

TOWNSEND CHURCH OF ENGLAND SCHOOL



POLICY FOR INCLUSION 2017

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND WELL BEING

This policy is based on good practice as established at Townsend over many years

It is in line with the school's objectives as expressed in the school improvement plan and in the "Respect for All" statement

It aims to meet the requirements of recent legislation, including the Code of Practice (2015) and the Equality Act (2015)

"All teachers are teachers of students with Special Educational Needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response"

MISSION STATEMENT

We at Townsend believe it is the responsibility of all teaching and support staff, under the direction of Directors of Learning, Senior Leadership Team and Governors, the County Council/CSF and parents to ensure that all students have access to a relevant curriculum.

This curriculum will be delivered at an appropriate pace and level commensurate with individual skills and disabilities irrespective of race, age, gender, disability, gift or background.

A fully inclusive school will provide the secure environment needed for all students to extend their learning experiences and potential to prepare them for the opportunities and responsibilities in and beyond school.

SETTING THE SCENE FOR INCLUSION AT TOWNSEND

The Code of Practice (2015), The Equality Act (2015) and the 'What Works Research Reports' (2017) guide all schools on meeting the needs of our children. Our SEND policy continues to develop in line with these initiatives towards a whole school approach to inclusion using school based strategies to remove barriers to learning for all our students.

Townsend can be proud that the rationale of all legislation is well embedded in our school ethos and practice. All Directors of Learning aim to extend the potential of all students to prepare them for the opportunities and responsibilities in and beyond school.

Our emphasis on this holistic approach to SEND can be seen in subject departments planning where differentiation ensures an appropriate curriculum for all students within the structure of the National Curriculum. The involvement of all staff in identifying, meeting and monitoring the special needs of our students secures relevant teaching and learning targets which are fully integrated into all school planning.

We continue to carry out screening procedures in line with present government advice, combining formal testing and informal methods to identify students needing support.

The school has developed target setting for all our students and our SEND framework of provision mapping provides support for students needs. Partnerships with Children Schools and Families, staff, outside agencies and parents and carers are vital to our success.

POLICY OVERVIEW

Our inclusive ethos at Townsend aims to provide a broad and balanced curriculum for all students that will enable them to have full participation and high expectations. Barriers to learning will be identified at the earliest opportunity and realistic targets will be set within a whole school context. Systems of evaluation and review will ensure that the aims of our policy for Inclusion are met.

Aims:

To help an individual student to receive a curriculum appropriate to their needs.

To monitor and evaluate the progress of all students with special education needs in accordance with the Code of Practice, Equality Act and internal school procedures.

To encourage high levels of achievement and the opportunity to succeed for all students who have special education needs and/or a disability.

Objectives:

- To ensure the most effective classroom practice for the different learning needs of students.
- To ensure an understanding of different learning styles and to ensure appropriate teaching styles are adapted to suit these learning styles.
- To encourage high expectations for learning and achievement from staff, students and parent/carers.
- To provide additional support, where required, in the form of teaching assistants, support teachers and the use of outside agencies, including Connexions, in order to facilitate the above.

The SEND Code of Practice and Equality Act gives a stronger right for students with SEND to be educated at a mainstream school or in a mainstream setting, a stronger right for students with SEND to be educated at a mainstream school or in a mainstream setting, greater emphasis to genuine communication and partnership when working with parents, greater importance to listening to the voice of the student and to involving students with SEND in the planning of their education and an emphasis on raising the achievement of all students.

Therefore, at Townsend we will endeavour to:

- Secure access for every student to the full range of learning experiences.
- To provide students with learning experiences that are suitably differentiated according to individual needs.
- To ensure that the curriculum has both progression and coherence within the overall education process.

DEFINITION OF SPECIAL EDUCATION NEEDS

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Most special needs provision is funded through Predictable Needs Funding.

Students have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.

A learning difficulty may be caused by physical, sensory, social, intellectual or emotional problems. In some cases they may be caused by a combination of any of these.

A significant number of children may, at some stage in their school life, have special educational needs.

Most of the needs of these children will be met in the mainstream classroom, alongside their peers.

Some of these children may need extra support that can be provided internally.

Some children may need the involvement of outside agencies.

Some children may require extra short-term provision to continue making progress –
Exceptional Needs Funding

Some children will require formal assessment of their needs within school (Education, Health and Care Plan).

Townsend's SEND Policy details how this school will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all staff that are likely to teach them.

The school will have regard to the Code of Practice when carrying out its duties toward all students with special education needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them make the most of their potential. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

POLICY INTO PRACTICE:
IDENTIFICATION ASSESSMENT AND PROVISION

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, Special Education Needs/ Disability Co-ordinator (SENDCO) and the learning support team, all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs.

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Initially, information about students with special educational needs is gained from:

Visits to primary school before students transfer to Townsend C. of E. School.

Key Stage 2 assessments and primary school Annual Reports:

Parental comments at Primary Transfer evenings.

Discussions with relevant professionals such as the Educational Psychologists, Speech and Language Therapists etc.

During the first half-term in Year 7, we also obtain information internally from:

A reading test

A spelling test

NFER Cognitive Abilities Tests (CATS) and/or MIDYIS

Diagnostic assessments where relevant

All members of staff are involved in the identification of students with special educational needs by:

Classroom observation

Monitoring work/behaviour in and out of the classroom

Identifying students not showing adequate progress

Students and parents may also bring to the attention of the school special educational needs, which will then be further investigated by Subject staff, form teacher, Director of Learning or SENDCO as appropriate.

In order to help students who have special educational needs, the Code of Practice sets out a model of graduated response. This model acknowledges that there is a continuum of special educational needs, but it also requires that schools should make full use of available classroom and school resources before, where necessary, requesting advice from specialists on the particular difficulties that a student may be experiencing.

THE GRADUATED APPROACH

The graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

SEN support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the student's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are: Assess - Plan - Do - Review. The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the student's learning.
- Continual reflection on approaches to meeting the student's needs leads to a growing understanding of strategies enable the pupil to make good progress and achieve good outcomes.

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all students in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher, not with the SENDCO or the learning support department.

TOWNSEND'S RESPONSE MODEL

Students not making adequate progress:

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENDCO or Inclusion Managers to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

SEN Support

When a subject teacher, Director of Learning or the SENDCO identifies a child with SEND then the school should provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum and offer strategies to assist progress. Each student will help devise and record personal and appropriate targets and strategies to meet their potential

If, after a time, a student is not felt to be making adequate progress and is still giving cause for concern, then the school may request help from some of the external agencies provided by the LEA. Following the expert advice more formalised targets and strategies are documented (PEP and PSP etc) as needed. Again, parents/carers and the student are involved continually.

Students who have an Education, Health and Care Plan have a plan drawn up to reflect the needs and provision that has been advised by professionals to best support their learning. For these students there are review meetings and annual review meetings involving the student, his/her parent/carers, teaching staff and the external agencies involved.

Reviews:

Staff are involved in the review with parents and students and outside agencies

Staff within their own subject areas are involved in the on-going monitoring, assessment and review of students with special educational needs.

All parents/carers of students are invited to either come into school or make comment on a Review Sheet when their child is being reviewed.

Students are given the opportunity to contribute to their own review.

Vulnerable groups including FSM, BME, EAL, Social and Emotional Disadvantaged, disability, medical etc

The identification and assessment of the educational needs of vulnerable young people demands extra care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects, establish whether the problems they have in the classroom are due to limitations due to their vulnerability of their special educational needs and/or disability. Updated advice is given by Connexions, Autism Service, Child and Family Clinic etc

New advice on vulnerable groups can also refer to specific groups within school who are deemed to be underachieving i.e. boys and such groups will also be monitored

TEACHING AND LEARNING

All students are required to follow the National Curriculum unless specifically disapplied. We aim to deliver a broad and balanced curriculum which is relevant and reflects the needs of individual students.

All students with SEND should receive appropriate support, whenever possible alongside their peers. At Townsend the major responsibility for the education of every student is placed on each Director of Learning. The Inclusion Department co-ordinates classroom support and provides regular training to staff. Cross-curricular support, consistency of approach and expectation are achieved by means of the continual CPD and updating as well as each department/year team/ individual having responsibility for differentiation and all vulnerable groups

Support for staff, students and parents is organised through provision mapping. Most in-class support is offered to students in mainstream classes by their subject teacher. This will not only take the form of awareness of students' special educational needs, but also, multi-sensory teaching, for example the close monitoring of work, some extra help in class, the use of differentiated materials, extra encouragement, whichever is most appropriate.

In some cases the Inclusion Department provides in-class support for students, whereby the subject teacher and the support teacher work together to provide for students with special educational needs. In-class support is provided in a range of subjects by learning support assistants (LSAs), sixth formers and outside agencies.

In Year 7 there is some small group tuition for students needing help with basic literacy/numeracy as part of our Learning Support Programme. This group has a high adult: student ratio.

In Years 8 & 9 there is targeted support for a small number of students who are experiencing difficulty with basic literacy skills and who it is agreed would benefit from extra provision. This is a joint decision between students, parents/carers, the English Department, Modern Languages Department and the Inclusion Department.

In Years 10 & 11 some students may be offered an alternative accredited course to support their GCSE timetable. This has included collaboration with Oaklands College and other providers

In Years 12 & 13 any students needing extra guidance continue to benefit from support from the Inclusion department.

WELL BEING

The school provides a comprehensive programme of support to student's emotional and social wellbeing. This includes access to a Counsellor, through self and adult referrals. The school also works in partnership with many outside agencies and community partners to provide a 'wrap around network' to promote and ensure an education for life for all our students. This includes Links in school support and ESC provision.

Connexions advice and mentoring especially at KS4/5

Our Local Partnership Group offers out of school courses, more access to specialised mentoring and counselling as well as a Parent Support worker and Common Assessment Framework (CAF) Coordinator

Parent Partnership

Educational Psychologist

Speech and Language Service and other Local Authority Support Services

EXTRA CURRICULAR SUPPORT

A programme of lunchtime and out of school hours clubs supporting individual needs such as:

Homestudy Club Tuesday and Thursday 3.30 – 5.00

Senior Study

Lunchtime Support

TLC Club

Fun Club

IMPLEMENTATION AND MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

Management

The Headteacher (Mr A. Wellbeloved) is the responsible person for SEND.

Responsibilities of the Headteacher include:-

Overseeing the day to day operation of the SEND policy

Keeping the Governors informed

Ensuring the maintenance of effective, confidential records and systems for liaison with Health and Social Services and other outside agencies

The Governors. The Link Governor for SEND is Mr P Kestner

Responsibilities of the Governing Body include:-

approving a SEND policy

monitoring SEND policy implementation

reporting annually to parents on the success of the SEND policy

The Senior Line Manager is Miss C. Lingwood (Deputy Head)

The Special Needs Co-ordinator (SENDCo) is Mrs H. Castle

The Inclusion Managers are Mrs L. Altria and Mrs P. Baker

The role of the SENCO:-

The SEND Co-ordinator (SENDCo), in collaboration with Senior Management Team and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The key responsibilities of the SENDCo include:

overseeing the day-to-day operation of the school's SEND policy

liaising and advising fellow teachers

managing the SEND team of Learning Support Assistants

co-ordinating provision for students with special educational needs

overseeing the records on all students with special educational needs

liaising with parents/carers of students with special educational needs

contributing to the in-service training of staff

Liaising with external agencies including the LEA's support and Educational Psychology services, the Connexions PA, health and social services and voluntary bodies

Support Staff & Facilities & Partnerships

Two full time Inclusion Managers

(1 full time and 3 part time) Learning Support Assistants (H2/H3) depending on experience and training) providing in class support mainly for students with an Education, Health and Care Plan.

Local Partnership provision including access through referral to targeted Counselling and Therapy

Parent Support Workers,

School Nurse

Townsend employs the services through CSF of many outside agencies including Educational Support Centre (Links), Connexions, Educational Support Team for Medical Absences (ESTMA), Child Looked After, Educational Psychologist, SEND Advisory Team, Autism Service, Social Services, Speech and Language, Child and Family Centre, Young Carers, Youth Talk, and Church and Voluntary Organisations.

PARTNERSHIP WITH PARENTS

Parents' rights are as important as the students and they should be aware of the policy and practices of SEND and be consulted. Parental involvement is vital and it is always encouraged.

Information is distributed about school policy and practice, support services and voluntary bodies. Parental workshops and home-school schemes are organised. Parents are consulted for statements, individual assessments and statement reviews.

Any concerns which may need more interventions are shared with the SLT and the Head teacher as appropriate

BUDGET AND RESOURCES

Funds for Special Educational Needs provision are allocated by Hertfordshire County Council according to a Government approved formula together with increased funding, through Hertfordshire's Predictable Needs Formula (2007)

The Governing Body at Townsend give a high priority to this area of the curriculum in the belief that a strong emphasis on supporting students with learning needs will provide an advantage to whole school learning for all students

All departments/faculties use part of their budget allocation in order to provide for students with special educational needs

The Inclusion Dept. has an annual allocation from the school's budget to spend on text books, exercise books, testing materials, ICT and other equipment for students to use

The Inclusion Department take part in INSET run by the LEA and other providers in order to keep up to date with current thinking and in practice, in the special needs field and to promote personal and professional development to all staff

The Inclusion Department provides INSET for staff at Townsend

Training for LSAs (Induction Package) and development as appropriate to personal and student needs

EVALUATION

Townsend evaluates the success of its SEND strategy by using data including valued added criteria measures as appropriate to measure students' progress.

The SENCO and the governor responsible for SEND liaise regularly. They report whenever possible (at least once a year), to the Governors via the Curriculum Committee.

This policy will be reviewed annually by the Curriculum Committee. Comments from students, parents/carers, staff and other agencies are welcome and written comments will be accepted by the Clerk to the Governors, at the school address any time throughout the year. The Governors will publish a summary of the policy in the Annual Report to parents.

ADMISSIONS ARRANGEMENTS

Townsend is a Church of England Voluntary Aided school and the Governors determine its admissions policy.

We would request that parents of students with special educational needs contact the school in order to explore the appropriateness of our available provision.

Complaints Procedure

Adopted County Complaint procedure, copies of which are available on request, in line with Townsend's general complaints procedure the following action should be taken:

Informally

In the first instance complaints about Townsend special educational needs provision should be addressed to the SENDCo.

If the SENDCo's response is felt to be unsatisfactory, complaints should then be addressed to the Headteacher.

Formally

If the Headteacher's response is felt to be unsatisfactory, complaints should then be addressed to the Governing Body.

If there is still dissatisfaction with the Governing Body's response, complaints should then be addressed to the LEA.

For further details consult Policy for Inclusion in LSD
Handbook, under the following headings:

Identification and Assessment
The Graduated Response Model for Special Educational Needs
Early Identification
English as an Additional Language
The role of the SENCo
Monitoring student progress