

	Inclusion (SEND) Policy	
	Last reviewed: September 2024	Next review: September 2025
	Linked Governor: Rebecca St John	SLT Member: Tamara Kirk

This Inclusion(SEND) Policy should be read in conjunction with the SEND Information Report

Statutory Guidance

This policy was developed in consultation with parents/carers, staff and students of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years, July 2015
- Part 3 of the Children and Families Act and associated regulations

Underlying principle

The Ashlyns School aim is to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of students with special educational needs or disability. We believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all students in their class including those students who access support from teaching assistants or specialist staff.

This policy aims to support the inclusion of all of our students. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Inclusion Co-ordinator (INCo). The Governing Body, Headteacher and the INCo will work together to ensure that this policy is working effectively.

High Quality Teaching

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Provision for students with special educational needs or disability

We will do our best to ensure that the necessary provision is made for any Ashlyns student who has special educational needs or disability. The staff and governors of Ashlyns School will work to ensure that all students with SEND reach their full potential, are fully included within the school community and are able to make successful transitions between educational establishments. Meeting the needs of students with SEND requires partnership between all those involved – Local Authority (LA), school, parents/carers, students, children’s services and all other agencies.

1 Aims and Objectives

1.1 Aims

To provide the structure for a student-centred process that engages students, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

1.2 Objectives

The Inclusion (SEND) Policy of Ashlyns School reflects the principles of the 0-25 SEND Code of Practice (2014). The objectives of this policy are to:

- ensure that we meet the Equality Act 2010 duties for students with disabilities
- enable us to meet the needs of students with special educational needs
- take into account the views of the students with special educational needs
- encourage good communication and partnerships with parents/carers of students with special educational needs
- facilitate full access to a broad, balanced and relevant and appropriate curriculum, for students with special educational needs
- make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions (in conjunction with the Medical Policy)
- implement a graduated approach to meeting the needs of students using the 'Assess, Plan, Do, Review' process
- develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care
- set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- share expertise and good practice across the school and learning community
- make efficient and effective use of school resources
- have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs

2 Identifying and supporting Special Educational Needs & Disabilities

Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her, namely provision which is **additional to** or **different from** that normally available in a differentiated curriculum. Ashlyns School regards students as having a Special Educational Need or Disability if they:

- a) have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Ashlyns School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a student's school career when they are identified as having a Special Educational Need. Students must not be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught. Students identified with special educational needs or disabilities will be provided with intervention and/or support that is *additional to or different* from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3 Areas of Special Educational Need

Under the SEND Code of Practice 2015 students identified as having a special educational need will be considered within one or more of the categories – see Appendix 1

4 A Graduated Response to SEND

4.1 Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and outcomes. This can be then used in later discussions if concerns persist.

4.2 How we identify and support students with SEND

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- match or better the student's previous rate of progress
- close the attainment gap between the student and their peers
- prevent the attainment gap growing wider

Where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the Inclusion Coordinator (INCo) to assess if a student has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

4.3 The Assess, Plan, Do, Review Cycle



See appendix 2 for more information

4.4 Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND list.

5 Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Ashlyns School will hold annual review meetings on the behalf of LA and complete the appropriate paperwork for this process.

6 Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

7 Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to

work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Ashlyns School we endeavour to support parents/carers so that they are able to:

- feel fully supported and taken seriously should they raise a concern about their child
- recognise and fulfil their responsibilities and play an active and valued role in their child's education
- understand procedures and documentation
- make their views known about how their child is educated
- access information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the INCo at least once a year formally and at least twice informally.

Parents/carers are also encouraged to visit the Hertfordshire County Council Local Offer website www.hertsdirect.org/localoffer. This website provides valuable information about support, services and activities available for children and young people with special educational needs and disabilities (SEND) and their families.

8 Children in Care

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

9 Student Voice

We hold the views of students in high regard and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, and at the end of a targeted intervention. We ask all students to contribute to their Learning Support Strategies.

10 Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school has worked with. This report can be found on the school website and is updated annually.

11 Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of

change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families. We liaise closely with previous settings, parents/carers and students during these transitions. Any concerns regarding transition should be directed to the INCo or Head of Year.

12 Training and Resources

12.1 Resources

Resources are allocated to support children with identified needs. This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the student are purchased as required.

12.2 Training

- All staff at the school engage in staff meetings when Quality First Teaching is addressed.
- The INCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND.
- All staff have regular CPD meetings. The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
- Teaching assistants are engaged in ongoing training.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

12.3 Funding

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their students with SEND from their SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Exceptional Needs Funding.

The school will need to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities into the school's budget.

13 Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. For those students with an Education, Health and Care (EHC) plan this will be used as it

brings together health and social care needs, as well as their special educational provision.

The school recognises that students 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. **Please see the school's Medical Policy for further details.**

Children in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

14 SEND Information Report

The school will ensure that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

15 Monitoring and Accountability

15.1 Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is mainly accessible for wheelchair users as the school has three lifts and has disabled toilet facilities. Ashlyns School works hard to develop their accessibility and the schools' Accessibility Plan detailing how this is being developed can be accessed from the school website.

15.2 Storing and Managing Information

Student SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

15.3 Responding to Complaints

In the first instance, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix 1

Areas of Special Educational Need

Under the SEND Code of Practice 2014 students identified as having a special educational need will be considered within one or more of the categories of need:

Cognition and Learning:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Appendix 2

The Assess, Plan, Do, Review Cycle

Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

Assess and plan:

- In identifying a student as needing SEND support the class teacher, working with the INCo, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- Parents' views and experience, the student's views and, if relevant, advice from external support services will be recorded on their Learning Support Strategies. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and update the Learning Support Strategies.
- The Learning Support Strategies will be reviewed regularly to ensure support and intervention are

matched to need and barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Do and review:

- The class teacher remains responsible for working with the student on a daily basis and will work closely with Ashlyns teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The INCo will support the class teacher in the further assessment of the student's needs in problem solving and advising on the effective implementation of support.
- There will be a review of the Learning Support Strategies on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.
- This review will feed back into the analysis of the student's needs, then the class teacher, working with the INCo, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parent/carer and the student.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Appendix 3

Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and INCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body have the following legal duties under the Children and Families Act 2014:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any student who has SEND;
- ensure that parents or young person are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEND;
- make sure that the responsible person makes all staff that are likely to teach the student aware of the student's SEND;
- make sure that the teachers in the school are aware of the importance of identifying students who

have SEND and of providing appropriate teaching;

- ensure that there is a qualified teacher designated as Inclusion Co-ordinator (INCo) for the school. A newly appointed INCo must be a qualified teacher and, where they have not previously been the INCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- consult the local authority and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- ensure that students with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other students and the efficient use of resources;
- take account of the 'SEND Code of Practice' when carrying out their duties towards all students with SEND;
- where a local authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an SEND statement or Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the governing body of the school;
- cooperate with the local authority in developing the local offer;
- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014; and
- ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the INCo and the Governor with responsibility for SEND.

INCo:

In collaboration with the Headteacher and governing body, the INCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The INCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The INCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the INCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The INCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the INCo include:

- overseeing the day-to-day operation of the SEND policy;

- co-ordinating provision for SEND students and reporting on progress;
- advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review;
- advising on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively;
- monitoring relevant SEN CPD for all staff;
- managing the Inclusion team;
- overseeing the records of all children with special educational needs and ensuring they are up to date;
- liaising with parents/carers of children with special educational needs;
- contributing to the in-service training of staff;
- being a point of contact with external agencies, especially the local authority and its support services;
- liaising with primary schools, other schools;
- liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned;
- monitoring the impact of interventions provided for students with SEND;
- leading on the development of high quality SEND provision as an integral part of the school improvement plan;
- working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Support Staff:

- All staff are aware of the school’s SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, which is reasonably adjusted for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students’ diverse needs in order to remove potential barriers to learning. This process should include working with the INCo to carry out a clear analysis of the student’s needs, drawing on the teacher’s assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and INCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).