 establishes baseline scores across the whole year group, intervention is then planned if areas of concern are identified.
- Supported homework clubs are run by faculties; and students can get support from both teaching staff and Inclusion support staff to complete homework.

When your child/young person is approaching the start of Key Stage 4 if we think it is needed we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

3. How will I know how my child is doing?

- The school will send home individual reports each year which will show target levels, progress towards target and report on classwork and behaviour.
- The Student Development leaders, faculties and Head of Inclusion will monitor and review your child's levels and if necessary put intervention in place.
- Parents/carers are invited to contact relevant subject staff in order to discuss progress in addition to the standard reporting arrangements.
- 'Show My Homework' (SMHW) displays homework set and deadlines. We will keep you up to date and involved with your child's progress through:
 - Parents evenings with subject staff and information evenings with a specific focus for different year groups
 - Notes in planners
 - Email
 - Telephone calls annual reviews (for those with an Education Health Care Plan)

4. How will the curriculum be matched to my child's/young person's needs?

- Individual Learning Passports that are shared with all staff – these give a profile of strengths/interests, barriers to learning and support that the child/young person feels would help them to learn. These are devised by Inclusion Support staff in consultation with the child/young person.
- High quality teaching that is differentiated (adapted) and personalised to meet individual needs. Developing differentiation strategies across the school is a key focal point.
- Small group interventions led by a suitably experienced, trained Inclusion support leader or assistant that specifically target an area that needs development. Monitoring of progress through school tracking systems and pupil progress meetings

5. What support will there be for my child's overall wellbeing?

- At Fearnhill we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance.
- Each Key Stage has a Student Development Leader and non-teaching assistant who oversees the emotional well-being of their children/young people. Each child/young person is a member of a tutor group that meets each day with their form tutor.

- Bullying is taken extremely seriously and children/young people are encouraged to report any such incidents to any adult in order that they can be dealt with.
- We have a school counsellor who may offer more specific support.
- The school also operates a mentoring scheme so that individuals can access support from nominated members of staff.
- The school has trained staff who can administer medication and support children/young people in living with medical conditions.
- Some children/young people access focused intervention from our inclusion team.
- If your child/young person finds lunch or break times difficult we have clubs in a safe and supervised area of the school. The library is also available.
- Children/Young people are encouraged to express their views via the School council.

6. What training have the staff, supporting children and young people with SEND, had or are having?

- All teachers are teachers of SEND, they will have had appropriate and regular training.
- We provide in house training and a cycle of CPD for all teaching and support staff as relevant.
- We have an Inclusion department which is made up of the Head of Inclusion, SEND Administrator and a number of Inclusion support leaders and assistants which are attached to different faculties. Within this team we have staff who have a range of experience and training covering various SEN needs.
- Staff who are new to the school follow an induction programme which includes training and information on SEND.
- Training is provided to all staff including teachers and Inclusion support staff as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Speech, language and communication training took place for all staff this year led by the Speech, language and communication therapist attached to the school.
- In addition to this, Inclusion support assistants participated in more specialised speech and language training last year, in conjunction with our partnership school – The Highfield.
- We have a named Autism lead at Fearnhill – Miss Chandler and she can be contacted by phone or by email.
- As a school we can call on support from specialist organisations from within the Local Authority.

7. What specialist services and expertise are available at or accessed by the school?

- Several Inclusion support assistants hold Advanced Skills for Teaching Assistants Level 4 (SEN Focus).

- We have Inclusion support assistants who have received accredited specialist speech and language training.
- We have an Inclusion support assistant who has completed their Level 1 award in British sign language.
- We have an Inclusion support assistant who has completed their Elklan Speech and Language support for ASD
- We have an SEN administrator who is qualified in Drawing and Talking therapy, has experience of implementing Lego therapy and has a Health and Social care qualification with a focus on Autism.

For some children we can get support from the:

- Autism advisory service
- Hearing impaired advisory service
- The Grange SpLD base
- Educational Psychology service
- Speech and language therapy service
- ADHD nurse.
- North Herts Education Support Service
- Connexions-careers advice

The school employs a fully qualified counsellor.

8. How will you help me to support my child/young person's learning?

You can support your child by encouraging him/her to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Encouraging full attendance and good punctuality
- Supporting completion of homework
- Checking and signing their planner
- Attending parents meetings
- Attending any meetings specifically arranged for your child In addition to this, we would ask that if you know that your child needs help with a specific skill that you contact the SEN facilitator for details of any work that you could do with them at home.

Links to external support are available on the school web site.

The Head of Inclusion is always available to meet with parents to discuss support.

9. How will I be involved in discussions about and planning for my child/young person's education?

- You will have an opportunity to discuss individual subjects with subject teachers at parent's evening each year.
- Parents are informed if interventions are going to take place and meetings /discussion can be held as necessary with the Head of Inclusion.
- The Head of Inclusion is also available at each parent evening and information evening. A parental survey is sent to parents/carers of students with SEND on a bi-annual basis.

10. How will my child/young person be included in activities outside the classroom including school trips?

Fearnhill is a fully inclusive school and all efforts will be made to accommodate any student who wishes to participate in extra-curricular activities, both in school and outside.

- Appropriate provision and reasonable adjustments will be made where necessary
- Medical support will be put in place where necessary
- Additional adults with expertise in the support your child/young person needs will accompany them to provide support if necessary
- Risk assessments to ensure the safety of all pupils Trips arranged to support classroom learning, eg theatre trip, art trips, geography field trips etc, are open to all students and all are expected to attend. Other trips e.g. Ski trip are advertised in school and on the school website and students can apply to go.

11. How accessible is the school environment?

- The building is fully wheelchair accessible, with small lifts on the ground floor to enable access to all departments and a lift up to the first floor.
- The Student Support Centre (SSC) has a ramp to allow access into the building.
- There is visual signposting across the school.
- There are disabled changing and toilet facilities.
- Technology rooms, including Catering have height adjustable work stations. Other classrooms have height adjustable tables for wheelchair users.

12. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- We liaise with junior schools and provide additional transition support if it is needed.

- SEND students will have advice for their options during Year 9 and the opportunity to seek career advice. Their options interviews will take place with the Head of Inclusion and their parents will be invited to be present
- SEND students will have the opportunity to seek careers advice in Year 10 and Year 11 and if additional support is needed this will be put in place.
- All students in Year 10 have the opportunity to take part in a week long work experience placement.
- If students have an Education, Health and Care Plan the Head of Inclusion will attend an interview at a post 16 placement if requested.
- The Head of Inclusion attends the local Secondary SENCO forum on a termly basis and transition to local colleges is planned with the college personnel.

13. How are the school's resources allocated and matched to children's/ young people's special educational needs?

- Securing and employing Inclusion leaders and support assistants.
- Facilitating staffing ratios whereby children/young people with SEND have access to smaller groups and class sizes in all year groups.
- Accessing specialist training events, advice and equipment where necessary.
- Exceptional Needs Funding provided by application to County in exceptional circumstances.

14. How is the decision made about how much support my child will receive?

- Robust Year 7 screening procedures allow us to allocate extra support based on the level of need.
- Some decisions about additional support will be made by the Maths and English curriculum areas (1:1 English and Maths tuition at KS4).
- Some decisions about extra support will be made by the Head of Inclusion. There are clear thresholds as to when the Inclusion Support department will be involved with a student; and the screening process in Year 7 across the whole year group supports us in making consistent and transparent decisions over the allocation of extra support.
- Support is put in some lessons but the aim is always to encourage independence and parents will be consulted about support. Advice from external agencies can determine support allocations.

15. Who can I contact for further information

- The first point of contact within the school is usually the child/young person's form tutor or the member of staff teaching them a particular subject.
- However, the Head of Inclusion is always available to discuss concerns for SEND students either by email or in person – please telephone the school to make an appointment.

In the case of complaints, any member of the school's Senior Leadership Team.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local authority's Local Offer can be accessed at www.hertsdirect.org/localoffer