

<b>Policy Title:</b>	Inclusion (and SEND) Policy
<b>Function:</b>	For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
<b>Status:</b>	Live
<b>Audience:</b>	Students, Parents, Governors, Principal, Teachers, Support Staff, Local Authority, Compass Trust
<b>Ownership / Implementation:</b>	The Principal and the School Governors have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date:</b>	September 2014
<b>Review period:</b>	Annually
<b>Last Reviewed:</b>	September 2020

## 1. Inclusion Statement

**“Everyone in the Compass School Community will confidently reach the destination to which they aspire”**

Our inclusion policy supports this in the following ways:

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated and personalised learning opportunities through Quality First Teaching for all children within the school and provide materials appropriate to children’s interests and abilities, ensuring that all children have full access to our curriculum.
- We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between the different barriers to learning, and provide targeted support to overcome them.

### **The Aims and Objectives of this policy**

The core aim of our inclusion policy and practice is to allow all students on the SEN register to make progress in line with their non-SEN peers in all subjects.

In addition:

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.” **SEN Code of Practice (2015)***

This is achieved through:

- Access to the full curriculum for all students, boosting literacy and numeracy skills where necessary.
- Meeting individual needs through a wide range of provision, regardless of ability
- Staffing deployment, resource allocation and choice of intervention leading to positive learning outcomes.
- Ensuring the school environment is appropriate for all learners, and as far as is practical making reasonable adjustments in terms of the layout/resources of the School, in consultation with advisory teachers.
- Ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all learners.
- Promoting “children’s self-esteem and emotional well-being and help[ing] them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).
- To use the most recent SEN Code of Practice as a framework for identification of, and provision for, students with special educational needs

The Compass School Inclusion & SEND policy is to be read in conjunction with all other School policies.

**SENCO and Designated Teacher for Looked After Children:**

Yinka Oladejo

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**The name and contact details of the Designated Governor for Inclusion:**

Heather Baker, Governing Body, Compass School Southwark

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## 2. Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September **2015**
- Ofsted Section 5 Inspection Framework January 2015
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

This policy sets out our procedures for the identification, assessment and provision for students with special educational needs, whether or not students have EHC Plans, including how the school evaluates the effectiveness of its provision for such students and the school's arrangements for assessing the progress of students with special educational needs.

### 3. Quality First Teaching

#### Roles and responsibilities

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of Students with special educational needs, EAL, or other educational needs. All staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown towards all Students at all times.

Every student has the right to receive quality first teaching. As part of this, every effort will be made by the classroom teacher to ensure that students are making progress in their curriculum area, regardless of starting point. Quality first teaching includes:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate students

The School will not withdraw a student from an entire subject, nor dis-apply the subject, unless in exceptional circumstances. The Principal will make any decision on this issue in collaboration with parents.

Where students are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students:

- In class support from an Inclusion Assistant
- Individual or small group withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Homework/learning support club
- Behaviour and Pastoral Support Plans

#### **Vulnerable learners identified**

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, assessment of reading ages and other whole-school pupil progress data

- classroom-based assessment and monitoring arrangements. (Cycle of assess-plan-do and review)
- information from parents/carers and following up parental concerns
- tracking individual children's progress over time
- liaison with feeder primary schools on transfer
- information from previous schools
- information from other services

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by members of the Inclusion team and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning
- informal feedback from all staff
- student interviews when setting new targets or reviewing existing targets
- student progress tracking using assessment data (whole-school processes)
- attendance records and liaison with the Attendance Officer

## **4. Additional SEN support**

### **Personalised interventions**

Students will be offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all Students in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.

### **Individual Education Plans**

We recognise that IEPs are no longer prescribed in the SEN Code of Practice 2015, however they remain an important tool for informing effective planning and supporting progress measures for pupils with an EHCP as well as some high need students.

## **5. External Support**

**The school seeks external help and advice in order to provide specialist support for a minority of students. These may also contribute to and evaluate requests for statutory EHCPs.**

## **Request of an Education Health and Care Plan (EHCP)**

It may be decided that a very small number, **but not** all of the students on the SEN register will require additional funding to ensure their underlying additional educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has been spent on a pupil within any given financial year, in order to meet his or her additional learning needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Our school will comply with all local arrangements and procedures when applying for extra funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

## **6. EAL**

A pupil who has English as an Additional Language is a pupil whose first language is not English; and who uses that language on a regular basis, inside or outside, of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Compass School Southwark will support students with EAL through:

- Students will be placed in classes matching their academic – not literacy - ability.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by prior arrangement aim to provide interpreting facilities at parents' evenings and other school meetings.

## **7. Looked after Children**

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the Borough's Virtual School (VS) for Children, which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

## **8. Responsibilities**

### **The School Governors will:**

- ensure that, where the SENCO/Principal/Governors have been informed that a student has special educational needs, those needs are made known to all who are likely to teach the student, following assessment
- ensure that the school provides adequate training for teachers to be aware of the importance of identifying, and providing for, those students who have special educational needs and best practice in relation to meeting their needs in the classroom.
- ensure that students with special educational needs join in the activities of the School together with students who do not have special educational needs
- identify a named School Governor for Inclusion and SEND. Governor will fulfil their duties of oversight through link visits by the name School Governor of SEND report to Standards Committee by receiving the outcome of an annual external review

### **The Principal will:**

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The day to day implementation of this policy is delegated to the SENCO.

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress
- analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with students and parents

**The SENCO/Inclusion team will:**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO/Inclusion Team will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for all types of vulnerable learners
- identifying on this provision map a staged list of Students with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of extra funding and those with an Education Health and Care plan
- co-ordinating provision for children with special educational needs
- liaising with and advisory teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all Students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request extra funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 7 students on the vulnerable learners' provision map.
- ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with students
- liaising sensitively with parents and families of Students on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area Inclusion network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners

### **Class Teachers will:**

Teachers will ensure good provision and outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## **9. Training and support**

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Advice and expertise in relation to assessment and support of individual Students will be commissioned by the school when appropriate. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

## **10. Partnership with Parents/Carers**

The school will work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- making parents and carers aware of the Parent Partnership services.

## 11. Involvement of Students

A high value is placed upon student participation and student voice in school life. We will actively seek their feedback on school life and the curriculum and learning experience we are offering them.

In keeping with this, students with special educational needs are involved in assessment of their needs and reviewing their progress.

We endeavour to fully involve all Students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- self-review their progress
- contribute to their Individual Education Plan (where one is in place)

## 12. Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in line with the school's complaints policy. The governor with specific responsibility for SEN/inclusion will be involved where a complaint escalates to a governors' hearing.

## 13. Links with Other Services

The SENCO liaises with support services, other agencies and organisations in order to provide the most effective provision for students with special educational needs. Effective working links will also be maintained with:

Service	Telephone
Sunshine House - Children and Young Peoples Development Centre <i>(Pediatricians, Speech and language Therapists, Occupational Therapists, Physiotherapists, Children with Disabilities Team)</i>	0203 049 8100
Southwark Multi-Agency Safeguarding Hub	020 7525 1921
Early Help Team (for Educational Psychologists, Education Welfare Officers, and Early Intervention Officers)	020 7525 2714
The Southwark Information Advice and Support Team (SIAS)	0207 525 3104

## 14. Access arrangements

Examination access arrangements are designed to ensure access for students with certain disabilities and certain learning difficulties to examinations, without giving them an unfair advantage over other students who do not qualify for them.

Consideration of whether students qualify for access arrangements is given in accordance with the terms of the national regulations issued by the Joint Council for Qualifications (JCQ).

Decisions at School level, including recommendations to the Awarding Bodies, are made by the SENCO.

No child has an automatic right to access arrangements. Parents and carers are welcome to request such arrangements for their child, and present factual information in support of their requests, however there is a formal procedure for the assessment of access arrangements. Parental/carers opinions in themselves are not evidence of the need for special arrangements.

Responsibility for access arrangements testing and for the appropriate bodies rests with the SENCO, as the named "Specialist Teacher" according to JCQ guidelines, who will consult Subject Team Leaders and other staff as appropriate, and keep parents/carers informed of the process.

Once any Examination Access Arrangements or Special Considerations have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented.

## 15. Review

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Inclusion team and Senior leaders
- On-going assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- student interviews
- informal feedback from and between all staff.
- pupil progress tracking using assessment data (whole-school process)
- monitoring targets, evaluating the impact of same on Students' progress.
- attendance records and liaison with education welfare if necessary (last resort)

The Inclusion Policy will be reviewed annually to ensure it continues to meet the needs of staff and students at CSS as the School grows to full capacity.

The Inclusion Policy is approved annually by the Governing Body.