



## **Inclusion Policy**

**This Policy is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.**

**January 2018**

## **1.0 Introduction**

- 1.1 At Heston Community School every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
- 1.2 The School is committed to providing an appropriate and high quality education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.
- 1.3 Staff and Governors of Heston Community School believe that every student has an entitlement to develop their full potential. Educational experiences are provided which allow students to show achievement and recognise their individuality.
- 1.2 Diversity is valued as a rich resource. In this School, inclusion recognises a child's right to a broad and balanced curriculum, which is appropriate to their individual needs, talents and abilities.

## **2.0 Aims**

2.1 The School aims to:

- Provide appropriate teaching making learning challenging and enjoyable
- Provide equality of educational opportunity objectives
- Ensure implementation of government and LA inclusion recommendations
- Ensure this Policy is implemented consistently
- Identify barriers to learning
- Provide appropriate resources and experiences to meet diversity of needs
- Provide an appropriately differentiated curriculum
- Support staff, parents and students
- Recognise and value students' achievements

## **3.0 Definition of Inclusion**

- 3.1 Inclusion is a process which recognises and values diversity. Inclusion aims to maximise the individual's opportunities to engage within a community, sharing common aims and values and derive benefit which helps to maintain positive life experiences.

## **4.0 Coordination of Inclusion**

- 4.1 The Assistant Headteacher [Inclusion and SENCO] is the Inclusion Coordinator and monitors the Inclusion Policy, reporting to the Headteacher and to the Governing Body.

4.2 S/he, the Assistant Special Educational Needs Coordinator [ASENCO], Head of HI, the SEND Manger and the EAL manager are also responsible for ensuring all Heston Community School's students are fully included in all aspects of school life.

They will:

- Manage the day-to-day operation of the Policy
- Coordinate the provision for students with SEN and disabilities
- Maintain the SEND list and regularly update the SEND provision map
- Maintain resources and specific interventions to ensure appropriate provision is made
- Track progress using School-based and statutory assessment data
- Complete referrals to outside agencies when required
- Complete relevant documentation required for additional funding for students at School Support, those with Top-up Funding and High Needs Funding
- Support and advise colleagues
- Monitor and evaluate the SEND provision and report to the Governing Body
- Act as a link with outside agencies
- Liaise with the Designated Teacher where a looked after student has SEND
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the School's delegated budget and other resources to meet students' needs effectively
- Liaise with parents/carers of students with SEND
- Liaise with primary feeder schools, other schools, Educational Psychologists, Health and Social Care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and Governors to ensure that the School meets its responsibilities under the Equality Act [2010] with regard to reasonable adjustments and access arrangements, including those for public examinations
- Ensure that the School keeps the records of all students with SEND up to date

4.3 Our Assistant Headteacher [Inclusion] line manages the Head of our Hearing Impaired Centre.

4.4 Our SEND Team Manager and Higher Level Teaching Assistant [HLTA] Norma Cassin is responsible for the day-to-day operational practices. S/he also has lead responsibility for overseeing the physical care of students within the School. She is also a Specialist Assessor for Educational Testing and Access Arrangements.

4.5 The Governor responsible for SEND and Inclusion is Mrs F Hooker. The SEND Administrative Assistant completes all Inclusion administrative tasks including record keeping, correspondence, telephone and email enquiries and messages from parents/carers.

4.6 Teachers and Teaching Assistants are responsible for meeting the needs of all students in their classes. Students are part of Year and Tutor Groups at the School and may be taught in ability sets for subjects.

## 5.0 Specialist and Resource Allocation and Accessibility

- 5.1 Heston Community School accommodates a Hearing Impaired Centre for young people.
- 5.2 Specialist provision, equipment and aids may include, as appropriate, adjustable height furniture, communication aids for Hearing Impaired students, specialist equipment recommended by specialists. Appropriateness of specialist provision is regularly reviewed as part of the School's Accessibility Plan and is included in the Disability Equality Scheme.
- 5.3 The HI Centre is staffed by a team of specialist Teachers of the Deaf and Teaching Assistants who are signers. The specialist provision provides day to day in class support as well as curriculum based lessons in the Centre. The Specialist equipment such as radio aids and hearing aids are also monitored and checked by the Centre. The students also receive Speech and Language Therapy sessions are also built into the student's curriculum.
- 5.4 The Headteacher, Assistant Headteacher [Inclusion] and the Business Manager are responsible for the operational management of the budget for special educational needs provision and Inclusion. The School will use a range of additional funding including the notional SEN budget and, where applicable, Pupil Premium to provide high quality appropriate support for students. The SEND provision map specifies the cost of support for those children at School Support and Top-up funding level of provision.

## 6.0 Assessment Procedures

- 6.1 At Heston Community School we aim to celebrate the achievements of all our students.
- 6.2 SEND Support – A Four-Part Cycle  
The identification of SEND is built into the overall approach to monitoring the progress and development of all students in school.

### *Assess*

Subject Teachers, support staff and the SENCO, ASENCO and SEND manager, will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents/Carers will be asked to contribute to the assessment.

### *Plan*

Parents/Carers will be formally notified. Adjustments, interventions, support and review date will be agreed with staff, parents and student. This will be recorded on the School Information System.

### *Do*

Subject Teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject Teachers will plan and assess the impact of support and interventions with any Teaching Assistants or

specialist staff involved. The SENCO, ASENCO and SEND Manager will support the above.

#### *Review*

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. A formal Review will be held with parents/carers once a year, parents/carers will also have the opportunity to discuss progress with SEND staff on Academic Mentoring Day, Parents' Evenings, Inclusion Coffee Mornings and Inclusion Parents evenings. Additional reviews will be arranged according to need. Subject Teachers, working with the SENCO, ASENCO and Inclusion Managers, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time the School will consider involving specialists. The School liaises with the following services: Educational Psychology Service, School Health and SEN, HI and EAL support and, where appropriate, Social Services and the Looked After Children Team.

#### 6.3 Additional Top-Up Funding

Where a student's needs exceed the nationally prescribed threshold [currently £6,000] additional funding will be applied for from the Local Authority.

#### 6.4 Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a student, the student has not made expected progress, then the School or parents/carers may consider requesting an Education, Health and Care assessment. The School will provide the Local Authority with evidence of the action taken as part of SEN support.

6.5 Further details on our inclusive provision for students can be found in the SEND Offer on the School Website and in our Accessibility Plan.

6.6 Heston Community School follows this graduated approach of action and intervention as outlined in the Code of Practice [2014].

6.7 School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and/or different provision. A provision map is completed annually and outlines all SEN support.

6.8 At School Support the needs of young people are recorded in the Inclusion File and met in the classroom by teachers with additional TA support particularly in lower sets. Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or staff a Review Meeting is called to address the difficulties.

6.9 Students with a Statement/EHCP and those on SEN Support are provided with a Key Worker who meets with their key students once per half term or more frequently, according to need. They liaise with staff and parents/carers, set and review Inclusion Plan targets and support their key students through the review process. At this stage, there may be involvement of outside agencies. Individual and small group interventions are planned with the SENCO, ASENCO or Inclusion Managers and any relevant outside agencies. Targets are reviewed with parents/carers at Annual Review Meetings. The meetings are where possible chaired by the SENCO.

- 6.10 Those children with Top-up Funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan [EHC Plan], have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at Review Meetings. The meetings are chaired by a member of the Inclusion management team.
- 6.11 Hearing Impaired students complete the Diagnostic Reading Analysis Test, every year to track and monitor reading progress.

## **7.0 Professional Development**

- 7.1 The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion.
- 7.2 Training needs are identified and, where appropriate, outside agencies are used to deliver the training, e.g. behaviour management strategies for Lunch-Time Supervisors and the social and emotional aspects of learning [SEAL] training for all staff.
- 7.3 Newly Qualified Teachers are offered support and in school training by the Inclusion Team. New members of the Inclusion Team are inducted and trained.

## **8.0 Parent/Carer Partnership**

- 8.1 Heston Community School has positive attitudes to parents/carers and values their important role in their child's education. Parents/Carers are always informed when their child is placed on the Inclusion File and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Interpreters are arranged for parents/carers who require translation during meetings.
- 8.2 The Year Teams at the School are proactive in supporting parents/carers in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. They attend and contribute to Code of Practice Review Meetings.

## **9.0 Links with External Services**

- 9.1 Links with a range of external services are well established. Regular multi-agency meetings take place involving colleagues from the following services - Educational Psychology, School Health, Teaching and Support Service HI Support Team and, when appropriate, Social Services and Looked After Children Team.

## **10.0 Access to the Curriculum**

- 10.1 At Heston Community School a broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and

teaching, teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the week young people with SEND are taught with their peers in mainstream classes. However, where appropriate and in order to maximise learning, some young people are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. HI students' needs are evaluated and adjustments are made to the curriculum when needed.

- 10.2 Young people with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

## **11.0 Student Voice**

- 11.1 At Heston Community School the views of all students are valued. All young people with SEN are aware of their individual targets and a student questionnaire is used to gather their views on their progress. They are also supported to prepare a Young Person's Individual Inclusion Plan [YPIIP] to enable them to participate fully in their Review Meetings.

## **12.0 Medical Conditions**

- 12.1 Heston Community School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their Healthcare Plan.
- 12.2 Heston Community School has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Where necessary, students are supervised to take medication in school by appropriately trained staff.

## **13.0 Admission Arrangements**

- 13.1 The School has adopted the criteria set out in the LA's Admission Policy. The School welcomes children with known special educational needs, as well as identifying and providing for those not previously identified as having SEND.
- 13.2 Admissions interviews of the EAL students are attended by a member of the EAL Team.

## **14.0 Transition Arrangements**

- 14.1 Transition is carefully planned in order to ensure successful transition to Heston Community School at KS2-3 and KS3-4 as well as and on to Higher or Further Education, supported employment or Apprenticeships through one-to-one interviews through the review process. Students and parents/carers will be fully involved in the planning for the transfer to a new setting and key information about SEND provision will be shared with other providers.

- 14.2 In Year 7 we have a small group of students who are facing particular barriers to learning, particularly in literacy and numeracy at this stage in their learning who have two extra Literacy lessons and one extra Numeracy lesson added to their timetable.
- 14.3 There is ongoing transition of EAL students throughout the year to help them settle into school and life in the UK.

### **15.0 Monitoring and Evaluating the Success of Provision:**

- 15.1 A variety of methods are used to monitor and evaluate the provision and achievements for all students, particularly those with SEND:
- Regular observation of teaching
  - Analysis of assessment data, with at least three levels of progress expected between Key Stage 2 and 4 for all students however adjustments are made in line with their Aims and Outcomes if they have a Statement or EHCP. Students without these but with delayed learning or other issues that affect their learning may also have targets adjusted.
  - Assessment records that illustrate progress over time, e.g. reading ages
  - CAT4 Testing for all incoming year 7s to assesses their cognitive levels in order to make sure teaching styles match student's needs to maximise progression
  - Pre- and post-assessments for those students who are withdrawn for targeted interventions
  - Success rates in respect of individual targets
  - Monitoring by the governor with responsibility for SEND
  - The views of parents/carers and students
  - Provision Mapping – used as a basis for monitoring the impact of interventions
  - Case studies are used to evaluate strengths and weakness with regard to intervention and progress. They are used to review and see how things can be made better.
  - Initial EAL assessments & re-assessments are carried out termly. All EAL stages are recorded, tracked and monitored closely.

See also:

- SEND Offer
- SEND Information Report
- SEND Code of Practice
- Home-School Agreement
- Homework Diary Policy
- Staff Development and CPD Policy
- Marking and Assessment Policy
- Annual Review Procedures
- Equal Opportunities Policy
- Equality Duty
- Complaints Policy