

## **POLICY STATEMENT : INCLUSIVE EDUCATION (SENDA)**

### **RATIONALE**

**A policy to promote the successful inclusion of all pupils at The Ridings High School.**

- **All children should be equally valued in school.** The school will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.
- This policy is an integral part of the school's curriculum policy and is relevant to all aspects of the school Management Plan. It describes the way we meet the needs of children who experience barriers to their learning development, whether learning, physical, emotional or social barriers.
- The Ridings High School is committed to providing an inclusive curriculum and appropriate high quality education to all of our pupils, whatever their needs and abilities, in line with the **Every Child Matters** agenda. Additionally, the school is required to ensure that both the Special Educational Needs and Disability Act (SENDA), and the relevant Codes of Practice and Guidance, are implemented effectively across the school.
- All children should have both a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and the opportunity to be fully included in all aspects of school life.
- The school is committed to **inclusion**. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The aim is to create a sense of community and belonging, and to offer new opportunities to learners who, previously, may have experienced difficulties.
- Educational inclusion is about equal opportunities for all learners, whatever age, gender, ethnicity, impairment, educational attainment and background. This does not mean that we treat all learners in the same way, but rather, that we respond to pupils in ways that take account of their varied needs.

- We pay **particular attention** to the provision for, and the achievement of, different groups of learners:
- **Those with special educational needs**
- **Those with disabilities**
- Those who are particularly gifted and talented
- Those who are looked after by the local authority
- Those who are particularly at risk of disaffection and exclusion
- Those who need support to learn English as an additional language.

**The first two groups are the focuses of this policy.** Separate policies exist for other group of learners.

## **OBJECTIVES**

- The effective implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination.
  - To ensure that special educational needs and inclusion provision is valued and accessed by staff and parents/carers, and that all pupils are perceived positively by all members of the school community.
  - To monitor the progress of all pupils, identifying needs as they arise, and providing support as early as possible.
  - To provide full access to the curriculum\* through differentiated planning by class teachers, Learning Support Coordinator and support staff, as appropriate. (\*Except where disapplication of the curriculum, arising from a Statement, occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having special educational needs at ***School Action or School Action Plus***.
- To involve pupils in any planning and decision making that affects them.
- To involve parents/carers at every stage in the plans to meet their child's needs.

## GUIDELINES

- **Responsibility for coordination of inclusion provision:**
- **Governing Body.** The Governing Body as a whole is responsible for making provision for pupils with special educational needs and this body receives regular reports from the Learning Support Coordinator. Two particular governors are identified to take a special interest in special educational needs, and in the teaching and development of literacy.
- **Senior Management Board Oversight.** Rob Evans, Assistant Head (Student Support) and Paul Lobb, Assistant Head (Curriculum Innovation).
- **Learning Support Coordinator** (and Special Educational Needs Coordinator — SENCO): Judith West.
- [An expanded role of Deputy Learning Support Coordinator has been identified within the school's Staffing Review — December 2005, and this role has yet to be filled.]
- **Behaviour Support Coordinator:** Russ Hewkins.
- The Local Authority publishes the admissions criteria which have due regard to the guidance in the Codes of Practice which accompany the SENDA 2001. Parents or carers, seeking admission of a pupil with mobility difficulties, are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is appended to this policy. **(Appendix 6)**

**The school does not have any specialist unit for pupils with learning, physical or behavioural difficulties.**

- **Provision:** Each year, *provision is mapped* to show the allocation of resources; this is then published in the Staff Handbook and Student Support Procedures Booklet. **(Appendix 3)**
- **Learning Support Base:** The school offers the opportunity, within each year group, for a small group of pupils identified as more vulnerable learners, to be taught/supported in a dedicated environment. This can be best tailored to suit their needs through differentiated learning and teaching styles.

Additionally, the school does make some special, internal provision, through its **Behaviour for Learning Centre (B4LC)**, for pupils presenting behavioural problems within the school.

- **Staffing:** The Learning Support Coordinator is also the Specialist Teacher with regard to assessments and access arrangements.

The school also employs Specialist Teaching Assistants who have additional qualifications, including specialisms in counselling, teaching literacy and teaching English to pupils for whom it is a second language.

The English, Mathematics and Science Faculties also have specially designated Teaching and Learning Representatives who work in liaison with the learning support specialist staff to address, particularly, special educational needs in these core areas.

- **Training of staff:** The school makes an annual audit of **training needs** for all staff, taking into account school priorities as well as personal professional development. The SENCO takes responsibility for prioritizing the training needs of staff with a specialist commitment to pupils with SEN.

- **Identification and Assessment of Special Needs:** The school is committed to early identification of special educational need and operates a graduated response in seeking to meet those needs, in line with the Code of Practice 2002. A range of evidence is collected through the school's assessment and monitoring arrangements. **(Appendix 8)** If this suggests that the learner is not making the expected progress, the SENCO will decide whether additional and/or different provision is necessary. **(Appendix 4 - Triggers for School Action and School Action Plus)** Provision/action that is additional to, or different from, that which is available to all, will be recorded in an Individual Education Plan. **(Appendix 5 — Recording Information on an IEP)** This will often be written by the Assistant Headteacher (Student Support) and/or SENCO, but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies
- **Individual Education Plans (IEPs):** The IEP will set targets for the pupil and will detail:
  - The short-term targets set for or by the pupil
  - The teaching strategies to be used
  - The provision to be put in place
  - When the plan is to be reviewed
  - Success and/or exit criteria

The IEP will be reviewed every 6 months and the outcomes will be recorded. Pupils will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process.

- **External Agencies:** If, despite significant support and intervention at School Action, the school has evidence that a pupil is making insufficient progress, we may seek further advice and support from outside professionals. **(Appendix 4)** These professionals will be invited to contribute to the monitoring and review process and will be monitored with the school through the **Student Support Group**, chaired by the Assistant Headteacher(Student Support); the SENCO will also be present. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The range of support made in the school, in response to identified need, is detailed in the **Provision Maps (Appendix 3 - Student Support Procedures)**.

- **Statements of Special Educational Need:** For pupils who have Statements of SEN, their progress and support, outlined in their statement, will be reviewed annually, and a report provided for the Local Education Authority. If a pupil makes sufficient progress a statement may be discontinued by the LEA. This review is additional to any reviews of any relevant IEP.

Additionally, during Year 9, the school will liaise with the Connexions Service and other agencies to arrange **Transition Plans** for students with Statements. [This service will also be available for other pupils with SEN who may benefit from Transition Planning.] These Transition Plans relate particularly to students' progression Post-16, and are reviewed annually as part of the Annual Review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

- **The school's complaint procedures.** These are set out in the school's prospectus. Your child's **Tutor/ Year Head** will work closely with parents at all stages in his/her education and **should be the first port of call in case of any general difficulty**; subject leaders, and the SENCO, are additional points of initial, specific contact. Parents of pupils with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent disagreement resolution. The school will make further information about this process on request. Parents of any pupil identified with SEN may contact the **Parent Partnership Service** for independent support and advice.
- **Evaluation:** The success of the school's SEN policy, in terms of both the effectiveness of provision, and value for money, will be judged against the objectives stated earlier, through a systematic evaluation of that provision for pupils with SEN. (**Appendix 8 — Evaluating the impact of additional SEN provision on the outcomes for pupils with SEN.**)

J West      Learning Support Coordinator

R Evans     Assistant Headteacher (Student Support)

E Lyne      Senior Deputy Head teacher

October 2006