

HAMPTON GARDENS SCHOOL: INCLUSION (SEN/D) POLICY

1.0 Legislation

This policy complies with the guidance in *Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)*. It is intended as guidance for staff, parent/carers and children with reference to the following guidance documents:

- *SEN Code of Practice (which includes SEN provisions of the SEN and Disability Act 2001), September 2014;*
- *Ofsted Section 5 Inspection Framework, April 2014;*
- *Ofsted SEN Review 2010, 'A Statement is not enough';*
- *Equality Act 2010;*
- *Children & Families Act 2014;*
- *The National Curriculum in England(July 2014);*
- *Safeguarding Policy;*
- *Accessibility Plan;*
- *Teachers Standards 2012.*

2.0 General Statement of Principles

Our aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all students can maximise their potential. We will endeavour to make every effort to achieve an environment that does not discriminate against any student regardless of disability or special educational need.

3.0 Aims and Objectives

1. 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' (*National Curriculum 2014*).
2. As far as practicable and reasonable, we endeavour to achieve access to the curriculum and school activities for all students.
3. To achieve high levels of attainment and excellent rates of progress for all
4. To provide a caring environment within which students can learn and develop to their full potential
5. To celebrate the achievements of all students through academic achievement, extra-curricular or enrichment activities
6. To see students as individuals with differing interests, knowledge and skills
7. To see student support as additional to the differentiated learning opportunities already provided in the classroom
8. To ensure the identification of all students requiring SEN/D provision as early as possible in their school career and a clear system of assess - plan - do - review
9. To work closely with students and parents/carers as partners and actively involve them in the graduated approach to SEND
10. To work closely with other agencies such as Health, Social Care and the Local Authorities
11. To carefully map provision for all vulnerable learners and ensure staff deployment, resource allocation and choice of interventions has positive impact; maintain a clear and transparent record of the use of resources
12. To achieve a high level of staff expertise, to meet student need, by providing targeted continuing professional development.

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4.0 The Definition of Special Educational Needs and Disabilities

Students have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them that is in **addition to**, or **different from**, differentiated curriculum and teaching plans. In addition Hampton Gardens School regards students as having a learning difficulty if they have significantly greater difficulty in learning than the majority of students of the same age. Students are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

A student has a disability if he/she has a physical or mental impairment, which has a long term effect on his/her ability to carry out normal day-to-day activities (from the definition in the Disability and Equality Act 2010). This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

5.0 Arrangements for SEN at Hampton Gardens School

5.1 Admissions

Hampton Gardens School does not discriminate on the grounds of SEN or disability. It fully supports the Admissions Code, agreed in partnership with the Local Authority. Students who have a statement of special educational need or EHCP that names Hampton Gardens School will be admitted provided it is the view of both the school and the Local Authority that student's needs can be met and that an efficient and effective education can be provided to enable the student to make good or better progress. (*See Admissions Policy*)

5.2 Transitions

Smooth transitions between key stages are important for all children. For children with SEN and/or Disability this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between phases is essential. Individual Review meetings with the SENCO will take particular account of any such transitions and provisions planned to meet needs. Once children reach year 9, we will work with disabled children and other agencies to provide them with a Transition Plan, which includes careers support, so that they plan for what they want to achieve in their teenage years, to enable them to live as independently as possible as they move into adult life.

For young people reaching the statutory school leaving age and leaving the school the SENCO will liaise with the school, college or work place to ensure continuity of support and understanding of the needs of any student with SEN/D. After the meeting, the child and their parent(s) or will normally be sent a copy of the Transition Plan.

5.3 School Transfers

The SENCO will arrange planning meetings with parents and other agencies when a pupil is moving on. In the case of pupils joining the school, the SENCO will attend meetings with the current education setting to gather information; plan provision with parents and arrange any necessary transition activities. New admissions that have SEN and/or Disability should have, on transfer, information which includes; detailed background information, copies of written plans and information about external agency involvement. The SENCO may wish to assess the child to supplement transfer information.

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Planning for children with SEN/D starting school for the first time will take place with parents and other agencies already working with the family. The SENCo will ensure that all necessary information is recorded and shared with parents and Academy staff.

When a pupil transfers to another school, the SENCO will forward all relevant information regarding the child's needs within fifteen (15) days of the pupil ceasing to be registered with the school.

A phased integration may be considered for some students with complex needs

5.4 Roles and Responsibilities

5.4.1 SENCo

The Head of School and The Governing Body of Hampton Gardens School have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENCo). The Head of School, however, retains overall responsibility for the quality and provision of SEN/D.

The SENCo is responsible for reporting regularly to the Head of School and the nominated governor for SEN/D on the effectiveness of this policy, including the achievement and progress of students.

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SENCo - Contact Details	Responsibilities
SENCo - Theresa Bullough	Coordinating the SEN/D provision within the school, including managing Achievement Support and the performance of the Teaching Assistant team. Designated Teacher for Children in Care. Line Manager - Al Greenwood (Head of School)
Head of School Al Greenwood agreenwood@hamptoncollege.org.uk	Oversight / line management of provision

In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy by:

- Maintaining and evaluating the SEN/D provision and provision for vulnerable learners.
- Identifying and recording students with SEN/D, highlighting needs, outcomes and strategies to support progress.
- Maintain a record of provision for SEN/D, identifying those in receipt of additional SEN support from the college's devolved budget, those in receipt of High Needs Funding and those with EHC Plans.
- Co-ordinating provision for students with SEN/D.
- Liaising with, and advising, teachers, key workers and teaching assistants.
- Contributing to the in-service training of staff.
- Implementing and carrying out a programme of Annual Reviews for all those with Statements and EHC Plans. Complying with requests from the EHC Plan Co-ordinator to participate in reviews.
- Overseeing the records of all children with Special Educational Needs.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Foundation Stage, Year 6 students and also Year 11 students (where required).
- Monitoring the school's system for ensuring that One Page Profiles and Co-ordinated Plans, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students.
- Evaluating regularly the impact and effectiveness of all additional interventions for SEN/D students.

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- Liaising and consulting sensitively with parents and families of students on the SEN/D record, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCo network meetings and training as appropriate.
- Liaising with the school's SEN/D Governor, keeping him/her informed of current issues regarding provision for students with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

5.4.2 Staff

All staff at Hampton Gardens School have a responsibility for maximising achievement and opportunity of vulnerable learners, specifically all teachers are teachers of students with identified SEN/D and EAL. All staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown toward all students at all times. All staff have access to the one page profiles and the SEN/D record and will be aware of the inclusion policy.

'Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

SEND Code of Practice 0-25 Years, July 2014

5.5 Complaints

If parents have concerns relating to the provision for children with SEN or EAL, they should firstly raise them with the class teacher and SENCO or Head of School. Then, if they are not satisfied, parents should refer their concerns to the Executive Headteacher. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure (*see separate Complaints Policy*).

6.0 The identification, assessment and provision for Students with SEN/D

6.1 The areas of SEN/D provided for at Hampton Gardens School:

As an inclusive school, we do not seek to closely define the SEN/D for which we make provision. Our aim is to include those students with identified SEN/D from our local community as best we can.

In admitting students with SEN/D, we expect to have collaborative and informative discussions with the students' families and the Local Authorities to ascertain the suitability of our provision.

We understand that it is initially our responsibility to make provision for a student with SEN/D through the school's devolved SEN/D budget. Thereafter, we are aware of the process of applying for High Needs Funding if the student's and the school's needs make that a necessity.

As a mainstream school there may be occasion whereby a student's needs are so significant, severe or profound that as a mainstream school we are unable to provide suitable provision,

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to the extent that we may discuss whether they would be best placed in a special school. We expect that this would include an assessment of the needs of each student and constructive conversations with both parents, the Local Authority and other agencies.

6.2 Graduated Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support:

- **Universal Provision:** well differentiated, quality first teaching, including where appropriate, the use of small group interventions;
- **SEN/D Support Provision:** students require intervention which is **additional to** or **different from** the well differentiated curriculum offer for all students. Students requiring this level of support will have their provision outlined in a **Coordinated Plan**;
- **Education Health Care Plans:** students with complex needs, supported through a personalised approach / provision. (Students with a Statement of Educational Need will be reviewed and assessed, with the support of the Local Authority, and transferred as appropriate to an Education Health Care Plan).

6.3 Identification

When identifying the needs of a pupil with SEN/D, we refer to the four broad areas of need as detailed in the Code of Practice (2014, p.86). These are as follows:

Communication and Interaction - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

Early identification is essential if progress and attainment are to be maximised. A variety of methods are used to identify possible SEN/D. These include:

- Baseline and end-of-key-stage assessments
- Whole cohort literacy screening
- Reading / spelling ages causing concern
- Tracking individual pupil progress over time, including academic, mental, emotional and social
- Feedback from teachers, teaching assistants and Heads of Year
- Parental concerns
- Close liaison with feeder schools, prior to transfer
- Information from previous schools or pre-school settings
- Information obtained from additional, more in-depth assessments, where appropriate
- Information from other specialist services
- SEMH screening

Where a student is identified as having SEN/D, we take action to remove barriers to learning and put effective special educational provision in place. This information is then used to create and maintain a central SEN/D register and provision map that sets out the level of

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need and the support / resources needed. All stakeholders will be provided with this information.

This SEN/D support takes the form of a cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This may highlight where the support of more specialist expertise is required.

6.4 Provision

In addition to differentiated work provided by teachers, vulnerable learners and SEN/D students may receive a combination of the following approaches:

- In class support for small groups with a Teaching Assistant working with the classroom teacher
- Small group withdrawal (time-limited and carefully monitored)
- Individual class support / individual withdrawal
- Access to materials in translation, where necessary
- Learning Mentors
- Home Learning Club
- Key vocabulary and spelling
- Supported reading strategies
- Specialist differentiation of resources
- Social skills groups
- Therapeutic input
- Additional specialist time to devise interventions and means of measuring impact
- Alternative provision, such as vocational courses, targeted work experience or tuition

Some students may have an amended timetable to support additional development of literacy and numeracy, medical needs, or behavioural and social needs, for example.

6.5 Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least termly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. Staff, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This usually takes place at SEN/D Review meetings each term.

6.6 Education Health Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN/D of the child or young person, the child or young person has not made expected progress, the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Needs assessment. The co-ordinated or SEN/D School Support plan is used to provide evidence of the school's provision and impact on the child's outcomes. Parents have the right to request an EHC Needs assessment through the Local Authority.

All students with an EHC plan will have access to all arrangements for students on the Hampton Gardens School SEN/D record and appropriate Targeted Provision; complex needs will be assessed and supported through a personalised approach.

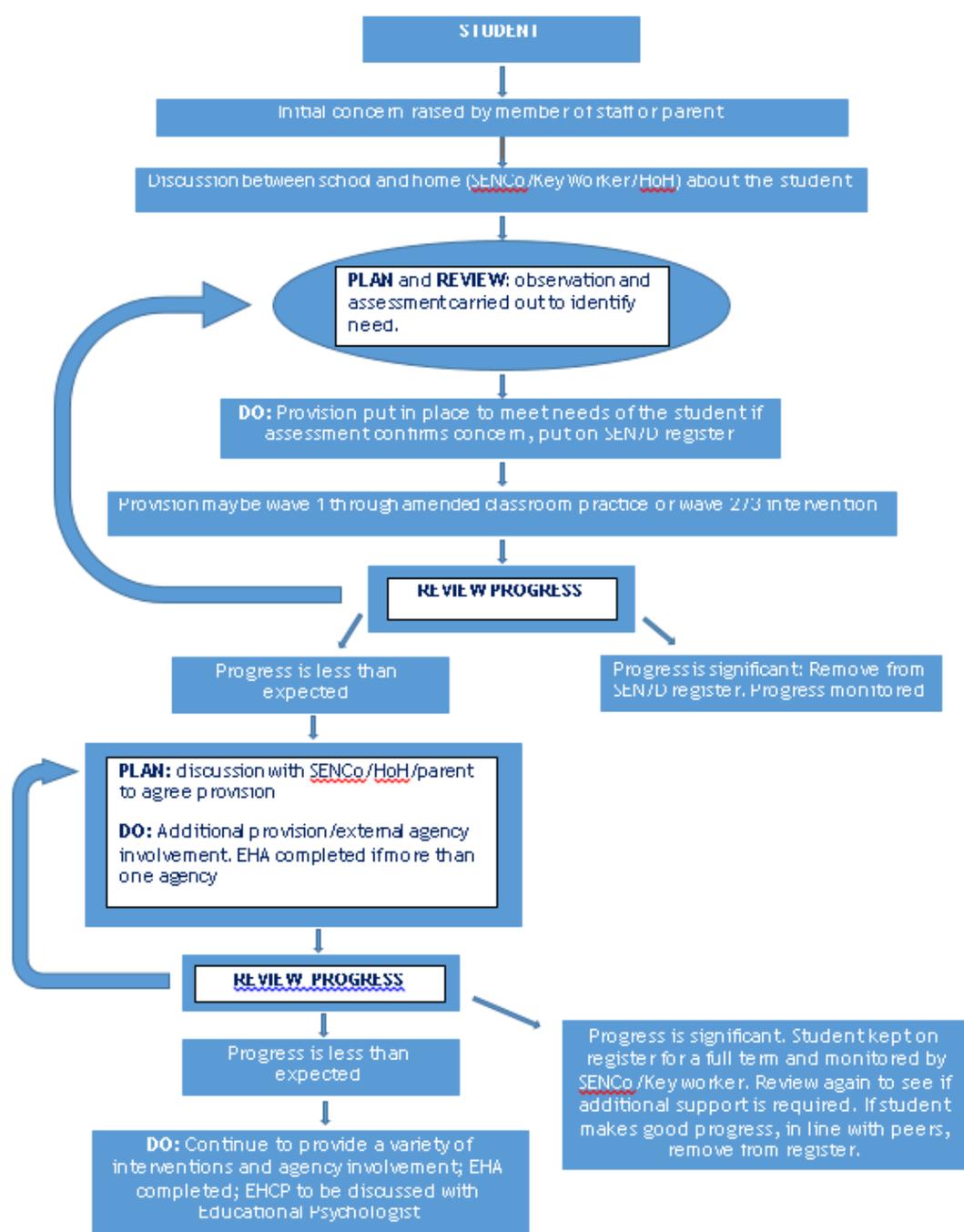
Education Health Care Plans are statutory documents and must be reviewed annually.

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6.7 Exiting the SEN/D Record

If it is felt that children are making progress which is sustainable then they may be taken off the Record of Inclusion. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the record, all documents will be kept until the pupil leaves the school (they will be passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

6.8. Summary of the Graduated Response



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6.9 Support and identification of Post 16 students

Where a student is known to have a SEN/D before joining Year 12, their needs will be planned for ahead of their transition into the Sixth Form. Students with statements/EHCPs will have a detailed transition plan, outlining their requirements for support in KS5. Where students join us from other centres into Year 12/13, the principles and practices of SEN/D transfer described in 5.3 will apply.

Where staff, a parent or a post 16 student suspects that they have an undiagnosed SEN/D, they will be offered the same assessment and screening opportunities as younger students. The Achievement Support department offer a range of age and need appropriate support arrangements for Post 16 students. The Sixth Form pastoral/student support team is also able to offer mentoring and support to Post16 students with a SEN/D.

7.0 Supporting Students and Families

We strive to work with pupils and their families to meet and agree on their SEN needs and the necessary provision. The school's SEN Information Report provides detailed information for parents on the provision we make for SEN pupils and can be found on the Hampton College website.

Peterborough City Council have also produced a Local Offer to support parents to make informed choices and to signpost them to different services:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/>

The Cambridgeshire County Council Local Offer can be viewed at:

<http://www.cambridgeshire.gov.uk/send>

Family Voice are an organisation that can also provide support and assistance for families with children who have additional needs: <http://www.familyvoice.info>

Peterborough City Council employs a Parent Partnership Officer, Marion Deeley, to offer impartial advice, advocacy and information to parents about the SEN process and their rights (contact details: pps@peterborough.gov.uk or 01733 863979). The Parent Partnership Officer can also support parents to access Independent Supporters to help them through the EHC assessment process.

In Cambridgeshire, the parent partnership office can be contacted via email or telephone: pps@cambridgeshire.gov.uk , 01223 699214

7.1 Supporting Students at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs.

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7.0 Accessibility

8.0

The school website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to maintain accessibility for disabled pupils in the following areas:

- maintaining and where necessary upgrading the physical environment eg. lifts and ramps to help physically impaired children
- Making improvements in the provision of written information eg. providing items that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc. for visually impaired children.
- Increasing access to the curriculum eg. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.

In addition, the LA will make suitable arrangements for transport to and from the school for eligible disabled children or the LA will give guidance around transport if it has outsourced this service.

9.0 Equality Duty

The **SEN and Disability Code of Practice: 0 to 25 years (January 2015)** emphasises the requirements of **The Equality Act 2010** which places a duty to promote equality on all public bodies, including Academies.

This school has due regard to the need to:

- eliminate direct or indirect discrimination
- eliminate harassment or victimisation related to a disability
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage and:

- promote equality of opportunity between disabled people and non-disabled people
- promote good relationships between disabled and non-disabled children and young people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than non-disabled people.

These duties combine to ensure access to education and the inclusion of disabled pupils in every area of school life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEN framework provides auxiliary aids and services.

10.0 Allocation of Resources

Resources will be allocated in a transparent and equitable way to ensure that students with SEN/D are well supported to make progress at school. Students at universal and targeted levels will be provided for through the main departmental and SEN/D department resources and budgets (e.g. provision of learning resources, equipment, Teaching Assistant support

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Appendix A

In agreeing our graduated support, the following statements and guidance were considered:

‘Defining achievement in terms of the number of targets on an Individual Education Plan (IEP) achieved across a given time rarely ensures rigorous evaluation of provision or students’ progress. **What made the difference to higher outcomes was effective target setting within the curriculum or personalised programmes’.**

(Inclusion: does it matter where students 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 need provision that is additional to or different from this. This is special educational provision under Section 21 of the Children & Families Act 2014’.

(SEN Code of Practice [2014, Para 1.24])

‘This is not necessarily ‘more literacy’ or ‘more Maths’ but would be interventions which address the underlying needs of the student in order to improve his or her access to the curriculum’.

(Achievement for All [National Strategies, 2009])

‘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 2014, p68)

Appendix B

Useful contacts:

In Peterborough:

EDUCATIONAL PSYCHOLOGY SERVICE

Tel: 01733 863792 or 01733 863689

<https://www.peterborough.gov.uk/residents/special-educational-needs/educational-psychology/>

PARENT PARTNERSHIP SERVICE

Tel: 01733 863658

<http://fis.peterborough.gov.uk/kb5/peterborough/fsd/organisation.page?id=dlqN-K1R1Sc>

VIRTUAL SCHOOL FOR CHILDREN IN CARE

TEL: 01733 863677

http://www2.peterborough.gov.uk/children_and_families/children_in_care/education.aspx

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In Cambridgeshire:

EDUCATIONAL PSYCHOLOGY SERVICE

Tel: 01480 373470

Email - hunts.sl4admin@cambridgeshire.gov.uk

www.cambridgeshire.gov.uk/send

PARENT PARTNERSHIP SERVICE

Tel: 01223 699214

www.cambridgeshire.gov.uk/send

VIRTUAL SCHOOL FOR CHILDREN IN CARE

TEL: 01223 699883

http://www.cambridgeshire.gov.uk/learntogether/homepage/131/virtual_school