



Inclusion Policy Reviewed January 2017

All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.



Policy Written by/date:	Signed/Date: Chair or Vice Chair	Policy due for review:
Tracy Phillips: November 2015	Jane Brand 1 st December 2014	November 2016
Lisa Atack January 2017		January 2018

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> • Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural including promoting fundamental British Values • Teaching and Learning • Conductive Education 	<ul style="list-style-type: none"> • Child Protection and Safeguarding • Inclusion Policy and SEN Info • SEN Report • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Use of Photography and Video • Acceptable Use • E-Safety • Non-Smoking/Electronic Cigarettes Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium • Supporting pupils in school with medical conditions 	<ul style="list-style-type: none"> • Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct for all Staff • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harassment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures • Lone working • Capability Policy • Visiting speakers policy • Appraisal

GSSC 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 (2015)*

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) 2015

Ofsted Section 5 Inspection Framework Handbook August 2016

Ofsted Section 8 Inspection Framework Handbook August 2016

Ofsted Inspecting Safeguarding in early years, education and skills settings August 2015

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 Educational 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.
 - Some pupils in our school may be underachieving but this will not necessarily be due to a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress 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.

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

The SENCO, Head Teacher at GSSC is responsible for reporting regularly to the governor with responsibility for SEN (Jane Brand) on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator, Deputy Head Teacher has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children, Lisa Atack with support from Claire Frogley 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.

Lisa Atack Head Teacher GSSC

The name and contact details of the Ethnic Minority Achievement co-ordinator.

Tracy Phillips Deputy Head GSSC

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

SEN INFORMATION REPORT

GSSC is a Secondary Special School (Stand-alone) Academy Trust for pupils aged from 11-18yrs.

GSSC provides education for pupils and young people with severe learning difficulties and associated sensory, physical, communication and behavioural difficulties including A.S.D. and multi-sensory impairment. This specification is under review with the Local Authority to ensure that it is in line with the 'Special Education Needs and Disability Code of Practice 0 – 25 years January 2015'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_D_Code_of_Practice_January_2015.pdf

SEN INFORMATION REPORT

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

GSSC is a purpose built school set in its own grounds in the Goldings area of Northampton. Our accommodation offers a friendly environment and provides many modern facilities for our pupils. Facilities include a music and drama studio, sensory room, a hydrotherapy pool and an interactive classroom called the 'Clubhouse' which all provide the latest in visual and sensory stimulation. This technology supports the whole curriculum and provides pupils with opportunities to control their own environment.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

GSSC provides specialist teaching for pupils and young people within the Autistic Spectrum these classes are organised using adapted TEACCH principles. The multisensory impaired provision provides appropriate specialised learning environments that minimise the effects of dual impairment and maximise the opportunities for learning and consider the impact of the environment on the learning

of the VI/HI pupil. Curriculum delivery uses specialized VI/HI techniques which focus on the development of communication and self-help skills. Technological aids and a range of communication methods are used. These include adapted body signing, objects of reference, raised Moon text and POPAT reading techniques. The enhanced curriculum includes specialist learning programmes, independence and therapies such as Physiotherapy and Speech and Language delivered under instruction from the NHS therapists. GSSC operates a 'Resilience for Learning Hub' it is a central resource that provides holistic support for pupils to ensure that they are able to engage successfully with their own learning, building on prior knowledge and skills through structure, therapies/approaches and a range of strategies to support pupils' engagement with their own learning, whilst developing pupil strategies to self-regulate, All pupils follow an individualised curriculum.

The school believes in total communication for all, so that every child's individual communication skills are recognised as an integral part of their educational life. Alternative and Augmentative communication (AAC) methods including the use of technologies are a strong feature of the school.

Our pupils are taught in class groups identified by age, key stage and primary need. Our Key Stage 5 (Post 16) young people are taught in a discrete provision. Sometimes it is necessary to have mixed age groupings. Throughout the day our young people may change groups for specific subject teaching as appropriate to their individual needs.

For pupils/young people for whom it is appropriate integration opportunities are offered in local mainstream schools. Through the Post 16 curriculum pupils have opportunities to take part in the Post 16 Consortium with other local special schools e.g. Billing Brook and Northgate. Pupils from mainstream schools also come into GSSC to work in conjunction with our pupils.

If a pupil/young person has a medical need then a detailed Health Care Plan is compiled by our NHS school nurse in partnership with parents/carers and if appropriate the pupil/young person themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England 2014

Teachers plan using the pupils/young persons' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. Pupils will be provided with additional support to increase progress and inclusion that that may include specialised equipment or resources, ICT and/or additional adult help.

All pupils/young people will be provided with high quality teaching that is differentiated to meet their learning needs. Pupils/young people will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team, and external verifiers
2. On-going assessment of progress made by pupils in specific intervention groups
3. Work sampling – work scrutiny
5. Teacher interview appraisals with the senior leadership team

6. *Pupil and parent/carer feedback when reviewing performance information*
7. *Whole school pupil progress tracking*
8. *Attendance and behaviour records*

All pupils have individual curriculum targets set in line with their individualised learning journeys and ensure ambition. Pupils' attainments to meet these targets are then tracked using the whole school tracking system. Pupils who are failing to make at least expected levels of progress are identified very quickly and will be discussed in termly meetings that are undertaken between the class/subject teacher and a member of the senior leadership team.

All pupils have individual targets set against Outcomes/Objectives which refer to their Education, Health and Care Plan or Statement as appropriate. These targets will be monitored and progress will be updated on the GSSC system at the end of each term and for each individual pupils annual review report.

- *An additional action plan to increase the rate of progress will be completed at this meeting*
- *This plan will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets*
- *Progress towards these outcomes will be tracked and reviewed regularly, at least termly*
- *If progress rates are still judged to be below expectations despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:*
 1. *Behaviour Support Service*
 2. *Hearing Impairment team*
 3. *Visual Impairment team*
 4. *Autism Outreach*
 5. *Educational Psychologist Service*
 6. *Education Liaison Officers*
 7. *Social Services/Transitions Team*
 8. *School Nurse*
 9. *CAMHS (Child & Adolescent Mental Health Service)*

****In exceptional circumstances the Local Authority may negotiate the placement of a student without a statement of Special Education Needs/ EHC plan. In these circumstances stages 1-3 would be followed by the school (see appendix i)***

Roles and Responsibilities

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 and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO – who is the Head teacher) and Ethnic Minority Achievement Co-ordinator (Deputy Head Teacher)

- 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 whole-school outcomes through MAPP for vulnerable learners (in collaboration with SLT)
 - pupil progress meetings with individual teachers
 - regular meetings with the EMA Co-ordinator
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school outcomes through MAPP for vulnerable learners
- 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
- contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or Educational Health and Care Plan (EHCP). Fulfilling statemented Objectives or EHCP Outcomes as appropriate.
- Overseeing the smooth running of transition to EHC Plans for pupils in the following school years by Academic Years:
 - Years 9,11 and 13 in 2014/15
 - Years 9,11 and 13 in 2015/16
 - Year 9 in 2016/17
 - Year 9 in 2017/18
- Outcomes/Objectives will be monitored to ensure pupils are achieving targets set in their EHC Plan or Statement as applicable.
- 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 to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- liaising with school governors, keeping them 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

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's data and SIMMS
- in collaboration with the SENCO, maintenance and analysis of whole-school performance information for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with school governors, keeping them informed of current issues regarding provision for ethnic/linguistic minorities
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the SENCO/EMA co-ordinator to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' performance information
- 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 2015)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined within Appendix i, the progress of our pupils will be assessed and reviewed through
 - The school’s generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least half termly evaluation of whether pupils with Statements/Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (2015)

SEN INFORMATION REPORT

- **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as is reasonably practicable.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEN INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

The school offers a wide variety of pastoral support for pupils. These include:

- An effective Personal, Social, Health and Economic (PSHE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being.
- We have an active school council, who are the elected 'voice of the pupils'
- Pupils who find outside class times difficult are provided with alternative small group opportunities
- The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health. The school has achieved Silver in the 'Mental Health Stigma Programme'
- The school has an Anti-Bullying Policy and pupils have been involved in the design of a pupil friendly 'Anti-Bullying' Poster. Bullying is addressed through the PSHE Curriculum

SEN INFORMATION REPORT

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings as appropriate
- 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. Specific training needs will be identified and met through the appraisal/performance management process.
- Mandatory Training for all school staff includes: Team Teach, Manual Handling, Child Protection and Safeguarding training, Epilepsy/Asthma
- All staff receive ongoing training internally and externally to support the changing needs of the pupils within the school
- As a strategic partner of the Fairfield's Teaching School Alliance, we are committed to improving the professional development of all adults working with SEND pupils
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements

(including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre and all vetting and safeguarding checks are implemented

SEN INFORMATION REPORT

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

SEN INFORMATION REPORT

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**
- **Arrangements for consulting young people with SEN and involving them in their education**

Partnership with Parents/Carers

Attainments are shared with parents/carers through the school reporting system and through parent's/carers evenings. All pupils/young people have an Annual Review of their Statement or EHC Plan. You may also find the home school diary a useful tool to communicate with staff members and ask specific questions.

If you would like to arrange an appointment to discuss progress with a teacher please contact the school office who will arrange one from you.

The school aims to involve all parents in discussions about and planning for their child's education. This may be through:

- discussions with the class teacher
- during ECHP/Statement Reviews

- during parents evenings
- during discussions with a senior leadership team member

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 and 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 identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents/carers aware of the Information Advice Support Service (IASS) services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an Additional Language.

Involvement of Pupils/young person

We recognise that all pupils/young people 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 (as appropriate) 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.

SEN INFORMATION REPORT

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - Early Help 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 - MASH
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. 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.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- 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 Family Liaison Officer or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

Support for parents/carers can be found on the following links:

The majority of parents will need help and support at some time. Parent and family support activities and services aim to equip parents and families with the knowledge and skills to support their child's education and well-being.

- *For information about the range of activities and support services available for parents and families, visit the Information Advice Support Service (IASS) services available as part of the Local Offer.*

IASS provides a range of flexible services to ensure parents are:

- *Provided with accurate, unbiased information on your rights, roles and responsibilities within education.*
- *Given practical support to help in discussions with schools and other agencies, providing opportunities for early disagreement resolution.*
- *Helped to express your views and assist in getting them valued by professionals.*
- *Provided with information about other agencies which can help.*
- *Supported to participate in strategic decision making for services for children and young people in Northamptonshire.*

Schools also play an important role in ensuring that parents can access information, advice and support, parenting support and family learning opportunities. Contact your child's school for details.

SEN INFORMATION REPORT

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

A number of strategies are in place to enable effective student's transition. These include:

Transfer at Key stage 3 and at other Key Stages from outside placements

Information will be obtained from the pupils/young person's previous placement and from parents and carers. This information will include:

- Assessment data
- Individual Education Plans
- Annual Review/EHCP Targets
- Equipment requirements
- Care, Manual Handling and Behaviour Management Plans
- Details of any communication systems used by the pupils

The transition process may include all or some of the following actions:

- School staff visit feeder schools
- School staff attend Annual Review meetings when invited by the feeder school
- Prospective pupils visit GSSC in groups or on an individual basis
- Prospective pupils attend going up days
- Parents visit GSSC on open days and have further opportunities to speak to the Head Teacher or class staff

Transition of pupils to future placements

To ensure the smooth transition of pupils to their adult and further education placements GSSC will:

- Provide relevant assessment information
- Work closely with parents and carers and outside agencies including Transitions Team and Prospects
- Arrange visits to the identified future placements for parents/carers and pupils/young people
- Encourage staff from the pupils/young persons' future placement to visit the school

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 (*see Admission policy for the school, as agreed with the Local Authority*)

Information on SEN Admissions from:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/school-admissions/Pages/SEN.aspx>

How do I apply for a school place if my child has a statement of special educational needs or an education, health and care plan?

If your child has a statement of special educational needs (SEN) or an education, health and care (EHC) plan there is a separate process for your child's school admission:

1. You will receive a letter from Children, Customers and Education, EHC team, seeking details of your school preference.
2. You will be asked to return your preference within 15 days.
3. You will be informed of the outcome of this consultation by 15 February 2017.

If you disagree with this decision, you can then appeal to the Special Educational Needs and Disability Tribunal (SEND) and not to the independent appeal panel.

What if my child is currently under assessment for a statement of special educational needs?

If your child is under assessment for a statement of special educational needs you will need to [apply for a secondary school place](#) in the usual way.

How do schools help?

Schools will try to make adjustments to accommodate children who have special educational needs but not all schools are accessible for children who have mobility or sensory difficulties.

We advise parents to discuss their children's special educational needs with a member of staff at their preferred school before applying.

Education, Health and Care Plans (EHC)

New legislation around the assessment of children and young people with special educational needs and disability took effect from September 2014 across England.

Statements of Special Educational Needs will be replaced by Education, Health and Care (EHC) Plans over a three-year period.

In each school's oversubscription admissions criteria, reference is made to 'pupils who have a statement of special educational needs'. As the legislation changes, this will also mean any pupils with education, health and care (EHC) plans.

For more information on Education, Health and Care Plans, please contact the EHC Team by emailing EHCP@northamptonshire.gov.uk or telephoning 0300 126 1000.

SEN INFORMATION REPORT

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

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 Assistant Head, Deputy Head then, if unresolved, by 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)

SEN INFORMATION REPORT

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

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>

Information Advice and Support Service: Contact Number : 01604 636111

<http://www.npps.info/>

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

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

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

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

SEN INFORMATION REPORT

- **Information on where the local authority's local offer is published.**

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

Our school:

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.

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 a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

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. The following provision can be expected:

- initial assessment of EAL
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework (as appropriate) will be provided to enable the pupil to improve their knowledge and

use of English and to participate in homework activities on an equal basis with their peers

- Additional support for pupils 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
- 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
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO. Provision will be recorded and monitored for effectiveness using the school's performance information, in line with standard practice for all vulnerable learners in the school.

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 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 county’s The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term ‘very able’ refers to pupils who have a broad range of achievement at a very high level in comparison to their peers. Those children who are very able have very well-developed learning skills across the curriculum. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- | | |
|-------------------------------|--|
| • Physical talents | sports, games, skilled, dexterity |
| • Visual/performing abilities | dance, movement, drama |
| • Mechanical ingenuity | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership | organiser, outstanding team leader, sound judgements |
| • Social awareness | sensitivity, empathy, |
| • Creativity | artistic, musical, linguistic |

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.

Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked through the schools pupil performance information

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.

Appendix i

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 (2015)

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”

SEN Code of Practice 2015

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- 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, LA, 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, Foundation Stage Profile scores, "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,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- 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.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children 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 pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

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 the SENCO, EMA co-ordinator and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- teacher meeting with the SENCO/EMA co-ordinator
- informal feedback from all staff
- pupil voice at Visual Annual Review reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring EHCs and Statement outcomes and evaluating the impact on pupils' progress.
- attendance records and liaison with Education Entitlement Service
- regular meetings about pupils' progress between the SENCO/EMA co-ordinator and the Head Teacher

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special 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, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational 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.
- 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.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, specified Outcomes for the school to work to will be followed.
- Our approach to Outcomes which are individual targets set as part of the Education, Health and Care Plan specific to each pupil are as follows:
- Greenfields will monitor and ensure progress against outcomes are recorded at the end of each term and for the Annual Review. Progress will be fed back to parent/carers.
- Outcomes are set for the Key Stage the pupil is currently working within.
- Pupils will have an understanding of and ownership of their short steps towards their Outcomes (at a comprehensible level for the pupil).

- Outcomes will be fully discussed with parents/professionals at the Annual with relevant feedback given within the meeting minutes to the EHCP team.
- Teaching arrangements, classroom organisation and support for the pupils will incorporate suitable alterations in line with their needs. This will include communication, independence, self-help and socialisation needs.
- Programmes will have clear objectives, which are well recorded, monitored and evaluated with the setting of new objectives as appropriate.
- There will be close home/school liaison.
- Support for individual pupils will be flexible in the classroom. E.g. individually, in small groups and as a whole class.
- Support given will not be unduly intrusive and should not result in over-reliance and each pupil will be encouraged to work increasingly independently.
- The National Curriculum / Post 16 course will be followed with the Head Teacher monitoring and recommending any change if it is required.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - 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.
- Our review procedures fully comply with those recommended in Section 6.15 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.