



Policy: Inclusive Education / SEND Policy

Updated: May 2016

Chair of Governors: Mrs S Saiger

Head Teacher: Mrs L Rodham

Policy for Inclusive Education

This policy should be read in conjunction with the Policies for Behaviour for Learning, Equality and Diversity, and Gifted and Talented.

Rationale

Wellfield is fully committed to inclusive education for all students, and to ensuring all students learn, make progress and experience success in line with their individual potential. The school recognises a student's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. All are valued equally.

Wellfield School has a responsibility to establish a whole school climate in which diversity is welcomed and valued, and where inclusion and equality are promoted so that good social, personal and academic outcomes for all pupils can be secured. We aim to make Wellfield a place where:

- Learning is paramount;
- Behaviour is outstanding;
- Praise outweighs criticism;
- Students feel happy, keen and fulfilled;
- We are all safe from aggression, racism and bullying;
- We are all helpful and considerate;
- Students want to work hard, take responsibility and play a full part in school life.

The Inclusion Team seeks to offer and support effective learning opportunities to ensure full access for all students to a broad and balanced curriculum, including the National Curriculum (an entitlement implicit in the 2011 Education Act and Children and Families Act 2014). This involves setting, and advising on, suitable learning challenges, responding to diverse learning needs and overcoming potential barriers to learning and assessment for individual students. Students are then able to make the maximum progress for their individual ability.

The Team understands that all learners, regardless of ability, may have 'special needs' at some time within their school career. These needs, as when they arise, are supported in a variety of ways. A flexible approach to support learning means student needs are identified and assessed, and students with learning difficulties, physical difficulties, emotional and behavioural difficulties, and the gifted and talented students are all offered a range of support within mainstream classes.

Inclusive education is a whole school issue. All teachers are teachers of students with special educational needs and provision for these students is a matter for the school as a whole not the sole responsibility of the Inclusion Team.

Context

Wellfield School is located in the east of County Durham and the overwhelming majority of pupils and staff are from a white British background. The school has an Enhanced Mainstream Provision for up to 9 students with an Autistic Spectrum Disorder (ASD). We also meet the needs of wide range of pupils with other disabilities e.g. hearing, physical and visual impairment, as well as a small number of students who have English as an additional language.

The legal framework for this policy is:

Education Act 2011
Children and Families Act 2014
SEND Regulations 2014 / Code of Practice 2015
Race Relations Amendment Act 2000
Disability Discrimination Act 1995 (amended in 2005)
Employment Equality (Sexual Orientation) Regulations 2003
Children Act 2004
Equality Act 2010

Purpose

- To ensure all students are fully included in the school community.
- To meet the learning, behavioural, emotional, communication and physical/sensory needs of all students.
- To ensure all students make maximum progress.
- To ensure equality of opportunity to access the curriculum for all students.
- To make staff aware of the learning needs of all students.
- To ensure staff respond appropriately to students' learning needs and develop strategies to overcome barriers to learning.
- To define support systems for students.
- To work in partnership with parents
- To work in partnership with outside agencies

Guidelines

- The detail of the School Offer is available on the school website.
- The school seeks to support learning, emotional, behavioural and physical difficulties through the stages of intervention outlined in the Revised Code of Practice (2015). The SENCO will ensure statutory procedures are followed according to this Code.
- Individual Education Plans (IEPs) will be written for all students on School Support (SS) and with Statements/Educational Health and Care Plans (EHCP). Care Plans will be written for those pupils who have personal/medical needs
- Formal Annual Reviews will be held for all students on School Support (SS) and with Statements/Educational Health and Care Plans (EHCP).
- Achievement data will be reviewed three times year, with IEPs reviewed twice a year.
- Common Assessment Framework (CAF) procedures (or Team Around the Family, Single Assessment etc.) will be adhered to as and when appropriate. Multi-agency meetings will be held (as appropriate) following CAF procedures once all school based interventions have been implemented and the pupil has failed to make appropriate progress.
- A register of all pupils with additional needs will be kept and updated at least twice a year.
- Pupils with additional needs will be identified early to allow the Team to be proactive in its response.
- Support for learning needs will be offered within mainstream classes and/or through a system of withdrawal for small group or individual intervention.
- Support from outside agencies e.g. Educational Psychologist; Advisory Teachers will be sought where school based interventions have not been successful.
- Support for behavioural needs will be offered via 1:1 support and sessions to reflect and find ways of modifying behaviour.
- Support for physical/sensory needs will be planned according to individual needs and in liaison with the school medical team. Therapy needs will be met by outside agencies e.g. Physiotherapists, Occupational Therapists, Speech Therapists and Advisory Teachers e.g. for Physical Difficulties or ICT may be contacted.
- Pupils with emotional difficulties will be offered sessions with the School Counsellors.
- Interventions are co-ordinated and monitored by the Assistant Head Teacher / SENCO (H.Conway).
- Multi-agency meetings will be held once all school based interventions have been implemented and the pupil has failed to make progress.
- Interventions will be delivered by the Learning Support Unit Manager, Progress Leaders (who are mainly Grade 6) a part-time School Counsellor(s), a Parent Support Advisor and any other member of staff as required e.g. as a Key Worker.
- Students with physical difficulties will receive therapy, support for personal care and mobility, as well as support for learning, if necessary.
- Gifted and talented students will be supported within subject curricula and via after school enrichment sessions and extra-curricular visits.
- Monitoring and evaluation of the impact of interventions will be undertaken by the AHT (H.Conway) and used to inform revisions of this policy.

Monitoring

This policy will be reviewed every two years by the Governing Body, or earlier if considered necessary.