



# **Inclusion & SEN Policy**

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## Preface

Farrington Community Academy is an inclusive school in which

- suitable learning challenges are set for all pupils;
- pupils' diverse learning needs are respected and responded to; and is a school which
- facilitates access to learning and assessment; and
- overcomes potential barriers to learning.

## Aims

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives.

Most pupils with SEND will have their needs met within the resources Farrington Community Academy has available, but a statutory assessment of education, health and care needs may be required for a small percentage of pupils. An EHC plan may be necessary for special educational provision to be made.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in Farrington Community Academy.

It should be noted that:

1. as appropriate, the aims and objectives of the SEND Provision and Autistic Spectrum Provision relate directly to those of the School, Sunderland LA's Inclusion Policy, The Children and Families Bill 2014 , The Equality Act 2010 and The Code of Practice 2014;
2. to be consistent with the SEND Code of Practice 2014 the following terminology has been used:

If a child has significant problems (physical, emotional, psychological, medical, etc.) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers then that child has a **learning difficulty**. SEND can be considered to fall into four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

N.B. This definition of **learning difficulty** does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education. Equally, behavioural difficulties do not necessarily mean that a pupil has SEND and this should not lead to automatic registration.

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent, carer, or other adult in 'loco parentis'.

At Farringdon Community Academy the seven main aims of the SEND Provision and Autistic Spectrum Provision are:

1. To ensure full entitlement and access for pupils who experience SEND to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils who experience SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
4. To enable pupils who experience SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess pupils with SEND as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of provision to meet their SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if personalised learning is to take place.
7. To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources including specialist resources and specialist groups.

## **The Role of the SEND Provision and Autistic Spectrum Provision**

### **Code of Practice for SEND**

We implement a model of special educational needs based upon that described in the Code of Practice for SEND 2014. It is a person-centred approach that places the focus on outcomes for pupils. We follow a cycle of – Assess, Plan, Do, Review. Quality First Teaching is the expectation for all pupils, supported by a graduated response and targeted intervention in place.

## **New Entrants**

The Headteacher, SENDCO and ASP Manager monitor our annual intake to ensure that pupils with Special Educational Needs (with or without EHC plans) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside the local area.

N.B. For pupils with EHC plans for Special Educational Needs the LA determines admission, having regard to parental preference and in consultation with governing bodies. To access the ASP, pupils must have ASD named as their primary diagnosis in their EHC plan.

## **Identification and Assessment of SEND**

### **Liaison with feeder Primary schools**

The process of identification and assessment normally starts through liaison with our Primary feeder schools. Discussions take place about children registered as SEND. The SENDCO visits our feeder schools to meet prospective pupils and teachers during the year prior to commencement. For pupils with an EHC plan for SEND the SENDCO usually attends the annual review of the pupil when they are in Year 5.

### **Induction Procedures**

Pupils have opportunities to visit Farringdon Community Academy in line with the school's induction process. We recognise that some pupils may require additional visits or additional time in school to look around, meet staff, etc. Where this is needed it is arranged on an individual basis and is tailored to the specific needs of the child. Pupils with places in the ASP have an extended, staged transition in line with their needs. During the Summer Term prior to entry onto Year 7, the SENDCO works closely with the feeder Primary Schools and the SEND Unit (LA).

### **Assessments prior to entry**

Identification of pupils needing support will be based on the discussions and meetings outlined above, the results of Year 6 SATs tests and Farringdon Community Academy's own thorough base-lining. HLTA for Literacy conducts standardised assessments in the Summer Term. Additionally, the entire cohort are assessed, using the Suffolk Test, at the start of the Autumn Term. The SEND Support Team and Autistic Spectrum Provision staff can spend a short time observing Year 7 classes before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of available resources.

### **Additional diagnostic assessment within school**

Where a pupil has not been identified as having SEND needs but is giving cause for concern, or is failing to progress, some further assessments may be conducted within school and the outcome shared with parents within school. These assessments will be done by a member of staff from the ASP/SEND Support Team.

The range of further assessments available in school is constantly being expanded and updated but currently includes:

- DST (Dyslexia Screening Test)
- NARA (Neales Analysis of Reading Ability)
- WRAT 4 (Wide Ranging Achievement Test 4th Edition)
- Classroom observation
- PATOS assessment of writing speed
- Renfrew Language Scales
- Aston Index (Emotional age indicator)
- Single Word Reading Test

Wherever possible diagnostic assessments are used so that we gain an understanding of where the pupil's strengths and difficulties lie and therefore allow for more effective planning in order to meet individual needs.

### **Assessment for Access Arrangements**

Assessments for access arrangements for Key Stage 4 examinations are carried out in school by an Educational Psychologist following the guidelines from the examination boards.

### **Seeking Additional Assessment**

If the SENDCO considers that further assessment from an outside agency is required then, with the consent of the child and the parent, it is sought as quickly as possible. This only happens in rare circumstances, where the advice of an external professional is needed to inform the way forward for the pupil.

### **Involving Pupils and Parents**

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents, pupils and teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referrals indicate that a child has SEND. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations.

Once identification, assessment and intervention have taken place pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews. If the child is having access to provision in school which is *additional to or different from the usual differentiated curriculum and/ or the learning pathways*. Review meetings are organised as appropriate and pupils, parents and all agencies that are involved with the child will be invited to attend. Parents and pupils are always involved in deciding the 'points for action' and any decisions made during the meeting.

## **Liaison with other Staff in School**

### **Collaborative Working**

The SEND Support Team and Autistic Spectrum Provision work closely with the senior managers of the School Curriculum and timetable to ensure that:

- it is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
- it allows for differentiation according to individual needs;
- it offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents. We have developed a learning pathways model to meet a wide range of need. Subject areas are able to set or operate mixed-ability classes, according to the demands of their subject and learning needs of their pupils.

### **Sharing Information**

Information regarding the needs of individual children is communicated in the following ways, usually via the school's SIMs system:

- a SEND register can be accessed via SIMS
- at consultations with the SENDCO where discussions about individual students can take place
- in the daily staff briefing if it is an important update about a particular pupil
- at review meetings
- at liaison meetings with Year Managers
- at liaison meetings with Subject Team Leaders
- informally in and around school during daily business
- via internal email

## **Advice and CPD Available to Staff, Parents and Other Schools or Agencies**

### **CPD for Staff and Governors**

The SEND Support Team and Autistic Spectrum Provision are happy to offer advice and CPD (training) opportunities to subject teachers from all departments on employing differentiated teaching methods and resources: including for children who have a wide range of SEND such as Autistic Spectrum Disorder, Dyslexia, Language and Communication difficulties, etc.

## **CPD Available to Staff from other Schools/Agencies**

SEND Support Team and Autistic Spectrum Provision staff offer training to staff in other schools or agencies on a wide range of issues where requested.

The SEND Provision and Autistic Spectrum Provision staff:

- provide expertise in the education of pupils with learning difficulties including a wide range of language and communication disorders;
- provide expertise in the education of pupils with emotional and behavioural difficulties;
- provide expertise in the education of pupils with dyslexia;
- provide care and expertise for pupils with physical disabilities and/ or medical needs or sensory impairments;
- Provide expertise in the education of pupils with ASD

## **How Pupils are Supported**

Pupils are supported in a variety of ways at Farringdon Community Academy. We endeavour to provide support which is appropriate, flexible, adapts to the changing needs of the child and which encourages and teaches pupils to become as independent as possible within the school and local community.

### **Year 7, 8 & 9 Groups**

The SEND Pathway is for pupils who have the most significant special educational needs. This is a small group of pupils who are part of a tutor group but are taught most curriculum subjects in a smaller class. They join their year group for P.E lessons from the very start of year 7. If and when appropriate they begin to integrate with their peers into lessons. Whilst in the group they are taught by a limited number of teachers. Additionally, a team of Teaching Assistants support pupils with ASD and other learning needs across the school at both key stages. This provides pupils from specialist schools the opportunity to be included in a mainstream school setting for some time during the week.

The curriculum is broad, balanced and relevant to the pupils' needs. It follows the 'key competences' of the Opening Minds Project model as well as the National Curriculum. The teaching and learning is 'topic based' and centered around a theme. "Stage not Age" groups operate in both literacy and also numeracy.

**In Key Stage 4** (Years 10 and 11) pupils attend their lessons within the mainstream, in preparation for post-16. These groups follow GCSE courses and are taught by subject specialist staff. We try to keep the groups as small as possible.

### **Support in lessons**

The SEND Support Team support pupils in lessons as appropriate. Educational provision is achieved through full inclusion in the school for most pupils. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's needs and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace and method of learning. We consider that one of our key roles is to



raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect.

### **Specialist Groups and Workshops**

As staffing and resourcing allows, we offer pupils opportunities to take part in a wide range of specialist small groups such as:

- social skills
- dyslexia workshop
- word finding
- colourful semantics
- narrative therapy
- listening skills
- thinking skills
- anger management
- motor skills

Pupils who take part in specialist groups are given constructive feedback about their performance and are also given advice on how to transfer these skills to subject lessons.

### **Specialist Resources**

ICT resources include access to ICT facilities, spellcheckers, dictaphones, reading pens, TVs, DVDs, etc. Pupils using specialist resources are given training in order to get the best results from the equipment they are using.

A range of ASD specific resources, such as therapy balls, aroma therapy diffusers, various mood lighting, stress toys etc

These groups, workshops and resources are often designed and implemented specifically according to the unique needs of individual pupils.

### **Books and Teaching Materials**

We also have an up-to-date range of books, equipment and materials to suit the different needs and interests of pupils.

### **Nurture, Relaxation and Light Spaces**

We provide these facilities for pupils who may be having a difficult time eg recent bereavement and need time to reflect or they may have sensory or emotional needs that require the regulation and therapy that these spaces can offer Pupils attend refuge on a flexible basis. The nurture room provides a "family" space, where social and life skills can be taught.

### **Safe Haven**

AS Provision ASP staff provide a 'drop in' every break time and lunch time for any pupil who may be vulnerable or who may prefer to spend unstructured times of the school day in an environment where they can be in small groups or be alone if they wish.

## **Working with other Agencies**

We incorporate a multi-agency approach to maximise the educational provision for students who experience special educational needs. Many agencies and support services are able to help identify, assess and provide support for students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The school has a named medical officer and a named school nurse. In addition we have a named Connexions Service Personal Adviser.

It is the role of the SENDCO to access and co-ordinate the wide range of services available for students.

We work in partnership with Children's Services in meeting the needs of students:

- Specialist Support Team (LA)
- Autism Outreach Team (LA)
- Educational Psychology Team (LA)
- Parent Partnership Co-ordinator (LA)
- Connexions
- Speech and Language Therapy Service (Health)
- Social Services Department
- Physiotherapy Department (Health)
- Occupational Therapy Department (Health)
- Child and Family Department (Health)
- Inclusion Officers (LA)
- Local colleges
- Specialist schools and units

Co-operation between the School, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND. The importance of this is stressed within the Code of Practice 2014.