

## INCLUSION POLICY

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Ratified by	Policy Committee
Date	November 2023
Produced by	School
SLT Responsible	Headteacher
Signature of Chair	
Signature of Headteacher	

## **1. Legislation and Guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

This policy should also be read in conjunction with the Fearnhill SEND Information Report.

## **2. Rationale**

Our SEND policy and information report aims to set out how our school will support and make provision for pupils with SEND. It will also explain the roles and responsibilities of everyone involved in providing for students with SEND.

Staff and governors of Fearnhill School will endeavour to ensure all students reach their full potential, receive a comprehensive and balanced curriculum, and are fully included within the school community. The aim of all teachers and support staff is to promote learning, as an inclusive school all staff must share the responsibility of ensuring that all students make progress. At Fearnhill, we are committed to providing whatever support is necessary, working with families and the community so that all members of our school community achieve our vision of 'The Fearnhill Student'.

We will adapt teaching and intervene where necessary to ensure this core entitlement is in place. The Inclusion Policy makes clear how our commitment is promoted, developed, and monitored at Fearnhill through different roles, responsibilities, and practices.

## **3. Aims**

- To ensure the needs of students with Special Educational Needs and Disabilities (SEND) are identified and met through an inclusive, person-centred culture, strong leadership, and effective deployment of resources.
- To identify any students with special education needs as early as possible and put in place appropriate interventions and resources.
- To ensure that students with SEND have equal access and opportunity of education that is appropriate to their individual needs.
- To ensure that aspirations and expectations for all students are high and that all students develop lifelong skills for learning.
- To work with all stakeholders using a person-centred approach to all aspects of identification and provision.

#### **4. Definition of Special Education Needs (SEND)**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people of the same age by mainstream schools.

(See Appendix 1)

#### **5. Roles and Responsibilities**

The Special Educational Needs and Disabilities co-ordinator (SENDCO)

The SENDCO is Cate Brown and can be contacted by email: [cate.brown10@fearnhill.herts.sch.co.uk](mailto:cate.brown10@fearnhill.herts.sch.co.uk) or by phone 01462 621200.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Educational Health Care Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet student's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

The SEND governor

The link SEND governor is Tina Bhartwas, on the following email address [tina.bhartwas10@fearnhill.herts.sch.uk](mailto:tina.bhartwas10@fearnhill.herts.sch.uk). The name of a second SEND governor is to be confirmed.

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of special educational needs and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

#### Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### Inclusion Leaders

Inclusion Leaders (ILs) will be deployed across the school with all year groups as directed by the SENDCO and in consultation with Heads of Faculty / Department. Inclusion Leaders will

- provide 'in class' support across the curriculum to students with SEND
- provide individual support for students with specific needs, where appropriate
- have input into a differentiated curriculum and modification to make learning accessible
- plan, deliver and evaluate interventions for students with SEND under the guidance of the SENDCO

#### **6. Identification and Assessment of students with SEND**

- The SENDCO and Head of Key Stage (HoKS) will oversee admissions involving any student with pre-defined SEND. The SENDCO and HoKS will liaise with feeder schools, parents, and external agencies at transition points.

- Upon entry to Fearnhill all Year 7 students undergo NFER Cogitative Abilities Test (CAT) which assess a student's ability in quantitative, verbal, non-verbal and spatial areas. Students who achieve significantly below average performance scores, will be investigated further and interventions may be put in place.
- The first step in ensuring the progress of all learners is high quality teaching which is differentiated for individual students who have been identified as having or may have special educational needs.
- In line with the SEND Code of Practice (2015) the school will apply the Graduated Approach cycle with regard to identification, assessment and review of students with SEND.

### **The Graduated Approach**

**Assess** – the gathering of evidence from areas such as data, formative assessments, in class observation by teaching staff and/or other professionals. It is at this stage that a student's needs are explored and identified.

**Plan** – During the planning parents and young people will be involved in agreeing outcomes and targets that support the student in making progress.

**Do** – Stakeholders involved will work with the student to carry out the agreed outcomes within a timely and effective manner.

**Review** – It is during this process that student outcomes against targets are measured. It will also determine whether the level of intervention has been effective and if adjustments to provision and/or the setting of outcomes need to be made. Where a student does not make progress after one cycle of Assess, Plan, Do, Review (APDR) further cycles will be carried out.

Students receiving additional to or different from high quality teaching and in class differentiation, are recorded on the school's SEND register as K – SEND support.

Students may be recorded as M – monitoring, which indicates they have a special educational need which requires monitoring. Their need can be met through high quality teaching without the need for SEND support. Information on a student's needs will be compiled in a student profile which summarises their needs, barriers to learning and appropriate strategies to support. These profiles will be shared with staff so that teachers and support staff are able to plan differentiation appropriately.

If a student continues to demonstrate significant lack of progress despite interventions, a request may be made for statutory assessment for an Education, Health and Care Plan (EHCP). This will decide the nature of the provision necessary to meet the student's SEND. A request for a Statutory Assessment will be made to the local authority with parental permission. The school will provide written evidence detailing:

- the school's action through existing support
- records of termly reviews and their outcomes based on strategies that have been in place
- the student's health including medical history where relevant
- attainment levels
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- the involvement of other professionals for example social services or education welfare service.

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### Students with an Educational Health Care Plan (EHCP)

Formal annual reviews for students with an EHCP are held within a twelve-month period from the last review. Students have outcomes that are already identified in their EHCP. These outcomes will inform the targets that are set on a termly basis using the Hertfordshire model of Goal Based Outcomes (GBO).

#### **7. Partnership with Parents**

- Fearnhill is committed to working with parents/carers in the identification and support of their child's specific needs.
- Parents and carers will be informed if their child is on the SEND register and if they are attending any additional intervention.
- The SENDCO will be available to meet with parents / carers regarding support.
- Parents / carers comments are sought prior to the annual review of Education Health Care Plans (EHCPs). Their views contribute to the planning and setting of outcomes for their child's progress.

#### **8. Monitoring and Evaluation of SEND**

The provision of SEND is carefully monitored and evaluated using timetabled events that assess the quality of provision and measured outcomes we offer all students. We do this by;

- carrying out audits of the numbers and types of interventions undertaken and their impact on student progress
- analysing the outcomes of students with SEND and comparing these to non-SEND students
- taking account of parent/carer, student, and staff views
- providing relevant and timely feedback to the SEND Governor
- monitoring of students will take place within the school assessment and reporting cycles for all students.

#### **9. Working with external agencies for support or diagnosis**

If a referral to an external agency is required then this will be decided through a meeting with the SENDCO and the parent/carer, with permission being sought for the school to carry out the referral. External agencies are contacted as and when required.

The SENDCO will coordinate referrals to agencies and professionals and meet with the parent/carer to review recommendations and support.

#### **10. Support for transition**

- All documents relation to a student's special educational need is transferred between institutions.
- At the primary / secondary transition point an additional induction day(s) are arranged for students depending on need and at the suggestion of the primary school.
- Records of students who leave school in Year 11 are kept and stored at school.

- Where requested, necessary documentation is forwarded to post-16 institutions.
- The school will work closely with YC Hertfordshire to ensure that all young people are prepared for transition points and informed of choices and paths available to them. All students with an EHCP will receive careers advice in Year 9.

### **11. Staff Training**

- The SENDCO will hold Qualified Teacher Status (QTS) and will have achieved the National Award for SEN Coordination (NASENCO) or will achieve it within three years of appointment as a SENDCO.
- The SENDCO and or external professionals will provide training for staff relating to the SEND policy and four broad areas of need as outlined in the Code of Practice (2015).
- All staff in the Inclusion team will keep up to date with relevant SEND practice and pedagogy.

### **12. Complaints Procedure**

Should a parent/carer wish to query the provision their child is receiving, in the first instance they should contact the SENDCO. Should the matter remain unresolved:

- The case will be passed to the Headteacher for further investigation and reported the SEND Governor.
- Formal complaints are made to the Chair of governors of the school.

### **13. Review of the Policy**

The policy will be reviewed by Governors on an annual basis but may be amended within that period in light of legislative and/or guidance changes.

**Legal definitions of SEN and disability****Definition of SEN**

“A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (c) A child under compulsory school age has special educational needs if they fall within the definition (a) or (b) above or would so do if special educational provision was not made for them” *Clause 20 Children and families Bill.*

**Definition of Disability**

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”. (*Section 17 (11) Children Act 1989*).

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities” (*Section 6, Equality Act 2010*).