

FRIARS ACADEMY

INCLUSION POLICY

**Incorporating
Special Educational Needs Information Report**

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

Reviewed: JAN 2016
Next Review Date: JAN 2017

Legislative Compliance

*This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. 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 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Education Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between 'underachievement' – often caused by a poor early experience of learning – and special educational needs.
 - The students educational needs may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that all our students have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Head Teacher and the Governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

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

The name and contact details of the SEN co-ordinator.

Head Teacher - Mrs S Ijewsky

The name and contact details of the Designated Teacher for Looked After Children

Assistant Head Teacher - Mrs R Stockham

Type of Provision

Friars Academy is a secondary setting which provides for students from 11-18 years old designated to offer 145 places (including 6 post 16) with a range of educational needs. The Academy caters for students whose Statement/Education Health and Care Plan (EHCP) identifies learning difficulties that may be complex including provision for Autism.

Friars meets the needs of pupils who:

- ✓ Have attainments well below the expected range of their peers with additional difficulties that may include speech and language delay, low self-esteem or physical difficulties.
- ✓ Have significant learning difficulties
- ✓ Have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discreet provision. Pupils will usually be working above ‘P’ scale levels

All pupils follow a creative curriculum taught in a way that reflects individual ability, needs and learning styles. There is a strong complementary curriculum which recognises the personal and social needs of the pupils and which offers a wide range practical experience throughout their time in school. A range of after school activities are available to all pupils.

All pupils are encouraged to take responsibility for their learning. This is encouraged through supporting pupils to manage routines and change, to comply with expectations and develop a positive attitude to learning. There is a strong emphasis on developing collaborative working and being part of a team. Learning is taught through practical approaches and real experiences both within the academy and in the wider community.

Pupils with Autistic Spectrum Disorder (ASD) are supported for the delivery of the curriculum. Some pupils are taught in discrete provision. This offers a highly structured environment enabling pupils to access all areas of the curriculum.

Friars Post-16 unit is a separate learning environment for young people with learning difficulties of a severe nature, who demonstrate a profile that will challenge their ability to remain successfully in further education/training or work-based learning at aged 16 years.

In addition to the teachers and learning support staff employed at the Academy, additional specialists are involved in the education and assessment of the pupils as appropriate.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:-

- Working effectively with all other agencies supporting children and their parents
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome
- Encouraging parents/carers to inform 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/carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents/carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services (SN-IP)
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:-

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving the targets on their Individual Education Plan.

Management of Inclusion with School

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

Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head Teacher 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 tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners
 - Discussions with pupils and parents

Special Education Needs Co-ordinator

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

- Maintenance and analysis of whole school provision map for vulnerable learners
- Maintenance of a list of pupils with special educational needs
- Co-ordinating provision for children with special educational needs
- Liaising with and advising 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 pupils with a statement of special educational needs
- Carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for 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 pupils (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.

- 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 supporting agencies.
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - EHR team
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service
 - NCC Sensory Impairment team
 - Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Multi-agency safeguarding hub
- In accordance with the SEN Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

Class Teacher

- Liaising with the Review Leader to agree:-
 - Which pupils in the class are vulnerable learners
 - Which pupils are underachieving and need to have their additional interventions monitored on the provision map.
- Securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)
- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with our school specification.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by the Head Teacher. The Governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Staged Arrangements for Supporting Vulnerable Learners (including pupils with special educational needs)

In agreeing our staged arrangements, the school has taken into account the following statements and definitions :

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code Of Practice (2014 : Para 1.24)

“This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

“Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision”.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole school provision map.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through arrange of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress.
- All vulnerable learners will be included on a detailed whole school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils’ identified needs and track their provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole school issues of learning and teaching as well as individual needs, providing an important tool for self evaluation.

Identification and Assessment at Stage 1

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

- The analysis of data including entry profiles, ‘A language in common’ assessment, reading ages, other whole school pupil progress data
- Classroom based assessment and monitoring arrangements. (Cycle of planning, action and review)
- Following up parental concerns
- Tracking individual children’s progress over time, including progress in EAL
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.

- Our approach to IEPs (Individual Educational Plan) is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be ‘more literacy’ or ‘more maths’.
 - Our IEPs be accessible to all those involved in their implementation – pupils should have an understanding and ‘ownership of the targets’.
 - Our IEPs will be based on informed assessment and will include the input of outside agencies.
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time limited – at (at least) termly review, there will be an agreed ‘where to next?’.
 - Our IEPs will have a maximum of four short/medium term SMART targets set for or by the pupil.
 - Our IEPs will specify how often the target(s) will be covered
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through:-
 - Discussion between teacher and SENCO
 - Discussion with another professional
 (after long discussion it has been decided not to prescribe an order of events – the precise order for this will vary from pupil to pupil).
 - Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

Statement of Special Educational Needs

- Pupils with a Statement of Educational Needs will have an Annual Review of their Statement.
- Our Annual Review procedures fully comply with those recommended in Chapter 9 of the Special Educational Needs Code of Practice and with local NCC policy and guidance – particularly with regard to the timescales set out within the process.

Monitoring and Evaluation

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

- Classroom observation by the senior leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling terms 3 and 4
- Scrutiny of planning
- Teacher interviews with Head and Review & Transition Leader
- Informal feedback from all staff
- Pupil interviews when setting new IEP targets or reviewing existing targets
- Pupil progress tracking using assessment data whole school processes
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils’ progress
- Attendance records and liaison with EWO
- Regular review about pupils’ progress between the class teacher and the Headteacher
- Head Teacher’s report to parents and governors

Inclusion of Pupils With English as an Additional Language

Definition

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 pupils 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.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English, this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

Parental Support

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, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of Pupils Who are Looked After in Local Authority Care

Our school recognises that:

- 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 are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs – emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). 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 6 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 reviews. (These are usually held at 6 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 county’s ‘The Virtual School (VS) for Children’ which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions.

Inclusion of Pupils Who Are Very Able and/or Talented

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing

- A common activity that allows the children to respond at their own level
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111 <http://www.iassnorthants.co.uk>

Local offer website: www.northamptonshire.gov.uk/localoffer

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Behaviour Outreach Support (Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

Responsibilities Within Our School

Our inclusion Co-ordinator is)
Our Special Educational Needs Co-ordinator is) Mrs S Ijewsky
Our Ethnic Minority Achievement Co-ordinator is)

Reviews and Action Plans) Mrs R Stockham
Designated Senior Child Protection) Mrs S Ijewsky/Mr M Adams

Our Designated Teacher for children who are looked after in Local Authority Care is Mrs R Stockham

Our very able and/or talented co-ordinator is Miss R Turnbull