

THOMAS KNYVETT COLLEGE INCLUSION POLICY

This policy is in keeping with the school's aims, its Teaching and Learning Policy, its policy on educational inclusion and its disability equality scheme. The governing body and staff of the school will ensure that all students enjoy a broad, balanced and relevant education that meets individual needs. The fundamental objective of the school's SEND policy is to provide the supportive framework within which students requiring additional support are identified, assessed, assisted and monitored.

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Governors Committee Responsible: Curriculum & Pastoral

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Senior Manager Contact: Assistant Headteacher - AWA

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AT THOMAS KNYVETT COLLEGE

Children have special educational needs and/or disability if they have a learning, physical, sensory, or emotional difficulty that calls for special educational provision to be made for them. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught or because they are low attainers.

Legal Context

- Part III of the **1996 Education Act** sets out the responsibilities of schools and local education authorities (LEAs) towards all children with Special Educational Needs and disability (SEND).
- The Secretary of State has issued **The Code of Practice on the Identification and Assessment of Special Educational Needs and Disability**. This gives practical guidance and is currently under review.
- All schools have a statutory duty to have regard to The Code of Practice. The detail of what schools do may vary according to the size, organisation, location and student population of the school.
- Schools must summarise their SEND policies in the prospectuses they publish and must report to parents on the implementation of their policies in subsequent reports.
- OFSTED inspections will consider the effectiveness of the school's policies and practices for identifying, assessing and making provision for children's special educational needs and disabilities in the light of the school's policies and in the light of the code.
 - The school's governing body has statutory duties towards students with SEND (see Sections 313 and 317 of the act, 1:16 – 1.22 of the CoP).

AIMS

1. To ensure full entitlement and access for SEND students to high quality education and quality first teaching within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate students with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools through quality first teaching and appropriate differentiation after giving due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
3. To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.
4. To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable qualities such as safety awareness, politeness, resilience, reciprocity, initiative and independence.
5. To identify and assess students with SEND as early and thoroughly as is possible and necessary (Appendix 1).
6. To fully involve parents/carers and students in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. The support of parents/carers and students is crucial in ensuring all needs are fully met.
7. To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources. This will be provided through wave one, wave two and wave three provision as necessary.

OBJECTIVES

These objectives relate directly to the aims of the Inclusion Department at Thomas Knyvett College and are intended to show how the structures and systems that are in place put the aims into practice.

The Inclusion Department will work closely with:

Senior Leaders

- To ensure that the curriculum is balanced, allows for differentiation according to individual needs and offers inclusion for students through the graduated provision offered at each wave.
- To regularly review the curriculum to ensure that it is relevant to the student's individual needs, both present and future, and that this is the perception of both the students and their parents/carers
- To implement a graduated approach to special educational needs and disability based upon that described in the Code of Practice
- To ensure compliance with the Disability Discrimination Act and the school's Disability Equality Scheme.

Teaching Staff

- To ensure that subject staff are fully informed as to the special educational needs and disabilities and/or of any students with Education Health Care Plans (ECHPs) with whom they are involved. This will allow staff to effectively provide quality first teaching and wave one and wave two provision effectively for these students.
- To offer advice and professional development opportunities to subject teachers and other departments on employing differentiated teaching methods and resources in both classwork and homework tasks.
- To develop effective approaches to enhancing student self-esteem.
- To provide advice and support in the education of students with learning difficulties, including emotional difficulties.
- To identify students with SEND through the use of a variety of data and information including KS2 SATS, Year 7 Midyis, liaison with primary schools and whole school screening in reading, spelling mathematics and dyslexia bi-annually.
 - To provide personalised and individual intervention of wave three provision for students with ECHPs so that these students make good progress.

Students

- To ensure that the students with physical disabilities have complete access to the curriculum.
- To support students in mainstream lessons as appropriate.
- To ensure that students with SEND are fully integrated into the school through the house and tutor system and in subject areas.

Parents

- To contribute to annual reviews of their child's needs as stated in their ECHPs and ensure students are making at least expected progress.
- To ensure that appropriate support is in place for their child.

Outside Agencies

- To provide appropriate assessment and support for identified individuals.

The intended outcome of these objectives are as follows:

a students with SEND and ECHPs will

Make progress towards targets set, show improvement in their literacy, numeracy and social skills; be helped to access the wider curriculum; be motivated to learn and develop self-esteem and confidence in their ability as learners; modify their behaviour as appropriate.

b teachers and managers will

Be familiar with and implement the school's SEND policy and approaches to meeting the needs of students with SEND; identify students who may require wave two and wave three provision e.g.

those with EBD, and make referrals accordingly; communicate effectively with the parents/carers, the SENCO, the faculty TA's and all other staff with responsibilities for SEND, including those from external agencies; have high expectations of students' progress, set realistic but challenging targets which they monitor and review and provide appropriate support.

c the SENCO will

- Be involved in the strategic development of the SEND policy and provision working closely with the Head of School, senior leadership and class teachers.
- Have the responsibility for the day to day implementation of the school's SEND policy and for co-ordinating provision for students with SEND. This will include the maintenance of the school's Code of Practice register, ensuring that the in-house register is kept up to date and that a graduated response is implemented throughout the college.
- Analyse the progress of students on the Code of Practice on a termly basis and put relevant support in place as a result of this analysis.
- Liaise closely with outside agencies.
- Liaise with parents/carers of students with SEND.
- Advise class teachers and organise liaison with faculties including organisation of staff professional development .
- Have a clear overview of the funding of students on the Code of Practice and use it effectively in their education.
- Work closely with the SEND governor regarding the implementation of the SEND policy.

c learning support assistants will

- Understand their role in the school through a clear job profile.
- Work closely with class teachers to support students with SEND.
- Receive regular training to enable them to fulfil their job role as effectively as possible.
- Support students with SEND in all aspects of their needs.

d parents/carers will

- Feel fully involved as partners in the education process. Parents/carers are an integral part of the action planning process and are fully involved as partners in the education of their child.

e the Head of School and other senior leaders will

- Fully support and monitor the implementation of the policy through regular liaison and keep governors fully informed.

f Governors will

- Appoint an individual governor who will monitor the implementation of the policy through regular liaison and report annually to parents on the school's policy on SEND.

g The LA will

- Receive at an appropriate time information about the progress made by students with ECHPs.

D. MONITORING AND EVALUATING THE SUCCESS OF THE SEN POLICY STATEMENT

A nominated governor for Special Education Needs and Disability links the Inclusion Department with the Governing body. Effective monitoring/evaluation of the SEND provision is dependent upon the maintenance of accurate and up to date records. The means by which monitoring and evaluation of the SEND provision is undertaken by:

- contact with parents/carers
- evaluation of students' progress

- monitoring the budget
- priority planning
- continuous professional development for staff

ADMISSION ARRANGEMENTS

The school provides for students with a wide range of abilities and/or difficulties. Places for students with or without a special educational need and disabilities are allocated in line with the whole school admission policy of the governing body.