



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

INCLUSION and SEN POLICY

Approved at a Full Governing Body Meeting on: 10th December 2020

Date of Next Review: November 2021

Responsible Officer: Emma Tyldsley – Assistant Headteacher
Responsible for SEND

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014;
- Ofsted Inspection Framework 2019
- Equality Act 2010;
- Children and Families Act 2014.

Where this policy states Headteacher - it refers to the Headteacher at Benton Park School.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all students (including vulnerable learners) whilst meeting their individual needs
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the school curriculum
- Special Educational Need (SEN) might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- English as an Additional Language (EAL) is not considered a SEN. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners
- We focus on individual progress as the main indicator of success
- We strive to make a clear distinction between 'under achievement' - often caused by a poor early experience of learning – and special educational needs:
 - some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students catch up;
 - other students will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved school budget.

Aims and Objectives of this Policy

The aims of our Inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement and progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- 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 2000)

The Special Educational Needs Coordinator (SENCo) co-ordinates the identification, assessment and monitoring of students with SEN, enhanced by effective use of ICT systems and in line with the Code of Practice 2014-'assess, do, plan, review' process.

There are clear, well-communicated criteria for placing students on the SEN register and removing them using a graduated response. Students who are identified as having special educational needs and are receiving support that is *additional to or otherwise different from the educational provision made generally for children of their age* is recorded in the school's SEN register.

Student passports and behaviour plans will be used to plan programmes and monitor and review progress for those on the SEN register in line with guidance in the SEN Code of Practice 2014.

There is administrative time set aside for the SENCo and learning leaders to effectively coordinate the tracking, recording and communication of high quality SEN student information. This is evaluated and used to inform SEN policy and practice across the school.

Staff are kept informed and updated through the SEN register and regular communication.

Using the whole school data collection points the SENCo and SEND team work to analyse the progress of students on the SEN register, before reviewing and revising current provision and intervention. Reviews are conducted throughout the year on an

individual basis, and with all stake holders, to ensure that students are receiving appropriate support for their needs.

In agreeing to these arrangements, the school has taken into account the following statements from the Code of Practice

‘Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated appropriate and learning arrangement normally provided as part of high quality, personalised teaching.’ SEN Code of Practice 2014.

‘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.’ (p.68) SEN Code of Practice 2014.

Stage 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 interventions.

- All learners will have access to quality first teaching
- The routine and prolonged withdrawal from mainstream for children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN
- All vulnerable learners will be included on a detailed whole-school provision map which outlines additional intervention across the school. The whole school provision map enables the school to:
 - plan strategically to meet students’ identified needs and track their provision
 - audit how well provision matches need
 - recognise gaps in provision
 - highlight repetitive or ineffective use of resources
 - demonstrate to all staff how support is deployed
 - Focus attention on whole school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

- The analysis of data including entry profiles, reading ages and other whole-school student progress data

- Classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do, review)
- Following up parental concerns
- Tracking individual student's progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners, which is regularly updated
- Undertaking, where necessary, a more in-depth individual assessment. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language
- Involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for Vulnerable Learners

Where students are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- Teachers differentiate work as part of quality first teaching
- Wave 1,2 and 3 interventions
- Other small group withdrawal
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Peer Mentors
- Homework Club
- Student passport tutorials

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by Senior Leaders, SENCo or other designated members of the team
- Ongoing assessment of progress made by intervention groups
- Regular work sampling
- Scrutiny of planning
- Informal and formal feedback from all staff
- Student interviews when creating and reviewing student passport
- Student progress tracking using assessment data (whole school processes)

- Monitoring student passports, evaluating the impact of the passports and behaviour plans on student progress
- Attendance records and liaison with the school's attendance officer
- Regular meetings about student progress between the SENCo and their line manager/Headteacher
- Headteacher's report to parents and governors

Stage 2: Additional SEN Support

- Students will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all students in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014
- Under-achieving students and students with EAL who do not have SEN will not be placed on the SEN register but will be a part of the school's provision map
- In keeping with all vulnerable learners, intervention for students on the SEN register will be identified and tracked using the whole-school provision map
- It may be decided that a very small number, but not all of the students on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6000 above the average weighted Student Unit has, or will need to be, spent on a student within any one financial year, in order to meet their special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN descriptors published as part of the local offer
- On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan
- Where a student is in receipt of high needs funding and/or an Education Health Care Plan, a decision will be made as to whether a short-term individual education plan is necessary
- Our approach to information sharing and student passports is as follows:
 - our student passports and behaviour plans are a planning, teaching and reviewing tool which enables us to focus on sharing information about students that enhances and enables quality first teaching for students with special educational needs. They are seen as working documents which can be constantly refined and amended
 - our student passports and behaviour plans will be based on informed assessment and will include the input of outside agencies where appropriate

- our student passports and behaviour plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- our student passports will be regularly reviewed throughout the academic year

Stage 3: Statement of Special Educational Needs or Education Health Care Plan

- Students with a Statement of Special Educational Needs (pre September 2014) or an Education Health Care Plan (post September 2014) will have access to all arrangements for students on the SEN register and, in addition to this, will have an Annual Review of their statement/plan
- Our school will comply with all local arrangements and procedures when applying for:
 - high needs funding
 - an Education Health Care Plan
 And ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance, particularly with regard to the timescales set out within the process

Inclusion of Students with English as an Additional Language

Definition:

A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a special educational need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos:

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents/carers in our school by respecting diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions:

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents do not speak English, we endeavour to provide oral

and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision:

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have about their child's progress. We endeavour to fully include EAL students in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meeting and by providing key school information in translated format.

The school have an EAL policy which is available on request from the School Reception.

Inclusion of Students who are Looked After in Local Authority Area

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment difficulties, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development
- There are commonly understood reasons (Social Exclusion Unit Report 2003) why children who are looked after in local authority care often fail to make expected progress at school:
 - placement instability
 - unsatisfactory educational experiences of many carers
 - too much time out of school
 - insufficient help if they fall behind
 - unmet needs – emotional, mental, physical
- There is statutory requirement for all schools to have a designated teacher for looked after children. (The name of the current designated officer at our school is given at the end of this inclusion policy.) The responsibilities of our designated officer include:
 - monitoring the progress of children who are looked after to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are looked after have access to the appropriate network of support

- checking that the statutory personal education plan (pep) has been arranged and that it is regularly reviewed, at least every 6 months
- ensuring that information concerning the education of children who are looked after is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (these are currently held at 6 monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the independent reviewing officer) with social workers and, where necessary, the carers and a member of the virtual school team
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making

Our school will work closely with the Local Authority Virtual School for Children Looked After, which promotes the educational needs of Children who are Looked After and monitors admissions, PEP completion, attendance and exclusions.

Inclusion of Students who are More Able

We respect the right of all students in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Inclusion of Students who are More Able

The term 'more able' refers to students who have a broad range of achievement at a very high level. Those students who are more able have very well-developed learning skills across the curriculum.

Identification

Before identifying any student, we aim to ensure that all students have had the opportunity to be part of this cohort. This makes the identification process fair. Identification of students as more able refers to the current level of performance.

A more able student should be identified using a variety of methods:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self-nomination

Each year the school will draw up a register of more able students, this list will be reviewed following every assessment point. Provision for more able students will be tracked on the school's provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of more able students.

When planning for more able students learning we provide:

- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

From Year 7 to Year 13 we set targets at the appropriate level. We teach with appropriate differentiation, and we run additional enrichment events specifically for 'more able' students. We offer a range of extra-curricular activities for our more able students. These activities offer more able students with the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, academic and musical clubs.

Management of Inclusion in our School

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the SENCo. The SENCo is responsible for reporting regularly to the Assistant Headteacher and the Governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher and has statutory accreditation.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

All staff will be trained in how best to support vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual students will be commissioned through the local authority.

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the SENCo

- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school student progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCo)
 - student progress meetings with individual teachers
 - regular meetings with the SENCo
 - discussions with students and parents

Special Educational Needs Coordinator

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

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Maintenance and analysis of whole-school SEN Register for vulnerable learners
- Maintenance and review of Benton Park School local offer document, in line with Local Authority offer
- Co-ordinating provision for children with special educational needs
- Implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- 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 Year 6 students on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that Student Passports, 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 all vulnerable learners (including those with special educational needs)
- Liaising sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners

Teachers

- Liaising with the SENCO to agree:
 - which students in the class are vulnerable learners

- which students are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map, but do not have special educational needs. This will be done in partnership with the appropriate member of the Leadership team
- which students (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these students may require advice/support from an outside professional and, some may require a Student Passport/ Behaviour Passport
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for students with special educational needs to work towards agreed targets. Ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for all groups of vulnerable learners

Training and Development

- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting our students and their parents

- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all students, in particularly those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing up of Student Passports and Behaviour Plans
- Making parents and carers aware of the Parent Partnership services
- Providing all information in an accessible way including, where necessary, translated information for parents with English as an Additional Language

Involvement of Students

We recognise that students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Know what their targets are, why they have them and how to achieve them
- Self-review their progress

Effective Transition

We will ensure that early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students with statements or Education Health Care Plans; Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling where appropriate. Students will be included in main school transition days but may also be offered additional transition visits.

Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

Links with Other Agencies

We work collaboratively with other agencies and organisations in the city to put the student and their parents/carers at the centre of our work. The school has long established relationships with the following agencies:

- Integrated Support and Psychology Service
- Learning Mentor Service
- Child Adolescent Mental Health Service
- Visually Impaired Service
- Hearing Impaired Service
- Speech and Language Service
- Physiotherapy and Occupational Therapy Service
- Attendance Improvement Service
- Social Services
- Leeds Faith in Schools
- Community Police
- Youth Offenders Team

Complaints Procedure

The school has well-established procedures for dealing with parental complaints. If the parent or carer feels that their child's needs are not being met:

- The SENCo should be informed initially (Miss Lara Tizard)
- If the outcome of this discussion is unsatisfactory, reference should be made to Miss Emma Tyldsley (Assistant Headteacher responsible for SEND) and Miss Delia Martin (Headteacher)
- In the event of this meeting not providing satisfaction for the parents or carers, the SEN governor must be informed and act as mediator
- If the parent or carer remains unsatisfied, reference should be made to the Appeals Committee of the Governing Board. An appeal against their decision must be made to the Local Authority
- Grievance with the LA
 - Parents should contact the Responsible Officer of Children Leeds at Adams Court, Kildare Terrace, Leeds. LS12 1DB. 01133951030.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we

will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision. (See [Admission Policy](#) for the school as agreed with the LA).

Summary

It is the aim of Benton Park School to remove barriers for learning for all children in our care. Implementation of this policy will support the effective inclusion of vulnerable learners through raising achievement and enabling participation in all areas of school life.