

SEND / Inclusion Policy

Date last reviewed	May 2023
Committee Responsible	Full Governing Body
Designated member of staff	Rebecca Gonyora Director of Inclusion
Date of next review:	May 2024

Statement of Intent

Through consultation with teachers, governors, parents and students, Grey Court School has secured a clear understanding of the fundamental principle underlying inclusion at our school; inclusion is a whole school agenda and an ethos which underpins all of our curriculum activities alongside the general life of our school community. This document clarifies both procedures and guiding principles which enable our learning environment to be inclusive.

INCLUSION POLICY

The Inclusion Policy at Grey Court School is a statement of good practice which ensures that all students be included in mainstream education and have equal access to the curriculum; our driving force being every student, regardless of gender, attainment, special needs, race, disability, social or cultural background or sexual orientation is included in our learning community, has the opportunity to fulfil their full potential, both as a learner and as an individual, and thereby has an outstanding experience at Grey Court School.

AIMS

Our aims are guided by the three principles of inclusion; the setting of relevant learning objectives (or “next steps” for progress), responding to and differentiating for student’s diverse needs and continual monitoring to overcome barriers to learning.

- Inclusion is a whole school ethos and all students should be included in mainstream education and have equal access to the curriculum
- Where students are withdrawn from lessons this is set within clearly defined parameters with the focus being on supporting achievement in mainstream achievement. Any withdrawal work must be monitored and evaluated so its impact can be assessed.

- Newman House is the hub of support for students with AEN and is responsible for providing information and strategies for supporting all teaching staff to ensure that all students are included and achieve in mainstream education; our key document to achieve this aim is the setting of Individual Education Plans (IEPs)

IMPLEMENTATION

Structure of Newman House

On the ground floor of Newman House is the **Student Support Centre**. This is where students receive specialist support from Learning Mentors to allow them to develop subject work set within clearly defined parameters. Students who are internally excluded also use the student support centre to ensure they achieve meaningful work as part of their period of isolation.

The first floor sites also our SEN Administration office where parents are welcomed, and two **subject classrooms** where mainstream teaching occurs and a smaller classroom which is referred to as Student support.

On the second floor of Newman House is **Learning Support**. This is where Intervention classes are held for selected students receiving enhanced support. The use of withdrawal or additional support is mapped on our provisional map, which is updated each half term. On this floor we also site **EAL** for withdrawal work for level one and two EAL students.

Student Support Centre

The Student Support Centre is led by a full time Student support Centre manager who is supported by the Director of Inclusion and the SENCO in her delivery. Students can only access this provision through referrals.

SLT Referral

SLT member makes a short term request to use SSC, informing Director of Inclusion in all instances before the referral is completed so this provision can be managed; this is usually due to short term needs or as part of a longer term care plan provision. Work is received from subject teachers and the accountability for marking and assessments remains with the subject teacher.

Pastoral Referral

Student Support Manager (SSC) and Phase Leaders lead pastoral referrals. They will complete a referral form stating clearly what the aims of the withdrawal are to be. SSO and PL will decide what other support student needs in consultation with SSC through the AEN Meeting forum held fortnightly. PL and SSO will also consult with HOF when relevant SSO and PL will evaluate the impact of SSC through monitoring of reintegration back to class. SSC manager will log progress made and provide this information to senior leaders as part of this procedure.

Academic Referral

Head of Faculty will complete referral form for subject specific support. This will include a clear aim of what work they want the student to achieve alongside resources to support the learning mentors deliver the curriculum aims.

HOF will communicate referral to SSO and PL who will add their own input to this referral form. If more than one subject is to be focused on PL will coordinate this

SSO will discuss with HOF / PL the provision that can be provided for this student; including clear aims on what work will be achieved, expected length of time for referral and how re-integration will be monitored

SSO will monitor the long term impact of the use of SSC in liaison with the SSC manager.

An evaluation of the impact that the Student Support Centre has is compiled each term and reported to the Director of Inclusion; and is shared with the Leadership team at SLT meetings.

Inclusion Team Guidance

Clarity of roles is crucial in ensuring that safeguarding needs are met effectively. The following principles guide our roles and responsibilities within the Inclusion Team:

- The Student Support Officers and Phase Leaders lead the initial pastoral support for all our students, ensuring that SLT are made aware of developments through Line Manager Meetings and the fortnightly Inclusion Meeting.
- Child Protection issues are referred immediately to Associate Head Vicki Price
- The main aim of our Student Support Manager is to focus on the learning outcomes of those students who have been referred; including the impact that this support has had on the student once they return to the subject or a full time timetable
- Student Support Manager uses the AEN Meetings as the main forum in contributing to the on-going discussions about how best to support individual students. SSOs and PLs have, in consultation with their line manager, the final decision on what pastoral support each student should, and should not, be given
- Home visits will not be a common practice but when necessary or appropriate they will be led by an SSO and or the family support worker, who should also work alongside the SSC manager if they too want to complement the support they are already providing a student within the school by conducting a home visit. SSC will support good relations with families by promoting work achieved in the centre; including phone calls home or use of SSC postcards
- The procedures which allow a student to be referred to SSC must be adhered to in all cases. It is important to add that no student can make a self-referral to the SSC
- All pastoral and academic referrals to the SSC must have clear aims which can then be evaluated as part of our procedures to measure impact. Learning aims need to be set alongside providing a scheme of work or learning resources so that the learning mentors are clearly guided in the work that they are being asked to deliver
- Full use of on-line learning will help to complement the work given by subject teachers within the SSC

- Work on social and emotional skills provided by SSC manager should be there to complement the support a student may be receiving
- Through Life Skills and other outside agencies, like a counsellor, Educational Psychologist, Speech and language Therapist, Occupational Therapist and Specialist Resource Teacher. An outline of support being provided should be presented at inclusion meetings to ensure that this collaborative working is maintained.

Team Around the Child (TAC)

The school is also supported by a range of external support services, including:

- Local authority support officers, e.g. EWO, EP, EMTAS
- Social Services
- EWS
- The Health Service.

Collaboration is a key aspect of how we support students at Grey Court, including those who are at CAF status. The Inclusion Team meets on a fortnightly basis. This includes: SENCO, Student Support Manager and Student Support Officers. It also includes an invited associate such as a learning support assistant, school counsellor, vocational worker or borough representative.

These meetings are an important way of communicating the needs of students and how we are responding to changing needs; it is the key to providing effective multi-agency support. Minutes from Fair Access Panel are given priority as this meeting and decisions over a Common Assessment. All students who are recognised as being vulnerable in our school, and are not monitored on our SEN register are monitored through our compilation of a Vulnerability Register; all students who are deemed vulnerable have a pre-CAF form at start of academic year and this triggers a CAF as appropriate. At all AEN meetings minutes are taken and then distributed to all key stakeholders, including the Headteacher.

Special Education Needs

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and to monitor progress and set provision according to need.
- to measure the impact of all SEN intervention
- to ensure teachers have the strategies to support SEN students in mainstream classroom through the implementation of IEPs and weekly Teacher Around Child meetings
- to ensure that students with special educational needs and disabilities have the opportunity to join in with all the activities of the school
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school

- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The school has an Accessibility Plan in line with the Disability Discrimination Act (2006) and makes every effort to provide access and equality of opportunity for students with disabilities.

The role of the inclusion team is pivotal in supporting the learning of students throughout the school. Its involvement with the children begins with pre-entry transition work with primary schools, continues through screening, assessment and intervention and ends with support for final exams, preparing for adulthood and work with colleges to which students will transfer.

As part of the inclusion team the school employs a transition teacher who works alongside the SENCO in the delivery of intervention program for SEN students. The Transition teacher has a responsibility to track progress of withdrawal groups / students using baseline assessments, and map provision according to changing needs. A copy of provision map, withdrawal groupings, assessment data and tracking is held by SENCO.

A member of the Governing Body is nominated by the Governing Body to take a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body has agreed with the London Borough of Richmond upon Thames admission criteria which do not discriminate against students with special education needs or disabilities.

Identification and Assessment

All children are screened on entry for a range of barriers to learning; including new mid-term entries. A process for induction for all students has been established to ensure clarity and effective identification. The school uses a graduated approach as its basis for identification.

A range of evidence is collected through CATS and reading assessments.

We also identify a child's needs, strengths and skills through:

- information transferred from the previous school
- observations, concerns and assessments of the Form Tutor and other teaching staff;
- concerns expressed by the students
- concerns raised by parents;
- concerns raised by external specialist support staff;
- concerns raised by outside agencies;
- the student's record and profile;
- academic progress day
- Concerns raised at the AEN meeting

A graduated response is implemented to meet these identified needs. All SEN students will have an Individual Education Plan (IEP) which should inform all main-stream planning and intervention.

Individual Education Plans

Although the use of Individual Education Plans is not a MUST in the SEND 0-25 Code of Practice (2014 amended 2015) Grey Court school believes that this continues to be a good way of sharing information across the school, with parents and other stake holders.

The IEP will set targets for the student and will detail:

- The short-term targets set for or by the student
- The teaching / learning strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

The IEP will be reviewed at least twice a year; at the start of the academic year and as part of the academic tutoring day. The IEP is also focal point of Annual Reviews for students with Education Health Care plans. Students will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process.

SENCO Monitoring

SENCO Monitoring is part of wave one intervention which is specific to Grey Court School. In line with the monitoring and tracking, the school will identify where a learner is not making the expected progress and a file to monitor and record the student's needs is started. Information is gathered, an initial assessment made, the parents of the student are informed. Parents are always informed of any intervention and IEPs are shared with parents on an annual basis.

SENCO Monitoring will be implemented to help support these needs. The student will be set individual targets and a record of progress is undertaken. Progress is continuously monitored by the Form Tutor and the SENCO and is reviewed and evaluated in consultation with the parents. The outcome will be used to inform the SENCO on whether the student may need to move on to SEN Support where further support is needed, in line with guidance.

SEN Support

SEN support is characterised by the involvement of external services where needed such as:

- Educational Psychologist
- Educational Welfare Officer
- School Nurse
- Occupational Therapist
- Speech and Language Therapist
- Clinical Psychologist
- Social services
- Community police.

Depending on the needs of the student these professionals may be invited to contribute to the monitoring and review of progress, often as part of a TAC meeting. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The outcomes will be used to inform whether the child needs continued support or, if the child is still not making appropriate progress with their targets, whether a request needs to be made to the LA to carry out a Statutory Assessment process.

Statutory Assessment of SEN

The assessment must be completed as directed within the CoP. The school will present its documentary evidence to the SEN Panel of the LEA to show what strategies and interventions have been carried out and the levels of progress made by the student. The views of the parents and all professionals will be sought about the child's special educational needs.

The child will continue to be supported by the school at SEN Support level during the statutory assessment period.

In exceptional circumstances, a child may be referred for statutory assessment as soon as a diagnostic or medical assessment has been carried out, if the school considers that the child's needs cannot be met, or that the child needs immediate specialist intervention.

Where a student with an SEN EHC plan remains within or is transferred to Grey Court, the funding and resources supplied by the LEA to support an EHC plan may be distributed to the academy in different ways:

- Within the overall delegated budget for all children with SEN
- Devolved to a named child
- Provided directly from central LA funds.
- The Governors of the school are legally responsible for ensuring that the funding provided through an EHC plan is used for the named child.
- The SENCO will ensure that once a EHC plan is made:
- The child's records are maintained and kept up to date
- All staff are made aware of the child's status
- teachers monitor and review the child's progress on a regular basis,
- together with support staff
- the school's usual pastoral and curriculum monitoring processes are used
- IEPs are in place
- parents are kept informed and involved
- Statutory annual review and, where necessary, interim reviews are arranged.

The annual review in Year 9 will be particularly significant in preparing for the pupil's transition to employment, further education and adult life. This review must therefore involve Connexions.

Data Tracking

Assessment data in core subjects is analysed to ensure that the SEN list is monitored and students may be removed or added to this register according to progress. Whole attainment data informs the SEN provision map.

Accessibility Plan

Newman House plays a key role in developing accessibility for all SEND students at Grey Court School. A register of students who are defined as disabled although are not SEN is compiled against the SEN list in our Vulnerability Register.

As part of this implementation registered students will be involved to ensure that our provisions for access are being considered as the academy and its facilities develop.

Vulnerability Register

A register of students who are deemed to be vulnerable, and who may not be on SEN list, is compiled and provision is mapped to ensure that there is clarity on how we are meeting these individual needs and to monitor the progress of this cohort

English as an Additional Language

On the second floor of Newman House is our EAL classroom. This is a classroom where support with academic work for level one and level two EAL students; our EAL register is reviewed on a termly basis and is a key document when applying for access arrangements for this cohort. To foster good relations between all EAL students a breakfast club is also held here on a weekly basis. The school also holds an annual Multi-Cultural evening which is a celebration of the diversity within our school community.

A welcome pack is also in place. This has been just one feature of the induction procedures for EAL students; which also includes having clear procedures for induction, creating school ambassadors to show new students and parents around the school and whole school INSET training on supporting EAL students in mainstream classrooms.

Speech and Language Therapist

The SALT provides both individual and small group intervention for students with language and communication difficulties within specialist re-designed facilities at Newman House. Students who will benefit from this provision will extend beyond our school within the first year to ensure we support partnership school in supporting students with SLCN; alongside those educators who work to support them. This is an exciting development for Newman House as it sets to address language and communication as a defining feature of our intervention programme

ROLES AND RESPONSIBILITIES

Head Teacher

The Head Teacher is responsible for implementing this policy. He will ensure that the various agencies involved in the provision of SEN services and the care of SEN pupils. The Head Teacher is responsible for regularly reviewing the application of the Policy within the school and to ensure regularly that practice follows the principles of the policy. He is responsible with the governors for ensuring that this policy is reviewed on an annual basis.

Director of Inclusion

The Director of inclusion leads on SEND across the trust. She has a strategic overview role for inclusion. This includes supporting SENCOs and senior leaders within the Every Child, Every day Trust. This role has an overview responsibility for ensuring that:

- SEND remains a priority across all schools
- Schools are equipped with the right tools to support learners in the classroom
- SEND CPD is prioritised
- There is a clear universal offer for all staff to support with planning for classroom adaptations (SEND in a Nutshell)

- All leaders are leaders of SEND
- All teachers are teachers of SEND
- There is accurate identification of SEND
- Needs are identified and met earlier and more effectively
- preparation for adulthood is delivered from the earliest stages, to support effective transitions, including into employment.
- Right support, Right place, right time
- Collaborative work with external agencies
- The quality of teaching and experiences for children and young people with SEND in every school setting is good or better
- SENCOs and senior leaders are supported in prioritising SEND

The Director of Inclusion is responsible to the Head teachers for delivering the daily application of the Inclusion Policy.

The Governors

The governors are responsible as “critical friends” of the school for monitoring the application of this policy by the Head Teacher and her staff in regards to the implementation of our Inclusion Policy. Governors will review the policy and agree with the Headteacher any changes that might be agreed as necessary. They will ensure that they receive regular reports and data concerning Inclusion within the school, the effect of inclusivity on attainment, and will consider these at their full Governing Body meetings and at their committee meetings.

The governors have a statutory role to play in the application of the Inclusion procedures and will ensure at all times that they review dispassionately the actions of the school, always bearing in mind the overriding interest of the students and the school community as a whole.

The governors will ensure that they witness the working of the school at first hand and will always reinforce with staff, students, parents and carers the messages conveyed within this Policy.

SEN Co-ordinator

The SEN Coordinator is responsible to the Director of Inclusion for managing SEN provision within Grey Court and for ensuring that proper coordination and liaison takes place between the internal and external resource providers. She is also responsible for ensuring that the best interests of all students are pursued and that proper consultation takes place with the child’s parents, external agencies and other schools.

Heads of Faculty

HOF’s work alongside the SENCO in setting wave one and two interventions for SEN students within their faculty area; they also have a responsibility to ensure that teachers in their faculty use the strategies included in students IEPs to inform planning and delivery of mainstream lessons.

Teachers

Teachers are responsible for delivery of curriculum for all students in their classroom, including those students who are SEN, have a disability, have EAL or are deemed vulnerable. Teachers should use IEPs to inform their planning, attend Teacher Around Child meetings for students they teach, respond sensitively and professionally to specific information regarding vulnerable student’s needs, often as part of our “key faces” programme, and to discuss the role of an LSA in their classroom through the LSA agreement framework.

Learning Support Assistants

The Learning Support Assistants have a responsibility to work with the EHC plan student(s) they have been assigned to alongside as a “key worker”. The number of students assigned to each LSA is kept to a minimum so that a strong relationship can be built between them.

Together with the subject teachers the LSA must monitor progress and work toward setting clear objectives using a Teacher Learning Support Agreement. This agreement ensures that the LSA is working within agreed parameters with subject teachers. LSA’s also record their work with the student through maintaining a monitoring record alongside examples of students' work to show progress. The SENCO will monitor the work being done by LSA’s using these records and the LSA agreements as the basis for individual discussions.

The objectives and strategies are agreed and reviewed on a term by term basis between subject teacher and LSA through the use of a LSA agreement.

The LSA plays a key part in monitoring student progress and has a significant input in the annual review with parents.

LSAs also work to support other SEN students as part of an over-learning programme focusing re-enforcement of key vocabulary during AM registration time to support the whole school literacy programme.

Form Tutors

The Form Tutor is responsible for maintaining vigilance in respect of inclusivity and the identification of special educational needs amongst the students in his/her care and should refer to SENCO any particular concerns. They will also assist with the setting of targets for SEND students within the procedures set out for academic target day.

Parents/Carers

The school will ensure at all times that the Parents and Carers are made aware of the contents of and the underlying principles behind this policy and will take active steps to ensure that the message of the best possible education for all children within the Grey Court School community is clearly conveyed.

MONITORING AND REVIEWING

The Head Teacher and the Governing Body will review this policy on an annual basis.

OTHER POLICIES

This policy should be read in conjunction with:

- Accessibility Plan
- Attendance policy
- Behaviour Policy
- Child Protection Policy
- Complaints Procedure

- Curriculum Policy
- Exclusion of Pupils
- Freedom of Information Publication Scheme
- Home & School in Partnership
- Equalities Policy

If you need this document in large print or alternative format please contact
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