

NESTON HIGH SCHOOL INCLUSION POLICY STATEMENT

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Background

At Neston High School, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Within this policy, you will find information about the provision that we are proud to offer at Neston High School to support children with Special Educational Needs or Disabilities.

To be consistent with the SEN code of practice 2015. A child or young person has SEND:

- a) If they have a learning difficulty or disability which calls for special educational provision to be made for him/her.
- b) Where he or she has a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents/hinders him or her from making use of educational facilities of a kind generally provided of others the same age in mainstream schools.

Neston High School adopts the definition of special educational needs, which appears in the 'Special Educational Needs Code of Practice 2015',

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."

If the student needs different or additional educational provision to that generally provided for his/her peers, then that educational provision is deemed special educational provision.

This definition of learning difficulty does not apply to students who have learning difficulties solely because their first language is different from the language in which their education will be received.

The Code of Practice identifies four areas of SEND:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical needs**

All our teachers are teachers of students with Special Educational Needs and guidance for best practice is available to all staff in our SEND staff folder <R:\Staff\SEN\staff folders> Our Induction Programme for new staff includes an explanation of SEND policy and teacher responsibilities.

Neston High School implements our Local Authority's Graduated Response to SEND: students identified with SEND move through our three SEND Support categories to school Statutory Assessment for an Educational Health and Care Plan (E.H.C.P) dependent on the level of support required to address the needs of the individual. Individual Pupil Funding (IPF) / Top-up Funding may be applied for from the Local Authority to assist our school in meeting the needs of a student at SEND Support level. It is intended that interventions at each stage will evidence progress and attainment with the aim that students will become independent learners and no longer be in need of additional support.

Objectives

The objective of the Governing Body is to ensure that any student with Special Educational Needs and/or Disabilities (SEND), joins in with the activities of the school together with students who do not have special educational needs.

We believe that students with Special Educational Needs and/or Disabilities (SEND) should have access to the same educational opportunities as their mainstream peers; different or additional support is made available to enable them to do so. Our school is totally committed to the education of students with Special Educational Needs and/or Disabilities (SEND), the emphasis being on access to the curriculum for all students and the aim being that we are flexible in our inclusion of students with special educational needs to ensure that success is achieved. This applies to the whole curriculum of the school so that the particular personal, physical, social and educational needs of our individual students can be appropriately met.

Special educational provision extends to students who do not require statutory assessment of Special Educational Needs and/or Disabilities at SEN Support as well as to those with Educational, Health and Care Plans (E.H.C.Ps).

Roles and Responsibilities

Our Student Services Team (Please see our SEND Information Report published on our website) work closely together to ensure that students' needs are identified and that information and guidance for best practice is shared with all staff.

The SENDCo is responsible for developing and managing the learning support programme across the school. The role includes implementing the SEND Code of Practice 2015, ensuring the

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assessment, diagnosis and monitoring of students' needs; the compilation and distribution of the SEND register; co-coordinating the day-to-day provision for students with special educational needs; liaising with outside agencies and primary schools; liaising with and identifying access to support for parents and students. Ensuring appropriate deployment and management of the team of Learning Support Assistants (LSAs), supporting and contributing to their INSET needs and advising appropriate strategies and resources for teaching. The SENDCo has responsibility for coordinating the review of Education Health and Care Plans as well as all SEND student profiles and for the administration and screening of the access tests.

A SEND Specialist Teacher delivers Core subjects in KS3, Literacy Support classes as part of our 'Literacy Skills' course. A Dyslexia Specialist Teacher delivers intervention to all students diagnosed with dyslexia and those identified through our Dyslexia Screener test. A High Level Teaching Assistant delivers the COPE programme in KS4 alongside the SENDCo. The SENDCo also organises the moderation of COPE work folders.

All departments deliver differentiated programmes of work to our less able students who are taught in small sets using Quality First Teaching (QFT) strategies.

A team of Learning Support Assistants support students in mainstream lessons, in students' individual learning programmes and in individual physical support. Their timetables are adjusted to meet the needs of our students. Our LSAs are attached to Houses and spend registration time and PD lessons supporting in their House areas with both student mentoring and administration.

SEND In-service training for staff

Staff are encouraged to engage with in-service training which is offered in house as part of our twilight professional development programme. External training may be accessed and staff are expected to share their gained skills with colleagues in our weekly meeting.

Co-ordinating provision

Neston High School follows the Special Education Needs Code of Practice 2015 graduated approach, which matches action to the individual students' needs.

SEND Support Green is characterised by the gathering of information following an "expression of concern" that a student is not making adequate progress. All teaching staff are responsible for identification of special educational needs and for increasing differentiation within the student's classroom work through the use of Quality First Teaching Strategies (QFT). Action points are identified by the student's subject teachers and reviewed at Academic Review points. The subject teachers, form tutor, Pastoral Learning Mentor and Head of House will consider how the special educational need will be addressed and liaise with the SENDCO. Additional support will be offered to the student. Subject teachers remain responsible for working with the pupil in the classroom. The subject teacher, form tutor, Pastoral Learning Mentor, Head of House and SENDCO continue to work together, involving parents/carers using a Person Centred Plan (PCP).

SEND Support Orange is characterised by the involvement of other professionals/specialists from outside the school and the young person have an active diagnosis of a specific need.

The triggers for movement from SEND Support Green to SEND Support Orange are:

- The student continues to make little or no progress in specific areas
- The student continues to work at levels of the National Curriculum substantially below that expected of peers of a similar age.
- The student continues to have difficulty developing literacy or numeracy skills.
- The student has social, emotional and/or mental health difficulties which substantially and regularly interfere with their own learning or that of the group.

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- The student has sensory or physical needs, and requires additional specialist equipment or regular advice and visits from a specialist service.
- The student has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Following specialist/professional advice, recommendations are drawn up by the Student Services Team and sent to all staff to decide on their appropriate implementation within their specialist learning environments.

Outside agencies, parents/carers, those members of staff involved from the Student Services Team and the SENDCO monitor and review progress through the Person Centred Plan (PCP).

Following review, this stage may involve a request for Individual Pupil Funding/Top-Up Funding or Statutory Assessment for an Education Health and Care Plan (EHCP), by the Local Authority (LA) if progress is not evidenced.

The triggers for referral for Individual Pupil Funding/Top-Up Funding or Statutory Assessment for an Education Health and Care Plan (EHCP) include:

- The young person having an active diagnosis of a specific need.
- Significant and lengthy cause for concern within the school which has been recorded using the Person Centred Plan (PCP) process.
- The student continues to make little or no progress in specific areas having been on SEND Support Orange.
- The student continues to work at levels substantially below that expected of peers of a similar age.
- The student continues to have significant difficulty developing literacy or numeracy skills.
- The student has significant social, emotional and/or mental health difficulties which have not been alleviated by having a Pastoral Centred Plan (PCP) or a Student and Family Support Plan (SSP)
- Assessments by external agencies support referral for statutory assessment.
- Parents either request statutory assessment or have given written agreement for referral.
- All other avenues of support have been exhausted.

The provision of a Education, Health and Care Plan may be deemed appropriate by the LA. At all stages, an appropriate additional /different programme of support will be implemented.

Admission arrangements for students with special educational needs but without a statement

Neston High does not refuse admission or give any child lower priority than other applicants because of his/her special educational needs.

The SENDCO and the Year 7 Primary Liaison Coordinators will visit feeder primary schools to gain information about children who have Special Educational Needs and/or Disabilities (SEND). This information is relayed to all staff in the form of a Special Educational Needs and Disabilities register, which is reviewed in consultation with teachers, students and parents/carers.

Including students with special educational needs and/or disabilities

Neston High School's new building has been given Disability Discrimination Act (DDA) approval to meet the needs of all students who have Special Educational Needs and/or Disabilities (SEND). The building is fully accessible and has wheelchair access. A lift allows access to all floors. Toilets, specifically designed for wheelchair access, are available on all floors of the building. There are Fire Safety Bays on all of the stairwells, except for the central stairwell. There is a purpose built shower facility with hoist on the first floor.

All students at Neston High access a broad and balanced curriculum and lessons are delivered in modern DDA approved classrooms. Students who have Special Educational Needs and/or Disabilities (SEND) are encouraged to develop their independence and social communication and interaction skills to enable them to fully participate in the school community and wider society; and to become valuable and responsible contributors. SEND students are fully integrated and included in all aspects of school life. Staff are caring and understanding and aim to develop strategies and to provide classroom experiences that are relevant and meaningful. The curriculum is adapted and differentiated to enable those students with learning difficulties and/or disabilities to have the widest possible access to it. Most importantly, our set 6/7 small teaching groups ensure that students with SEND, benefit from extra teacher time and attention in all curriculum areas and sometimes also benefit from in class support from Learning Support Assistants. In years 10 and 11 students who require small group teaching are offered support via our Vocational Skills (ASDAN CoPE) course within the framework of the National Curriculum. They have access to external examinations appropriate to their abilities, including COPE, and if accessing alternative provision, Entry Level and college linked courses including Diplomas, NVQ and apprenticeships. Students who are subject to an Education, Health and Care Plan (EHCP) of Special Educational Need and/or Disability are provided with the support detailed in their EHCP.

All teachers share a common responsibility for the education of all students in the school; included in this are those with who have Special Educational Needs and/or Disabilities (SEND).

Part 2

Identification, assessment and provision

Transfer of cross-phase key stage 2 SAT and teacher assessment information for English, Maths and Science is forwarded by the LA for Year 7. The SENDCO and Transition Coordinators collate primary records and information throughout transitional liaison. The SENDCO attends annual reviews from Year 5 for students intending to transfer to Neston

Parents/carers may forward additional information and are encouraged to meet teachers at Neston High School at open evenings held in November and July.

To inform our setting of students, KS2 SAT information is analysed. Cognitive Ability Test (CAT4) screening takes place in September and in addition, the New Group Reading Test, the New Group Spelling Test and the DASH writing speed test are administered. This baseline data is made available to teaching staff.

Students attaining standardised scores below 80 - 85 are included in our programme of additional literacy/numeracy support and added to our SEND register to enable progress to be monitored.

Key stage 3 & key stage 4 students experiencing difficulties may be identified as being in need of additional support at any time in the academic year, as a result of continuous assessment and observation by all staff.

Teaching and non-teaching staff will support identified students in class and with differentiated and individual programmes designed to meet particular needs.

Some students are withdrawn from lessons to access additional support programmes in our Inclusion Resource facility in Student Services. Some students, following referral by Head of House or our Senior Leadership Team, may work for a period of time in our Student Services suite before reintegration back into full time mainstream lessons.

Monitoring and Review

Action points are identified and shared with students by subject teachers; these are reviewed at our Academic Review points each term. In addition, recommendations identified from specialist/professional advice are drawn up for students at SEND Support Orange and those with an Education, Health and Care Plan (EHCP). Appointments are arranged with parents/carers to discuss

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progress, achievement and future recommendations at Parents Evenings and at interim points if appropriate.

Students with SEND are monitored and reviewed by means of ongoing reports prepared by the LSA/teacher who is delivering the intervention programme. Records of the nature and aims of additional help are kept and reports indicate targets to be worked towards.

At the end of each year, progress made by the student, the effectiveness of support and future action is discussed by SENDCO, HOH, PLM and LSA. Recommendation's are reviewed. Student and Parental consultation and involvement is sought throughout. If a student is no longer a cause for concern, he/she may be removed from the SEND register and parents informed.

Evaluating Success

We propose to demonstrate the effective implementation of the special educational needs and/or disabilities policy by:

- Successfully educating students with Education, Health and Care Plans at Neston High School rather than at specialist schools.
- Supporting students experiencing difficulties to attend school more regularly.
- Delivering a range of strategies to address and improve specific literacy, numeracy or handwriting difficulties
- Fully including students with physical impairments and/or difficulties
- Aiming to move students effectively through various stages of the special educational needs code of practice using a graduated approach.
- Increasing motivation and self esteem and so reducing disaffection and raising the overall attainment of students.
- Offering learning, communication and behaviour management intervention strategies in consultation with the Educational Psychology Service and liaison with further multi-agency professionals.
- Informing parents/carers at all stages and notifying them of any change in provision.
- Consulting and inviting stakeholder adults to review meetings.

Complaints Procedures

Where parents/carers and young people who have Special Educational Needs and/or Disabilities (SEND) are dissatisfied for any reason, representation may be made verbally or in writing to the Headteacher, SENDCO or SEND Governor who will respond to concerns.

It is hoped that an open invitation to discuss the nature of any concerns would allow matters to be clarified and resolved.

Parents are encouraged to request support from their local Information Advice and Support Service (IASS) if appropriate, details of which are on the Cheshire West and Chester (CWAC) Local Offer.

Part 3

Partnership with Bodies beyond the school

External Support Services

Neston High School liaises with various establishments in its provision for pupils with who have Special Educational Needs and/or Disabilities (SEND). Our Student Services Team are in regular consultation with multi-agency professional and if appropriate, will contact specific agencies for advice in supporting individual students for the purpose of gaining recommendations and/or assessment of their needs.

We work closely with the Educational Psychology Service, SEND Advisory Teams and with specialists from the SALT Team, ASD Team, Sensory Support Service as well as Occupational Therapists and many more. These services aim to meet the needs of identified students experiencing learning difficulties and/or disabilities in school and also offer advice on strategies that can be used in lessons. A half termly multi-agency meeting enables us to discuss complex cases in detail.

Students have access to Careers (The Young People's Service) guidance in school and are encouraged to use this service. Individual interviews are arranged throughout the year and these are reinforced by work in PD lessons. The Careers Officers are also invited to attend the Transitional Review of any year 9 and KS4/5 students who are the subject of an Educational, Health and Care Plan (EHCP) or who have IPF/Top-up funding.

A drop-in service is staffed by the school nurse in our medical room and accessible to all students as required.

Partnership with Parents

We aim to involve parents and carers of students with special needs and/or disabilities in order to foster support and involvement. When a student is identified as having a special need requiring additional educational provision, parents are contacted and advised of the nature of the student's difficulty and invited to meet with us to collaborate on a Person Centred Plan of action, in order to meet their child's needs.

Parents are encouraged to request support from their local Information Advice and Support Service (IASS) if appropriate, details of which are on the Cheshire West and Chester (CWAC) Local Offer.

The SENDCo is available at all parents' evenings to provide an opportunity for parents to meet and discuss any issues relating to their child's progress or support.

Name of Policy	INCLUSION
Name of lead member of staff	RHU Sept 2017
Committee & Date of Review	Curriculum
Equality Impact Assessments	Spring 2018
Date of next planned review	Spring 2019/20