



# **HALL GREEN SCHOOL**

## **Learning Inclusion (Linc) Department SEND (Special Educational Need and Disability) Policy October 2017**

<b>Adopted:</b>	4 October 2017
<b>Next Review:</b>	4 October 2018
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Mr D Adams - Headteacher Mrs J Owen – Chair of Governors

## **Policy Statement**

The School recognises that a pupil is defined as having an additional need if he or she has a SEND (Special Educational Need and Disability), which requires special educational provision to be made for him or her. Some of these pupils may have a Statement (pre 1<sup>st</sup> September 2014) or an Education Health Care Plan (EHCP) (Post 1<sup>st</sup> September 2014); others may be placed at an SEN Category of K – SEN Support.

It is the policy of the School that all pupils with SEND are fully integrated into all aspects of school life. The process of inclusion is a whole school process, which underpins the fundamental ethos of the School; 1-1 support is not provided and withdrawal sessions are extremely rare.

The School is committed to making appropriate provision of teaching and learning for all pupils on Hall Green School's Linc SEND Provision and is committed to raising the achievement of those pupils who are at risk from under-achievement.

Special Educational Need and Disability should not be viewed in isolation but seen in the context of the school and the community. Additional educational needs are only one aspect of the whole child and should be dealt with in a holistic fashion.

The School recognises that most pupils with SEND do not have learning difficulties relating to English as an Additional Language (EAL). However, should learning or EAL difficulties be identified during assessment, those pupils will have equal access to the School Learning Inclusion provision.

## **Aims**

- To ensure full entitlement and access for Learning Inclusion pupils to high quality education with a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem
- To educate all SEND pupils, wherever possible, alongside their peers within the normal curriculum of the mainstream school
- To enable all SEND pupils to develop skills and principles, in order 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
- To fully involve parents and pupils in their education and to strive for close co-operation between all agencies concerned. The support of parents and pupils is crucial
- To meet the needs of all SEND pupils by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To equalise opportunities of access to the curriculum and to post-16 providers for pupils with learning difficulties
- To equalise opportunities of access into vocational areas commensurate with the capabilities and aspirations of pupils with learning difficulties.

## Objectives

These objectives relate directly to the aims of the Learning Inclusion Department at Hall Green School and are intended to show how the structures and systems that are in place put the aims into practice.

- To monitor the annual intake to ensure that pupils with SEND have not been refused admission or discriminated against because of their needs. For pupils with Statements of Special Educational Needs/EHCPs the Local Education Authority determines admission, having regard to parental preference and in consultation with governing bodies.
- To assess pupils with a statement/EHCP for SEND in their junior schools, in close liaison with teachers and parents with a view to future inclusion into Hall Green School.
- To work closely with the Linc Department Line Manager (SMT) involved with the school curriculum and timetable to ensure that the curriculum is balanced i.e. that it allows for and facilitates adequate development in each curriculum area; to ensure that it allows for differentiation according to individual needs and that it offers equality of opportunity and access to the different curricular and skill areas.
- It is recognised that individual needs may require additions to and or some reasonable adjustments to the National Curriculum. This entitlement curriculum is regularly reviewed to ensure that it is relevant to the pupil's needs and that it is perceived as such by the pupils themselves and their parents.
- To liaise closely with all members of school staff so that relevant differentiation can be planned. The Department offers advice and training opportunities to subject teachers on how to employ quality first teaching strategies and resources which allow pupils with SEND to have equal access to the curriculum and to experience success in their work.
- Training covers the four areas of need as set out in the SEND Code of Practice 2014; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and or/Physical needs. Manual handling training also takes place so that personal care can be provided correctly.
- To ensure that subject staff are fully informed as to the additional educational needs of any pupils in their charge. All information is found in the Linc SEND Provision which each member of staff can access via the school network; this is frequently updated via emails and when necessary, making announcements during the whole school briefing.
- To set goals, recognise achievement and raise self-esteem of pupils with SEND.
- To provide counsel, curriculum advice and relevant INSET on Learning Inclusion matters to all staff, parents, and Outside Agencies.
- To support pupils with SEND in mainstream lessons and small group teaching where appropriate.
- To maintain strong links between the Learning Inclusion Department and the Information Technology Department, to ensure that targeted pupils are assessed for their Information Communication Technology needs and referred to Outside Agencies if appropriate.

- To offer advice on safety issues within the classroom, particularly in Science, Technology and Physical Education. The Learning Inclusion Department offers classroom support and advice on specialised equipment for pupils and allocates support for out of school trips, including foreign language trips.
- To uphold the strong partnership between parents, pupils and the school. 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 kept regularly informed by a variety of means, e.g. personal contact, reports, Annual Reviews, home/school communication book and Literacy Continuums are reviewed regularly by Teaching Assistants and the SENCo.
- The Learning Inclusion Department ensures that our pupils' additional needs are known to other schools or colleges to which they may transfer. Future college tutors are invited to attend pupils' Year 11 Reviews.
- To support other pupils within the school population who have varying degrees of SEND without a Statement of Special Educational Need/EHCP, or pupils who acquire a SEND albeit temporary or permanent.
- To manage and review the Statements/EHCP, and Literacy Continuums of pupils, as well as Annual Reviews.
- To manage the resources available for pupils with SEND.

### **Admission Arrangements (Pupils with Learning Difficulties)**

The School operates a policy whereby pupils who have been previously placed on the Code of Practice, unless they have a Statement of Educational Need/EHCP are asked to meet the same criteria as pupils who have not. If the pupil has a Statement/EHCP then parents are required to apply to both the Local Education Authority and the School. The Local Education Authority, in conjunction with the school, then makes the final decision.

### **Admission Arrangements (Pupils with a Physical Disability)**

First priority is given to children with Statements of Special Educational Need (as defined by the 1981 Education Act) or Education Health Care Plan (2014 SEND Code of Practice) in respect of physical disability.

There is no annually prescribed limitation to the number of pupils with a statement for a physical disability – although health and safety issues have to be taken into consideration. The number will ultimately depend upon the actual individual applications each year and the nature of their disability. For safety reasons, there is a limit to the number of children using wheelchairs that the school can accommodate at any one time, and practical issues like this have to be taken into consideration.

Experience suggests that the resources required to support pupils with physical difficulties do not reduce as they progress into Key Stage 4, but increase if they are to have an equal opportunity of achieving alongside their peers.

## **Pre-Admission**

- Initial visit of stakeholders to Hall Green School either on Open Evening or individually.
- Consultations and/or assessment in Junior School, in liaison with teaching staff
- Attendance at Year 6 Review
- Consultation with Outside Agencies where relevant.
- Visits by the SENCo and other Linc Department staff members to local feeder schools during the summer term prior to the pupils entering in Year 7, in order to be made aware of any specific difficulties or needs.

## **Transition**

### KS2-3

- Three pre-induction day sessions for pupils with a Statement of Educational Need/EHCP and/or have a spectrum disorder, including ADHD
- School induction day with rest of year group
- Attendance of Year 6 reviews
- Information support data through the Linc SEND Provision; staff are advised to make themselves familiar with the names and needs of those pupils with SEND
- Staff liaison

### KS3-4

- Year 9 Annual Reviews for those with a Statement of Education Need/EHCP at which option choices are discussed with parents
- Options meetings for those pupils on the SEND Register at K

### KS4-5

- Year 11 Annual Reviews for those with a Statement of Education Need/EHCP at which post-16 choices are discussed
- Post mock exams learning conversations with those pupils on the SEND Register at K
- Close liaison with the school Careers Officer
- Supported college visits for targeted pupils

## **Post-Admission Identification**

- NFER Suffolk Reading Scale Series 2 to identify those pupils with weak reading skills.
- VERNON Spelling Test to identify those pupils with weak spelling skills.
- When required, more diagnostic analysis of results so that specific difficulties can be targeted for support such as DRA, BPVS, WRAT and DASH

## **Co-ordination of Educational Provision**

- The SENCo monitors the provision made for all pupils on the school's SEND Provision.

### **This provision includes:**

- Whole Class QFT Strategy Sheets for individual teachers.

- Reviews of Literacy Continuums that will take place throughout the school year
- Annual Reviews of Statements/EHCPs in which pupils and parents are invited to participate.

### **Intervention Programmes which include:**

- T2E and RightStart clubs for Key Stage 3 pupils to develop the social and interpersonal skills of those with particular difficulties in these areas.
- Toe-by-Toe Reading Programme for pupils identified as having significant reading difficulties.
- Word Wasp Spelling Programme for pupils identified as having significant spelling difficulties
- Fresh Start Reading Programme for specific Key Stage 3 pupils with significant reading difficulties
- Alternative Programmes of Study for specific Key Stage 3 and 4 pupils – Lifeskills, ASDAN Challenge and Foundation Learning

### **FAM Provision**

HGS is a FAM (Fully Accessible Mainstream) School. This means if a pupil has a Physical Disability he/she will be able to access all areas of the school as we have:

4 Lifts (including one for access to the performance stage)

Ramps

Automatic doors

Disabled toilets

Teaching assistants to assist with personal care

### **School Monitoring**

- Fortnightly meeting of Learning Inclusion Department to review pupil progress and monitor any problems/difficulties
- School reports
- Annual review of Statement of Educational Need/EHCP
- Continuum reviews to be held half-termly
- SENCo to meet with individual TAs to discuss the progress of their cohort of pupils
- Phone calls home to invite parents in for a meeting if any concerns are raised
- Parental and Pupil consultations
- Home/School liaison diary
- Support/advice from Outside Agencies
- Tracking data compiled by the Data Manager/SENCo and shared with TAs
- Regular review of the Whole School and SEND Provision Maps
- Learning conversations

### **Inclusion of Pupils with SEND**

- The School operates a policy of full inclusion for pupils with SEND
- The School has a wealth of experience and expertise in this field and is recognised as a key Birmingham resource.

- All pupils have the opportunity to engage in the activities of the school including those which are extra-curricular, such as Hall Green's Got Talent, kayaking, boccia and horse riding
- Hall Green School has been recognised as a user of the disability symbol 'Positive about Disabled People', which is recognition of the positive attitude and commitment we have towards our pupils with disabilities.
- Throughout the development and application of the inclusion programme the School has been most careful to safeguard the total teaching and learning environment for the whole school community. There is no doubt that all of our pupils benefit from the inclusion of physically disabled pupils into the School. However, care needs to be exercised not to expand the range of provision into other areas of special need not suited to the guiding principle of inclusion and care is needed in realistically assessing capability and potential.

## **Internal Support**

The SENCo is responsible for the day-to-day management of the Linc Department and the:

- Strategic direction and development of SEND provision
- Teaching and learning and Pastoral needs
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Assessing pupils for Access Arrangements

You are very welcome to make an appointment with our SENCo Mrs McLoughlin (Mrs Mac) on 0121 628 8787 and/or [c.mac@hallgreen.bham.sch.uk](mailto:c.mac@hallgreen.bham.sch.uk)

This is supported, where appropriate, by:

- The Assistant to the SENCo
- 3 Post Holder Teaching Assistants
- Twenty plus teaching Assistants who work across the curriculum to facilitate mainstream inclusion of pupils with SEND.
- Assistant Head for Pastoral/DSL and LAC
- Welfare Officer
- School Governor for SEND – Mrs Jane Owen
- The Head Teacher – Mr Adams

Teaching Assistants give support in all areas of the curriculum to pupils with SEND; some teaching assistants also assist pupils with a physical disability with their personal needs.

Teaching Assistants are responsible for working with pupils within the classroom. They may also act as mentors for underachieving pupils with learning difficulties. They are to support beyond targeted pupils so that the whole teaching group benefits from their input.

Physiotherapy sessions take place on a weekly basis for all pupils with physical difficulties that require it.

## **Liaison and Involvement with Outside Agencies**

The SENCo is responsible for liaising with all externally provided agencies /support, and for managing internal support. This is supported, where appropriate, by the staff listed above.

Many Agencies and Support Services are able to help assess and provide support for pupils with SEND. Such Agencies and Support Services include a wide variety of specialist teachers and other professionals.

- The School maintains a close working liaison with the Special Educational Needs personnel of the Local Education Authority.
- The School has regular meetings with outside agencies to discuss:
  - Resources
  - Pupils' assessments
  - Pupils' case histories
  - Agency co-ordination advice
  - Advice on special arrangements for external examinations
- \*Agencies include:
  - Pupil and School Support Service
  - Physical Difficulties Support Service
  - Communication and Autism Team
  - CAMHS
  - Visually Impaired Teaching Service
  - Hearing Impaired Teaching Service
  - Counselling Service for the Visually Impaired
  - Physiotherapy Service
  - Education Welfare Service

\* More information is available on the school website via following the 'Birmingham City Council – My Care' link

- Learning Inclusion pupils participate in the normal Work Experience Programme undertaken by all 10<sup>th</sup> year pupils.
- The School has links with Colleges of Further Education in Birmingham and Solihull where Learning Support provision is available.
- Contact is made with the Social Services Department and the Education Welfare Service through the School Pastoral Team, as appropriate. Both services co-operate with other agencies in order to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any problems or difficulties.

### **Inset Provision**

- The school has no special unit for pupils with learning difficulties and does not profess to have expertise in any particular area.
- There is staff however, who have interests in specific areas and they are encouraged to attend courses, seminars or in-school staff training days.
- Particular support will be given to Newly Qualified Teachers and other new members of staff.
- The SENCo takes responsibility for prioritising the training needs of staff.

### **Parental Partnership**

- The school considers its relationships with parents to be of the utmost importance in ensuring the educational progress of all of its pupils.
- Parents are encouraged to telephone or visit the school at any time to discuss concerns.

- Annual reviews are held for those pupils with a Statement of Educational Need/EHCP
- Continuum reviews are held half-termly
- Parents who have a complaint must do this directly with Mr Adams (Head Teacher)
- There is a link on the school website for parents to access all information about Birmingham's local offer; this is called 'Birmingham City Council – My Care'

### **Evaluating Success**

- The degree to which pupils develop independent skills commensurate with their difficulty
- The extent to which pupils are able to develop social skills and self-esteem
- Independent reports e.g. Ofsted, Advisers and Agencies
- Staff involvement in INSET courses relating to SEND issues
- Senior Management involvement in SEND issues
- The appropriate deployment of resources to meet the needs of pupils with SEND
- Pertinent feedback from pupils and parents
- The number of pupils with SEND who request places at the School
- The inclusion of SEND issues in development planning
- Curriculum achievement by all pupils on the Linc SEND Provision
- The pupils' academic achievements
- Successful college/university placements gained by pupils with SEND
- The number of parents of pupils who attend Annual Statement/EHCP Reviews

C McLoughlin  
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 SENCo  
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