

Wath Comprehensive School: A Language College



Inclusion & SEND policy 2016

Introduction

Wath Comprehensive School operates within the structure of the Rotherham Metropolitan Borough Council SEN and Inclusion Policies and the SEN Code of Practice 2014. Wath Comprehensive School is dedicated to supporting **all** students to achieve their full potential and will prepare them to live as well-adjusted, autonomous and valued members of society. It is recognised that all children have a right to a broad and balanced curriculum, which is relevant and differentiated, demonstrates both progression and coherence, and that all teaching staff share responsibility for its delivery to all students in their care.

Background

The SEN Code of Practice 2014 states that:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training
- ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.

In addition, the school will:

- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO - and inform parents when they are making special educational provision for a child.

Ofsted argue that an educationally inclusive school:

‘Is one where the teaching and learning, achievements and wellbeing of every young person matter.’

Wath Comprehensive School sets out its Inclusion and SEND policy with priority given to the argument that:

‘Inclusion is about all students. Some of those most at risk are in mainstream school but are in effect excluded because they cannot access the curriculum or participate in the school.’

SEND Policy

The aim of the school is to provide learning experiences for all students to equip them for the increasingly sophisticated world of work; to ensure high standards of work and to provide all students with equal opportunity to achieve some success, to encourage tolerance and concern for others and to establish attitudes of responsibility thereby enabling all young people within the school community to grow into well-adjusted adults and useful members of society. Inclusion and Special Educational Needs embraces the notion that a child has a significantly greater disadvantage in his/her development to that of his or her peers due to educational, physical, social, emotional, behavioural or sensory difficulties.

In 2004, 'Removing Barriers to Achievement', the Government's Strategy for SEN, was published; setting out its vision for giving children with SENDs the opportunity to succeed. This strategy for SEND contains a programme for sustained action in order to meet the needs of all students. Like Every Child Matters, Inclusive Schooling and the 2001 SEN Code of Practice, 'Removing Barriers to Achievement' reiterates inclusive principles that the whole school community needs to work together – parents/carers, students, voluntary agencies, local authorities, health and social services.

Inclusion is about more than students with SEND. Inclusion is about all students. Students with SEND are just one of the groups considered vulnerable to underachievement. Ofsted refer to different groups – they may also be described as 'vulnerable groups'; or as having 'Additional Educational Needs' (AEN).

The term 'different groups' applies to any or all of the following:

- Girls and boys
- Minority ethnic and faith groups; travellers, asylum seekers and refugees
- Students who need support to learn English as an Additional Language (EAL)
- Students with Special Educational Needs and /or Disabilities (SEND)
- Children Looked After by the local authority (LAC)
- Children with persistent medical and/or mental health needs
- Young carers and children from families under stress
- Pregnant schoolgirls and teenage parents
- Students at risk of disaffection and exclusion
- Families that are seriously disadvantaged by poverty or social/rural isolation.

It is important for us to remember and recognise that a student may belong to several of these groups. There will be barriers that are common to all vulnerable groups and Wath Comprehensive School needs to adapt policies and practice to ensure we do not discriminate against, or hinder, the achievement of any student. This whole school approach to the development of inclusive education does not mean that individual needs are ignored.

The school's SEND policy aims are:

- All students will have the support they require to access the curriculum and activities of the school.
- All students leave our school with the core skills in literacy, numeracy, personal organisation and social independence they will need in adult life.

- All students learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others.

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and student attainment rise.
- To plan an effective curriculum to meet the needs of children with Special Educational Needs and, where necessary, implement personalised timetables.
- To enable teaching staff to plan effectively to meet the needs of individual students.
- To enable associate professionals to provide specialist support in the classroom.
- To involve children and parents/carers in the SEND reviewing process and, where necessary, set new targets.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have Special Educational Needs.

Inclusion and Special Educational Needs Policy

Wath Comprehensive's SEND Policy Document has been revised and renamed; Inclusion and SEND Policy, in light of the recent chronology of special educational needs legislation. In revising the policy, advice and guidance has been sought from the following legislative documents:

2001 SEN Code of Practice

2001 Special Educational Needs and Disability Act

2001 Inclusive Schooling

2003 Every Child Matters

2004 Removing Barriers to Achievement - the Government's strategy for SEN

2005 White Paper; Higher Standards, Better Schools for All

2010 Disability Discrimination Act

2014 SEN Code of Practice.

Principles:

At Wath Comprehensive School we:

- Believe all children should have an equal right to attend our school
- Value every individual and celebrate their achievements
- Ensure policies and systems are in place to promote inclusive provision and practice
- Identify and respond to individual needs
- Identify and overcome barriers to learning for groups and individuals
- Set suitable learning challenges for every student.

Actions:

At Wath Comprehensive School we will take action to:

- Promote inclusion. This is reflected in our policies, planning, curriculum provision and delivery, recording and reporting procedures
- Have regard for inclusion in our school improvement plans
- Ensure access for all students to all areas of the school site
- Promote equal opportunity for students

- Ensure that all students have access to a balanced and relevant curriculum following the principles outlined within the current Inclusion Statement Curriculum
- Recognise and celebrate the achievements of all students
- Ensure strategies are in place to identify students' needs and put in place an appropriate differentiated curriculum and, where necessary, individual support programmes
- Ensure that, through positive behaviour management, all students are enabled to learn within a safe and caring environment and that the behaviour policy includes clear rewards and consequences
- Work in partnership with parents/carers and that parent participation in the review of their child's needs is promoted and enabled
- Enable staff to attend training to meet the needs of individuals and groups
- Regularly monitor and evaluate our provision and practice by:
 - Use of pastoral reviews for inclusion
 - Parent/carer and student participation at reviews
 - Pastoral Liaison Meetings
 - Self evaluation.

Roles and Responsibilities

Governors' Role

The Governing board of the school must:

- Do its best to ensure that the necessary provision is made for any child who has Special Educational Needs
- Ensure that, where the Headteacher or the appropriate Governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that all staff in school are aware of the importance of identifying and providing for those children who have special educational needs
- Ensure that Parents/Carers are notified of a decision by the school that SEND provision is being made for their child
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have SEND so far as it is reasonably practical and compatible with the child receiving the SEND provision
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs
- Have a written SEND policy containing the information as set out in the SEN Code of Practice
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy
- They are up-to-date and knowledgeable about the school's SEND provision
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process
- The quality of SEND provision is continually monitored.

SENCo's Role

Currently the Head of the Inclusion Faculty and SENCo is Katy Edmondson who is responsible for co-ordinating the provision of special educational needs throughout the school. She is assisted by Simon Roberts, the KS3 SENCo.

This will involve:

- Day to day operation of the SEND policy
- Providing advice, supporting staff, liaising with them and, where necessary, the completion of Individual Educational Plans
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Managing a team of SEND/Inclusion TAs and co-ordinate provision across faculties and department areas
- Overseeing and maintaining specific resources for special educational needs
- Overseeing provision in specific units and specialised areas set up to meet the needs of our more vulnerable children
- Liaising with outside agencies
- Liaising with our primary feeder schools to ensure a smooth transition for students transferring into Y7
- Contributing to and, where necessary, leading the continuing professional development of staff
- Monitoring, evaluating and reporting on the provision for children with SEND to the Governing Board in conjunction with the designated responsible person
- Co-ordinating the range of support available to children with special educational needs
- Liaising with parents/carers of children with SEND
- Liaising with LAC and Child Protection Co-ordinators.

Further to this, in 2014, the new SEN Code of Practice outlines that schools should prepare an SEN information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Special Educational Needs and Disability Act 2001 states that:

- The responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its students or in relation to exclusions from the school

The Act states that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply
- It cannot show that the particular treatment is justified.

Disability Equality Scheme and Accessibility Plan:

• The Inclusion/SEN Faculty updated their DES and Accessibility Plan in 2016.

- Wath Comprehensive School's Disability Equality Scheme sets out its practices, procedures and proposals to increase access to education for disabled users in the three areas required by the planning duties in the DDA:
 - Increasing the extent to which disabled students can participate in the school curriculum
 - Increasing the extent to which disabled users can take advantage of education and associated services, by improving the environment of the school
 - Improving the delivery of information to disabled users, that is provided in writing for users who are not disabled.

The school is required to resource, implement, and review and revise our Disability Equality Scheme as necessary.

The Disability Discrimination Act of 2010 states:

A student who is disabled is protected from discrimination in two ways:

- They are entitled not to be treated less favourably than a non-disabled student for a reason relating to their disability without justification
- They are entitled to have reasonable adjustments made with respect to admission arrangements or in the provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments is 'justified'.

Such adjustments may be to policies, practices or procedures of a school, but generally will not include adjusting premises (such as putting in ramps, lifts etc.), nor will they usually include providing additional staff or equipment. (Although these kinds of adjustments are covered in other parts of the DDA, they are expressly excluded from the school's part of the DDA since it is generally intended that additional staff or equipment should be obtained through the SEN route and, at present, it would be too onerous on schools to have an obligation to undertake rebuilding.)

Wath Comprehensive School – Inclusion and SEND Policy

Our Inclusion and SEND Policy is based on the following national guidance:

- Curriculum 2000 Inclusion Statement
- Disability Discrimination Act 1995
- SEN and Disability Rights Act 2001
- SEN Code of Practice 2001
- Disability Discrimination Act 2010
- SEN Code of Practice 2014.