



Ara School  
Inclusion Policy  
(May 2015)

## **Inclusion policy - Special Education Needs and Disability (SEND)**

“If, as teachers, we increase our understanding of who we teach and what we teach, we are more likely to be flexible in how we teach” (Tomlinson and Eidson, 2003).

### **Abstract**

Our vision is to increase access and engagement in learning for all students by identifying and removing barriers. Our Special Educational Needs and Disability policy reflects the SEND Code of Practice and Information report, and aims to provide a consistent framework of principles and strategies whereby children have their learning needs met, allowing them to reach their full academic, social, moral, spiritual and cultural potential. It should be read in conjunction with our Equality and Diversity Policy, our Teaching and Curriculum Policy, and our Assessment and Marking Policy.

At Ara School we will embrace our responsibility under the Equality Act (2010) in eliminating discrimination and fostering positive working relationships between students, staff, and parents.

### **Aims**

The overarching aim is to create a learning environment where students have equitable access to the taught and assessed curriculum; where they can develop their approaches to learning skills (thinking, communication, self-management, research, social); where sensitivity to individual needs prevails, and in which all students can thrive.

#### **A child or young person has special educational needs if he/she:**

- a) has a significantly greater difficulty in learning than the majority of children of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age

For children aged two years or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph a) and/or b) above when they reach compulsory school age or would do so if special educational provision was not made for them.

#### **The identified categories of SEND are:**

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and/or physical needs

**We will:**

- Identify and assess children and young people with individual needs early
- Engage children, young people and their parents in decision-making, making use of person-centered approaches when working with the families
- Uphold and review high quality teaching, differentiated for individual students
- Implement a programme of Approaches to Learning skills
- Equip teachers with the necessary training, skills, resources, technology and support to measure and be accountable for the progress and development of the students in their class
- Provide a strong pastoral structure, with a coordinator for each Key Stage, and regular communication between teachers, the pastoral team, students and their parents
- Plan and implement effective support using a graduated approach to intervention
- Provide additional intervention and support such as teaching assistants or specialist staff such as occupational therapist or educational psychologist
- Develop partnerships with early years / post-16 providers to smooth transition between stages
- Monitor students closely with SEND by undertaking frequent and regular review and assessment
- Keep records of individual student's progress; monitor and evaluate the support we provide

The SEND policy and information report will be updated annually. Any changes to the information occurring during the year will be updated as soon as possible.

## **Roles and responsibilities**

### **The SEN Coordinator (SENCo)**

The SEN Coordinator will be fully qualified and experienced. He/she will coordinate the provision of education to students with specific learning needs.

The appointed SEN coordinator will have overall responsibility for:

- Strategic direction and development of SEND provision

- Teaching and learning – curriculum alignment
- Leading and managing personalised learning team
- Supporting classroom teachers and ensuring all staff are fully aware and understand the SEND Policy
- Efficient and effective deployment of staff and resources
- Maintaining and overseeing the records of all children with learning support needs
- Liaising with parents of children with SEN and developing accessibility plans
- Developing relationships with external agencies, professional bodies and local authority (NHS, CAMHS, NACEN, BDA etc.)
- Making referrals as and when needed (speech and language therapists; educational psychologists / Early Years specialists; behavioural therapists; psychiatrist; paediatric neurologists etc.)
- Managing budgets

The role of the SENCo is distinct from that of any counselling, internal or external, and pastoral care, which provide for the social, emotional and mental health needs of a student.

### **The Headteacher / SLT**

The appointed Headteacher / SLT will have overall responsibility for:

- Overall provision of SEND at Ara School (staffing and resources).
- The written, taught and assessed curriculum, including provision for students with disability and SEND.
- The allocation of funds for SEND provision.
- Ensuring the teaching staff are fully versed with statutory and legal requirements with regards to SEND policies.
- Keeping the governing body informed about SEND issues, and implementation of the policy in the school.
- Working with the SENCo, and employing when necessary, specialist staff.
- Ensuring that parents are notified if their child requires SEND support

### **The Governors**

The Governors will have overall responsibility to ensure that:

- SEND provision (funding, staffing, teaching and learning and extracurricular) is adequate.

- Staff are aware of the need to identify, assess and support students with learning needs.
- Students with SEND participate in school life, as is reasonably practical.
- They have an awareness of the SEND Policies, CoP and Information reports and are fully versed with legal changes and requirements with regards to SEND support.

## Specific admission arrangements for children with SEND

### We aim to support:

- *English as Additional Language students* - Students who require EAL support are usually students whose first language is not English. This encompasses students who are bilingual or trilingual and who are at different stages of English language learning. It is imperative that the EAL provision meets the individual needs of students as they require and need proficiency in English as an academic subject. Classroom and subject teachers will scaffold the learning experience for students in ensuring that students are supported and their successes celebrated.
- *Children Looked After (CLA)* - Looked after children are children who have become the responsibility of the local authority. Statistically the majority of CLA students are SEN due to the circumstances they find themselves in. Thus it is the responsibility of the school to ensure suitable provisions are made for CLA students so that progress is made and sustained at school. Ara School will consider what additional assessment and support (such as additional help for the classroom teacher, one-to-one therapeutic work or a suitable alternative placement) needs to be put in place to the success of students. All teachers will be involved in the process of developing a PEP for each CLA student at the school. This will include:
  - on-going support and catch-up lessons for those who are behind with school work
  - provision of immediate suitable after school education where a child is unable to attend lessons in the morning
  - support structures in place a student begins to attend a new school or returns to school
- *Students at school with medical conditions* - Students with complex or long-term medical conditions are entitled to full education and may therefore require special support, medication and care whilst in school to help them manage their condition. Some conditions may require extended periods of absence. The school will ensure that arrangements are in place for these students, and will liaise with the Local Authority and Health Services. The focus will be on the needs of each child and how their medical condition may affect their school life.
- *Homeless children* - Homeless children may have precarious accommodation arrangements, for instance in shelters or temporary accommodation. The School's safeguarding policy will prevail; the safeguarding officers, the SENCo and other external professionals will liaise, within limits of confidentiality, to provide the students in need with the adequate learning and welfare support, to ensure the child receives education and care. It is understood that homeless children are less likely than others to have access to technology, financial support and teachers will receive

appropriate guidance to help facilitate learning and progress of the students in these situations.

- *Exceptionally able students* - Teachers are responsible for ensuring that their teaching is challenging enough for exceptionally able students. If the student's attainments are well above the normal range for children of the same age, the student will be regarded as having SEND and provision will be planned, in consultation with the student, parents, teachers, pastoral team and the SENCo.

## **Principles of an inclusive education**

The principles are:

- Promoting child-friendly learning by removing barriers to learning and participation
- Increasing learning and participation by developing cultures, policies and practices to include all students
- Safeguarding the interests of all students
- Allowing all students to have access to appropriate education which affords them the opportunity to achieve their potential
- Promoting a supportive culture of learning that encourages collaboration and problem solving

## **The Curriculum**

The programme will be organised to ensure that the diverse needs of students are met at an appropriate level through enriched resources and activities that match the strengths, goals and needs of the learner. Practising differentiation, scaffolding students' learning and differentiating the curriculum to ensure that they work to their full potential will be embedded in the collaborative planning process.

Adopting and adapting whole-school teaching strategies, including the implicit and explicit teaching of approaches to learning skills, which meet the needs of students, will assist in deepening their understanding of taught skills and concepts and this will develop these areas further:

- Transforming learning
- Establishing positive, reinforced relationships and expectations in the community
- Developing greater student understanding on how they approach and apply learning
- Promoting difference and diversity
- Advocating independent learning skills
- Promoting the human rights of each individual

Ara School will provide support in the following ways:

*KS1 and KS2*

- Providing a developmental, differentiated curriculum
- Teachers collaborating to develop and implement targeted learning programmes
- Providing learning support and personalised targets
- In some instances, providing accommodations for testing, following the guidelines of an educational psychologist

The curriculum in KS1 and KS2 will be aligned to ensure that students are able to transition to secondary school.

Ara School will provide support in the following ways:

*KS3 to KS5*

- Providing a developmental, differentiated curriculum
- Teachers collaborating to develop and implement targeted learning programmes
- Providing learning support and personalised targets
- In some instances, providing access to an educational psychologist's assessment
- Providing accommodations for testing and public examinations, following the guidelines of an educational psychologist

## **A graduated approach to SEND support**

The SEND Code of Practice outlines a graduated response to student's needs. It is seen as action that is additional and different from the provision made as part of the school's differentiated written, taught and assessed curriculum and strategies. Additional intervention and support cannot compensate for a lack of high quality teaching.

The graduated response supports the School's ethos; it respects and celebrates individual differences, promotes academic rigour, communication and collaboration, and supports the linguistic, cultural, emotional and physical needs of students.

It is:

- *Universal* - high quality teaching, differentiated for students; access to resources and additional learning programmes to support the development of key skills and approaches to learning skills, so that students can ultimately become self-regulated learners
- *Targeted* - evidenced based interventions, often in small groupings, or individual
- *Specialist* - Expert advice and teaching, often on a 1:1 basis

Where a child or young person, despite assessing, planning, implementing and reviewing action to meet their SEND, has not made the expected progress, the school and/or parents, should consider requesting EHC and further support from the local authority.

If and when it is felt that children have made necessary, sustainable progress, they may be taken off the SEND register. Communication involving all stakeholders (the student, parents, pastoral team, SEN Coordinator, the teachers and any other professionals involved with the child) will be involved before any decision is made. There will be a period of transition where progress will continue to be monitored by teachers and the pastoral team, through the school's monitoring and assessment procedures.