



Inclusion (SEN) Policy

This policy was approved and ratified by the Full Governing Body of
Cox Green School
on 18 October 2016

This Policy will be reviewed in July 2017 to be
updatd with PREVENT.

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	15/7/14	1/9/14	July 15
1.2	Full Governing Body	7/7/15	1/9/15	July 16
1.3	Full Governing Body	18/10/16	18/10/16	July 17





Cox Green School provides an enriched and broadly balanced curriculum which aims to include all students within the school.

1. Introduction

The Inclusion Department is a child centred provision that allows students, who have a Specific Learning, Emotional, Social or Physical Difficulty, to access the National Curriculum in a mainstream school.

This document sets out how Cox Green School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response cycle to providing support which will enable all our students to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families

Act 2014 and how Cox Green School will meet these requirements. This document does not replicate the legislation or the statutory guidance. RBWM has produced detailed documents which sit alongside this policy guidance.

The Children and Families Act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning.

At Cox Green school we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'.

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.



This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHCP). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

2. Inclusion at Cox Green School

The type of provision provided by the Inclusion Department will vary, depending upon the complexity and severity of the needs of the student. The four main areas of need are centred on:

- Cognition and Learning, including Moderate and Specific Learning Difficulties
- Social, mental or emotional health
- Communication and Interaction
- Sensory and/or Physical Needs

Behavioural difficulties do not automatically lead to identification of a special educational need. At Cox Green School we will ensure that we meet the needs of students through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

Our main aim is to support the SEN students in the mainstream curriculum, so that they can access the content of the lessons and have the opportunity to produce work, at a level, that is indicative of their cognitive skills.

Sometimes the nature of a SEN difficulty is so complex, that we may have to offer a reduced curriculum or an alternative curriculum in order for them to succeed. This will include a balance of core subjects with some optional subjects but inevitably with increased levels of supported study which will enable students to make progress in nationally recognised qualifications and life skills.

3. The Key Principles of Inclusion

We recognise that Inclusion is:

- a process, not a fixed point to be reached within a given timescale;
- about the rights of the child and social justice;
- valuing each child as an individual, not just tolerating them;
- removing the barriers to learning and increasing their participation;
- enabling them to be part of our whole school;
- giving them a sense of belonging to our school;
- recognising that all children have equal and unique gifts to offer.



4. Inclusion in the Classroom

Inclusion in the classroom involves valuing all of the students and staff. We can do this by increasing the participation of students in, and reducing their exclusion from, the culture, curriculum and community that is, Cox Green School.

The learning environment is the responsibility of all teachers and should cater for all students, in their lessons. The subject teacher has to make sure that they plan for, and prepare, suitable learning resources to meet the needs of all of the students.

The **SEN Register** is a resource on Sims used by the subject teachers and pastoral staff to gain insight into the learning needs of students. It shows the range of categories that have to be provided for, within the school environment:

- Cognition and Learning, including Specific Learning Difficulties
- Social, mental or emotional health
- Communication and Interaction
- Sensory and/or Physical Needs

Staff also have access to through class profiling on SIMs, other information in regard to students to help inform their planning and matching work to needs. This also includes:

- Looked After Children
- Traveller Children
- Students with Complex Learning Needs
- Students from Armed Forces Families or have Free School Meals
- Students who have English as an Additional Language
- Students who are More Able

Students with **Special Educational Needs** and subject an Educational Health Care Plan/ Statement or identified as School Support have an **Individual Educational Support Plan**. This outlines their individual needs and shows their performance data: academic achievements; cognitive capabilities; learning strengths, whilst also identifying their difficulties. We offer a range of strategies that can be used in the classroom environment, thereby offering some consistency in our management of the students with special needs.

Students with special educational needs are assessed and identified by the following methods:

- Key Stage 2 results
- Year 6 to 7 Transition through information provided by Primary School
- Reading Comprehension Tests
- Handwriting Tests
- Spelling Tests
- CAT tests
- Educational Psychologist Assessment and Report
- Speech and Language Therapist Assessment

Where our assessment has identified that a student is experiencing difficulties we follow a



cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that **Provision** is then co-ordinated by the Inclusion Department, according to the severity of the student's learning needs.

All **teachers** are asked to:

- use the performance data and information for planning purposes;
- differentiate the structure, delivery and resources for their lessons;
- provide additional support to meet the student's needs;
- track the student's performance in their subject and through each key stage, to monitor progress and identify any difficulties;
- complete a referral to the Inclusion Department or SAFE Managers;
- for persistent difficulties, identify the difficulty and strategies used so far before sending to the Inclusion Department.

Achievement and Deputy Achievement Directors should:

- Liaise with the Inclusion Leader if there are on-going concerns about a student
- Liaise with the Inclusion Leader regularly, to ensure that the School Support List is up to date.

Learning Leaders:

- To review the SEN Register once a half term, during a departmental meeting with the subject teachers, to highlight any growing needs and make appropriate adjustments in their provision

Inclusion Leader:

- To analyse progress levels to provide information for teaching staff;
- To analyse the reading performance of each year group, to identify any student with a deficit;
- To disseminate that information to Achievement Directors, Learning Leaders, Subject Teachers and Progress Assistants;
- To provide a range of support groups or interventions for students' specific learning needs;
- To assess the students for special arrangements during examinations, using a range of cognitive and skills based tests;
- To inform parents if their child is on the School Support List and given clear guidance on how they can support their child at home.

Cox Green School has been able to make suitable provision for the students who attend our school. However, we do not have any specialist provision in the form of a unit, resource centre or SEN class, nor is it a designated school for a specific area of need.



5. Communication of policy

This policy will be published on the Cox Green School Website and on the staff information depository.

6. Evidence of implementation

This will be evidenced and reviewed by the governor leading on SEN who will conduct student interviews and focus groups and interview staff and parents.

7. Review of Policy

This policy shall be reviewed annually by the Full Governing Body of Cox Green School.