

**JOHN FLAMSTEED COMMUNITY  
SCHOOL**

**SPECIAL NEEDS AND INCLUSION  
POLICY**

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# **JOHN FLAMSTEED COMMUNITY SCHOOL SPECIAL NEEDS AND INCLUSION POLICY**

## **Vision**

Under the guidance of the school's Governing Body, it is the shared responsibility of all staff to meet individual and special needs.

At any time in their school career up to 20% of children in any age group may have SEN. Their special needs may be short or long term and within the latter group a very small number will have statements.

Fundamental to the school's beliefs and principles is an acknowledgement of social and academic inclusion as one of its prime responsibilities. As such the objectives as described in local and national inclusion policies, including the SEN Code of Practice, the Disability Discrimination Act and Every Child Matters, underpin this policy.

All students with special needs are an integral part of the school and have a right to an education that will enable them to develop to their true potential and to live as valued members of society. In particular students with SEN should have:

1. Access to the whole school curriculum and the full range of opportunities and experiences offered by the school.
2. Whole school sensitivity to their needs and difficulties and a commitment from the staff to develop their potential to the full.
3. Diagnostic testing which leads to positive support and improvement.
4. An environment which is warm and welcoming with an atmosphere of caring and concern.
5. A right to dignity.
6. Lessons which stimulate, challenge, inform, excite, encourage partnership and dialogue and invite active participation.
7. A right to assessment, examinations and accreditations at 16+.
8. Recognition on the part of the whole school community (staff, students, parents) that equality of opportunity may mean that some students will need more support, in its broadest sense, than others.

Parents have a vital role in supporting their child's education. The school will seek, at an early stage, to involve parents in the identification of special needs. The views of the child will be sought and taken into account.

The school will work in partnership with feeder schools, LA support services and other agencies, to establish a common protocol for the sharing of information in order to identify students with SEN prior to their entry into John Flamsteed Community School, and throughout their secondary education. Emphasis is placed on good communication, clarity of information and transparent policy.

The school will offer a broad balanced curriculum for all and where necessary special arrangements will be made to meet the specific needs of individuals and groups. Special education needs provision will be coordinated by the Inclusion Manager.

Procedures, involving students and parents, will be established for identification, monitoring and review. The level of contact with parents of students with SEN will, of necessity, be more frequent and more intensive than for other students.

## **FACTUAL INFORMATION**

### **Admission Arrangements**

In the spirit of inclusion and equal opportunity all SEN applications to the school are considered and responded to according to the ability of the school to meet their individual needs.

**Name of Responsible person:** Carole Hunt – Inclusion Manager

### **Specialism**

The school has developed expertise in meeting the needs of children with specific difficulties. Special needs staff, both internal and external, are experienced in supporting students with a wide range of specific difficulties and ‘individual education plans’ are drawn up for those children.

## **SCHOOL RESPONSIBILITIES AND STUDENT ENTITLEMENTS**

### **Roles and Responsibilities**

#### **The Governing body has the responsibility to:**

- Determine, monitor and evaluate the school's SEN policy.
- Do their best to ensure the necessary provision for any students who have SEN.
- Ensure that there is a named governor responsible for SEN.
- Monitor how funding, equipment and personnel resources are deployed.
- Ensure that a student's SEN is known to all staff likely to teach him or her.
- Ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have a SEN so far as is reasonably practical.
- Report to parents on the implementation of the school's policy for all students with SEN.
- Ensure that the parents are notified of a decision by the school that SEN provision is being made for their child.
- Monitor the quality of SEN provision.

#### **The Leadership Team will:**

- Ensure the financial allocation for SEN is deployed to maximum effect in terms of staffing and other resources.
- In constructing the timetable, ensure that the support of students with SEN is an important factor to be considered at pre-timetable stage.
- In consultation with the Inclusion Manager arrange for the timetabling and deployment of support staff.
- Ensure that staff are provided with the necessary resources and training in order to be able to function effectively as teachers of students with SEN.
- Ensure that departments deliver interesting, relevant and differentiated work for all students so that all are challenged.
- Ensure that the school's equal opportunities policy regarding special needs is put into practice so that all students have the opportunity to achieve to their maximum potential and are given every encouragement to do so.
- Monitor the SEN development plan.

#### **The SENST team will**

- Take a strategic view of how SEN will be addressed, monitored and reviewed within the school.
- Secure partnership agreements with other agencies.
- Oversee the participation of students and their parents/carers in meeting SEN.
- Report to the Leadership team and Governing Body regarding issues and developments in SEN.

### **The Inclusion Manager will:**

- Coordinate the identification, support and monitoring of progress of all students with SEN.
- Be responsible for the dissemination of information on students with SEN.
- Liaise with partner institutions, the teacher responsible for primary liaison, Connexions advisers and other external agencies regarding SEN.
- Liaise with and support the parents of the students with SEN.
- Be responsible for department policy and development plans.
- Manage the departmental budget.
- Have an advisory role across the curriculum including the deployment of support.
- Ensure the SEN focus list is maintained.
- Ensure that the progress of identified students is monitored on a termly basis.
- Undertake further training as appropriate.

### **The Heads of subject departments will:**

- Describe and implement departmental policy in line with the school's policy on SEN.
- Ensure that curriculum and staff development within the department includes an SEN focus.
- Identify within the departmental budget an element of funding which is appropriate to support SEN.
- Ensure that all subject teachers provide differentiated work, including homework.
- Ensure that all students with SEN are identified, supported and have their progress monitored regularly.
- Nominate a member of staff within the department to have a particular responsibility for SEN.
- Monitor departmental provision for SEN.
- Undertake further training as appropriate.

### **Subject teachers will:**

- Implement school and departmental policy on SEN.
- Contribute to the identification of students with SEN.
- Be aware of which students have already been identified and implement advice on supporting such students.
- Contribute to curriculum development and provide differentiated schemes of work which enable all students to access the curriculum effectively and achieve at maximum potential.
- Prioritise time for on-going planning, development and evaluation and involve support staff in this.
- Keep detailed records of the achievements of students so that progress can be monitored and reported.
- Provide information when requested to parents, the leadership team, the SENST team and the Inclusion department.
- Identify personal training needs and be involved in staff development to increase expertise in dealing with students with SEN.
- Undertake further training as appropriate.

### **Success Coordinators and Head Teacher will:**

- Implement school policy on SEN.

- Be proactive in the identification of students with special needs in their year group.
- Be aware of students with SEN in their year group and what is being done to support them.
- Contribute to this support in any ways which are deemed necessary including liaison with students, form tutors and other staff, parents and external agencies.
- Contribute to reports on such students.
- Monitor progress.
- Organise and attend review meetings when required.
- Manage students at School Action and School Action Plus whose difficulty is entirely behavioural.
- Undertake further training as appropriate.

### **Form Tutors will:**

- Implement school policy on SEN.
- Be proactive in the identification of students with SEN in their tutor group.
- Be responsible for the day to day management of students with SEN by monitoring their relationships, their progress across the curriculum, their homework, their attendance, punctuality etc and their identified targets at early stages.
- Provide support, care and guidance.
- Ensure that other staff are informed of issues of concern.
- Collect information for reports.
- Undertake further training as required.

### **Teaching Assistants will:**

- Implement school policy on SEN.
- Support students and advise on differentiation.
- Support staff and help prepare differentiated work.
- Monitor student progress and advise.
- Liaise with parents as necessary.
- Liaise with external agencies as necessary.
- Contribute to reports when requested.
- Undertake further training as appropriate.

## **Curriculum Entitlement**

The school offers a broad balanced curriculum for all.

In order to meet individual needs special arrangements are offered at Key Stage 3 and 4.

In Year 7 additional support is offered to help support the transition from Key Stage 2 to Key Stage 3 and to ensure the progress of students who may have difficulty in key skills. Also in this year some students may be withdrawn for short periods to follow learning progress units. Students who are still not functionally literate at the end of the year may continue to be extracted in years 8 and 9.

At Key Stage 4 some students may access alternative curriculum arrangements.

## **Identification and Allocation of Resources**

### **Funding**

Funds which are allocated to support students with SEN will never be less than that identified for the purpose from within the delegated budget. Funds are used to support the following:

- Teachers deployed to support SEN.
- TA's deployed to support SEN.
- Special equipment.

### **Types of Support and Intervention available**

The school will offer, within the financial constraints, a range of learning support.

#### **For Staff**

- Consultancy from Inclusion Department.
- Consultancy from external agencies.
- In class support.
- Training.
- Advice and support in curriculum development.
- Special resources.

#### **For Students**

- Individual support.
- Small group work.
- In class support from TA's.
- A differentiated curriculum.
- Specialist resources.
- 1:1 tuition
- Support in Nurture Room to develop basic skills and specific programmes to develop ability to interact appropriately with others'.

#### **Deployment of Support Staff**

Decisions on the deployment of support staff will be determined by the Inclusion Manager from advice received from staff, parents, external agencies and the student.

Decisions will take into account:

- The statutory requirements of statemented students.
- The educational needs of other students.

There will, where levels of funding permit, be regular review in order to achieve maximum effectiveness.



TA's will be appointed to meet levels of need and whenever a statement of special education needs deems this to be necessary. They will support the general welfare of students outside the classroom, as determined by the school and will work alongside teachers in the classroom to help students in their learning.

**A range of strategies will be used for deployment including:**

- Teaching withdrawal groups.
- Working on a one to one basis with individual students who are withdrawn for special tuition.
- Working in mainstream classes with an individual or group.
- Working in the classroom as a resource for the whole class.
- Working outside the classroom on the preparation of learning materials and other administrative tasks related to special needs.

Before the start of each school year the Inclusion Department will provide information on:

- The individual needs of identified students and advice on strategies to support them.
- Where extra support teaching is deployed.
- Where TA support is deployed.
- In which areas specialist equipment is deployed.

In addition the Inclusion Department will update information and keep staff informed of new strategies throughout the year.

## **Guidelines for Working Together in the Classroom**

**Subject staff will:**

Foster mutual trust and understanding by agreeing at the start of the year:

- The purpose of the course and what the students should achieve.
- The roles of the adults in the lessons in preparing, delivering, monitoring, recording, managing students and reporting to parents etc.
- A mutually acceptable standard of behaviour.
- Strategies for managing student behaviour.
- Strategies for rewarding students.
- Discuss and share levels of knowledge and value the expertise of each individual.
- Establish strategies for giving and receiving feedback.
- Be punctual and give notice of planned absence.

## **Policy on INSET**

The ongoing need for staff to undertake professional development in the area of SEN will be reflected in the school development plan. The Inclusion Manager will take primary responsibility for the planning/delivery of the INSET programme in this area and identify staff who would benefit from further training for SEN.

# **IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEWING**

## **Screening and Assessment procedures**

Students may be identified as having special educational needs using:

- Information from feeder schools.
- Information obtained by standardised test.
- Observation of students in lessons.
- In the first term all students will undertake Cognitive Ability Testing.
- Parental concerns.
- Staff referral.
- School monitoring systems.
- Curriculum assessments.
- Public exams.
- Progress against literacy and numeracy objectives.
- Information from external agencies.

Assessment tests and procedures will be differentiated to reflect the range of ability of those to be assessed.

Some students will need to be regularly assessed in smaller definable stages within NC levels, in order to measure progress.

Throughout Key Stage 3 and 4 the progress of children with SEN will be regularly monitored against targets identified in their Individual Education programme eg IEP's, PSP's and PEP's. Exam Access testing and evidence will be gathered to ensure that the student has appropriate support in all exams.

## **Record Keeping**

It will be the responsibility of all staff to keep records as described in departmental policies. The Inclusion Department will ensure that information received regarding the individual needs and progress of those students who require additional support, is kept and disseminated to all staff.

Where progress is slower than expected the learning programme will be revised to address the identified difficulty and all staff will be informed.

## **Dissemination of Information**

Information regarding SEN policy and strategy will be presented to the Governors.

It will be the responsibility of the Leadership Team and the Inclusion Manager to inform the Governing Body of any significant SEN issues.

It will be the responsibility of the curriculum and pastoral managers to ensure that SEN features as an agenda item in their scheduled meetings.

In preparation for the start of the school year the Inclusion Department, in collaboration with the pastoral team, will disseminate to all teaching staff specific information available regarding students who have SEN or those who may need closer monitoring. In order to assist the planning

and delivery of appropriate curriculum materials there will be accompanying advice with regard to appropriate strategies and curriculum modification.

## **STATUTORY ASSESSMENT OF SEN**

### **Statutory assessment can be requested by:**

- A child.
- A parent/carer.
- Referral by another agency.

A statutory assessment may be requested if a child is demonstrating significant causes for concern. The school will consult parent/carers before requesting an assessment. Where a parent requests that the LA conducts a formal assessment, the LA must inform the child's head teacher about the request.

The code sets out the full evidence to be gathered by the LA from school and other professionals when considering a request for statutory assessment.

- Evidence of the school's actions through School Action and School Action Plus.
- Copies of Individual Education Plans (IEP'S) for the student.
- Records of regular reviews and their outcomes, including evidence of the rate of progress over time.
- National Curriculum levels.
- Education and other assessments, from eg a specialist support teacher or educational psychologist.
- A copy of the view's of parents/carers of the child.
- A record of any involvement by Health or Social services.
- Evidence of the extent to which the school has followed the advice provided by professionals with relevant specialist knowledge.

While the LA is making a decision about the Statement the child will remain at School Action Plus.

It may be that in considering whether the assessment is necessary the LA feel that intervention at School Action Plus is appropriate or the LA may be able to suggest different ways in which a school or setting could help the child through such interventions, so the LA would conclude that a statutory assessment was not necessary.

The LA must make a decision whether or not to initiate a statutory assessment within six weeks of a request being received and must write to the child's school and parents giving full reasons for the decision. If the LA decided not to initiate an assessment parents have the right of appeal to the SEN tribunal.

If a decision is made to initiate an assessment the LA have twelve weeks to do this requesting additional information from all the agencies involved. The LA will consider what, if any, further provision may be available for the child and whether provision can be made from within resources normally available for the school, or whether it is necessary to make a statement. If a decision is made not to make a statement, then the LA will use the assessment information gathered to set out a note in lieu of statement.

Proposed statement or note in lieu must be issued within 12 weeks of the assessment being initiated.

Where a decision has been made not to issue a statement, parents have the right to appeal to the SEN tribunal.

## **PARENTS AND PARTNERS**

### *Arrangements for parental involvement*

The school places a high value on partnership with parents of all students. However, the level of contact with parents of students with SEN will be more frequent and more intensive than for other students. The parent/carers particular knowledge and skills will be recognised and used in the best interests of the child. Parents will be involved/informed at every stage and every review.

The LA and the school will always seek parental permission before referring their child to others for support. Where parents do not wish to have their details passed on to other agencies, their wishes will be respected.

The school will tell a parent when they first identify their child as having SEN and where appropriate, will seek actively to work with parent partnership services. Parents will be invited to be involved in school based responses to their child. Parents/carers will be invited to be involved in the discussion leading up to the school's decision to request a statutory assessment.

### **Who to Contact and Complaints procedure**

The school expects the highest standard within special needs. However, should any parent/carer wish to voice concerns on issues related to special needs they should seek an appointment with the Inclusion Manager to discuss their concerns. A record of the meeting will be kept along with strategies to resolve the issues. One copy will be kept on record and one will be given to those present at the meeting.

If the parent/carer is still dissatisfied they can request to meet with and discuss the issue with the Head teacher or the Governor responsible for SEN.

## **OUTSIDE AGENCIES**

### **Educational Support Services**

Whilst the staff have a great deal of expertise in identifying and meeting the needs of their pupils, external support services can play an important part in helping schools identify, assess and make provision for students with SEN.

The school maintains links with:

Educational Psychology  
Physical Disability Service  
Hearing & Visual Impairment Service  
Speech and Language Service  
Behaviour Support  
Speech and Language  
Connexions  
CAHMS  
EWO  
School Nurse  
Social Services – including Child Protection  
Community Pediatrician  
Local Police  
LACES – Looked after Childrens Support Team  
Parent Partnership  
Appropriate voluntary organisations eg NSPCC, BARNADOS

There are regular arrangements with some services eg:

Behavior Support  
Educational Psychologist  
Connexions  
School Nurse

### **Links with other Agencies**

Other agencies attend meetings in school by appointment

## **EVALUATION AND REVIEW OF POLICY**

The governing body will review the policy annually with advice from the link Governor, Leadership Team and Inclusion Manager and will amend the policy to reflect any new Government initiative/guidance.

The Inclusion Department Development Plan will identify objectives for priority each year within a three year cycle.