

**SEND / Inclusion Policy**

<b>Date last reviewed</b>	May 2023
<b>Committee Responsible</b>	Full Governing Body
<b>Designated member of staff</b>	Rebecca Gonyora Director of Inclusion
<b>Date of next review:</b>	May 2024

**Statement of Intent**

Through consultation with teachers, governors, parents and students, Chessington School has secured a clear understanding of the fundamental principle underlying inclusion at our school; inclusion is a whole school agenda and an ethos which underpins all of our curriculum activities alongside the general life of our school community. This document clarifies both procedures and guiding principles which enable our learning environment to be inclusive.

**INCLUSION POLICY**

The Inclusion Policy at Chessington School is a statement of good practice which ensures that all students be included in mainstream education and have equal access to the curriculum; our driving force being every student, regardless of gender, attainment, special needs, race, disability, social or cultural background or sexual orientation is included in our learning community, has the opportunity to fulfil their full potential, both as a learner and as an individual, and thereby has a positive experience at the school.

**AIMS**

Our aims are guided by the three principles of inclusion; the setting of relevant learning objectives (or “next steps” for progress), responding to and differentiating for student’s diverse needs and continual monitoring to overcome barriers to learning.

- Inclusion is a whole school ethos and all students should be included in mainstream education and have equal access to the curriculum

- Where students are withdrawn from lessons this is set within clearly defined parameters with the focus being on supporting achievement in mainstream achievement. Any withdrawal work must be monitored and evaluated so its impact can be assessed.

## IMPLEMENTATION

### Location

On the first floor of the school building is **Learning Support F7**. This is where Intervention classes are held for selected students receiving enhanced support. The use of withdrawal or additional support is mapped on our provisional map, which is updated each half term. On this floor we also site **EAL** for withdrawal work for level one and two EAL students. The library is also used as a main area for SEND reading interventions, homework club and Exam Access Arrangements.

### Inclusion Team Guidance

Clarity of roles is crucial in ensuring that safeguarding needs are met effectively. The following principles guide our roles and responsibilities within the Inclusion Team:

- The HeadS of year are the initial pastoral support for all our students, ensuring that SLT are made aware of developments through Line Manager Meetings and the fortnightly Inclusion Meeting.
- Child Protection issues are referred immediately to our Safeguarding Lead Cait Cooper
- The Director of Inclusion liaises with the inclusion teams and all staff in relation to SEND across the trust
- SENCO AND SEND operations managers oversee the day to day running of the department

### Team Around the Child (TAC)

The school is also supported by a range of external support services, including:

- Local authority support officers, e.g. EWO, EP, EMTAS
- Social Services
- EWS
- The Health Service.

Collaboration is a key aspect of how we support students at Chessington school, including those who are at CAF status. The Inclusion Team meets on a fortnightly basis. This includes: SENCO, HOY and Student Support Officer. It also includes an invited associate such as a teaching support assistant, school counsellor, vocational worker or borough representative.

These meetings are an important way of communicating the needs of students and how we are responding to changing needs; it is the key to providing effective multi-agency support. Minutes from the Fair Access Panel are given priority as this meeting and decisions over a Common Assessment. All students who are recognised as being vulnerable in our school, and are not monitored on our SEN

register are monitored through our compilation of a Vulnerability Register; all students who are deemed vulnerable have a pre-CAF form at the start of academic year and this triggers a CAF as appropriate. At all AEN meetings minutes are taken and then distributed to all key stakeholders, including the Headteacher.

## **Special Education Needs**

### **The specific objectives of our SEN policy are as follows:**

- to identify students with special educational needs and to monitor progress and set provision according to need.
- to measure the impact of all SEN intervention
- to ensure teachers have the strategies to support SEN students in mainstream classroom through the implementation of SEND Plans and Teacher Around Child meetings
- to ensure that students with special educational needs and disabilities have the opportunity to join in with all the activities of the school
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The school has an Accessibility Plan in line with the Disability Discrimination Act (2006) and makes every effort to provide access and equality of opportunity for students with disabilities.

The role of the inclusion team is pivotal in supporting the learning of students throughout the school. Its involvement with the children begins with pre-entry transition work with primary schools, continues through screening, assessment and intervention and ends with support for final exams, preparing for adulthood and work with colleges to which students will transfer.

As part of the inclusion team the school employs a transition teacher who works alongside the SENCO in the delivery of intervention program for SEN students. The Transition teacher has a responsibility to track progress of withdrawal groups / students using baseline assessments, and map provision according to changing needs. A copy of provision map, withdrawal groupings, assessment data and tracking is held by SENCO.

A member of the Governing Body is nominated by the Governing Body to take a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body has agreed with the London Borough of Richmond upon Thames admission criteria which do not discriminate against students with special education needs or disabilities.

## **Identification and Assessment**

All children are screened on entry for a range of barriers to learning; including new mid-term entries. A process for induction for all students has been established to ensure clarity and effective identification. The school uses a graduated approach as its basis for identification.

### **A range of evidence is collected through CATS and reading assessments.**

We also identify a child's needs, strengths and skills through:

- information transferred from the previous school
- observations, concerns and assessments of the Form Tutor and other teaching staff;
- concerns expressed by the students
- concerns raised by parents;
- concerns raised by external specialist support staff;
- concerns raised by outside agencies;
- the student's record and profile;
- academic progress day
- Concerns raised at the AEN meeting

A graduated response is implemented to meet these identified needs. All SEN students will have an Individual Education Plan (IEP) which should inform all main-stream planning and intervention.

### **SEND Support Plans**

The Support plan will set targets for the student and will detail:

- The short-term targets set for or by the student
- The teaching / learning strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- A summary of needs

The support plan will be reviewed at least twice a year; at the start of the academic year and as part of the academic tutoring day. The support plan is also the focal point of Annual Reviews for students with Education Health Care plans. Students will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process.

### **Radar**

Radar is a form of SENCO Monitoring. This is part of wave one intervention which is specific to Chessington school. In line with the monitoring and tracking, the school will identify where a learner is not making the expected progress and a file to monitor and record the student's needs is started. Information is gathered, an initial assessment made, the parents of the student are informed. Parents are always informed of any intervention and support plans are shared with parents on an annual basis.

Radar will be implemented to help support these needs. The student will be set individual targets and a record of progress is undertaken. Progress is continuously monitored by the Form Tutor and the SENCO and is reviewed and evaluated in consultation with the parents. The outcome will be used

to inform the SENCO on whether the student may need to move on to SEN Support where further support is needed, in line with guidance.

## **SEN Support**

SEN support is characterised by the involvement of external services where needed such as:

- Educational Psychologist
- Educational Welfare Officer
- School Nurse
- Occupational Therapist
- Speech and Language Therapist
- Clinical Psychologist
- Social services
- Community police.

Depending on the needs of the student these professionals may be invited to contribute to the monitoring and review of progress, often as part of a TAC meeting. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The outcomes will be used to inform whether the child needs continued support or, if the child is still not making appropriate progress with their targets, whether a request needs to be made to the LA to carry out a Statutory Assessment process.

## **Statutory Assessment of SEN**

The assessment must be completed as directed within the CoP. The school will present its documentary evidence to the SEN Panel of the LEA to show what strategies and interventions have been carried out and the levels of progress made by the student. The views of the parents and all professionals will be sought about the child's special educational needs.

The child will continue to be supported by the school at SEN Support level during the statutory assessment period.

In exceptional circumstances, a child may be referred for statutory assessment as soon as a diagnostic or medical assessment has been carried out, if the school considers that the child's needs cannot be met, or that the child needs immediate specialist intervention.

Where a student with an SEN EHC plan remains within or is transferred to Chessington school, the funding and resources supplied by the LEA to support an EHC plan may be distributed to the academy in different ways:

- Within the overall delegated budget for all children with SEN
- Devolved to a named child
- Provided directly from central LA funds.
- The Governors of the school are legally responsible for ensuring that the funding provided through an EHC plan is used for the named child.
- The SENCO will ensure that once a EHC plan is made:
- The child's records are maintained and kept up to date
- All staff are made aware of the child's status
- teachers monitor and review the child's progress on a regular basis,
- together with support staff

- the school's usual pastoral and curriculum monitoring processes are used
- SEND Plans are in place
- parents are kept informed and involved
- Statutory annual review and, where necessary, interim reviews are arranged.

The annual review in Year 9 will be particularly significant in preparing for the pupil's transition to employment, further education and adult life. This review must therefore involve Connexions.

## **Data Tracking**

Assessment data in core subjects is analysed to ensure that the SEN list is monitored and students may be removed or added to this register according to progress. Whole attainment data informs the SEN provision map.

## **Accessibility Plan**

All students are able to access the school as it is purpose built. A register of students who are defined as disabled although are not SEN is compiled against the SEN list in our Vulnerability Register.

As part of this implementation registered students will be involved to ensure that our provisions for access are being considered as the academy and its facilities develop.

## **Vulnerability Register**

A register of students who are deemed to be vulnerable, and who may not be on SEN list, is compiled and provision is mapped to ensure that there is clarity on how we are meeting these individual needs and to monitor the progress of this cohort

## **English as an Additional Language**

Our EAL register is reviewed on a termly basis and is a key document when applying for access arrangements for this cohort. A welcome pack is also in place. This has been just one feature of the induction procedures for EAL students; which also includes having clear procedures for induction, creating school ambassadors to show new students and parents around the school and whole school INSET training on supporting EAL students in mainstream classrooms.

## **ROLES AND RESPONSIBILITIES**

### **Head Teacher**

The Head Teacher is responsible for implementing this policy. He will ensure that the various agencies involved in the provision of SEN services and the care of SEN pupils. The Head Teacher is responsible for regularly reviewing the application of the Policy within the school and to ensure regularly that practice follows the principles of the policy. He is responsible with the governors for ensuring that this policy is reviewed on an annual basis.

### **Director of Inclusion**

The Director of inclusion leads on SEND across the trust. She has a strategic overview role for inclusion. This includes supporting SENCOs and senior leaders within Every Child, Every Day Trust. This role has an overview responsibility for ensuring that:

- SEND remains a priority across all schools
- Schools are equipped with the right tools to support learners in the classroom
- SEND CPD is prioritised
- There is a clear universal offer for all staff to support with planning for classroom adaptations (SEND in a Nutshell)
- All leaders are leaders of SEND
- All teachers are teachers of SEND
- There is accurate identification of SEND
- Needs are identified and met earlier and more effectively
- preparation for adulthood is delivered from the earliest stages, to support effective transitions, including into employment.
- Right support, Right place, right time
- Collaborative work with external agencies
- The quality of teaching and experiences for children and young people with SEND in every school setting is good or better
- SENCOs and senior leaders are supported in prioritising SEND

The Director of Inclusion is responsible to the Head teachers for delivering the daily application of the Inclusion Policy.

## **The Governors**

The governors are responsible as “critical friends” of the school for monitoring the application of this policy by the Head Teacher and her staff in regards to the implementation of our Inclusion Policy. Governors will review the policy and agree with the Headteacher any changes that might be agreed as necessary. They will ensure that they receive regular reports and data concerning Inclusion within the school, the effect of inclusivity on attainment, and will consider these at their full Governing Body meetings and at their committee meetings.

The governors have a statutory role to play in the application of the Inclusion procedures and will ensure at all times that they review dispassionately the actions of the school, always bearing in mind the overriding interest of the students and the school community as a whole.

The governors will ensure that they witness the working of the school at first hand and will always reinforce with staff, students, parents and carers the messages conveyed within this Policy.

## **SEN Co-ordinator**

The SEN Coordinator is responsible to the Director of Inclusion for managing SEN and for ensuring that proper coordination and liaison takes place between the internal and external resource providers. She is also responsible for ensuring that the best interests of all students are pursued and that proper consultation takes place with the child’s parents, external agencies and other schools.

## **Heads of Faculty**

HOF’s work alongside the SENCO in setting wave one and two interventions for SEN students within their faculty area; they also have a responsibility to ensure that teachers in their faculty use the strategies included in students IEPs to inform planning and delivery of mainstream lessons.

## **Teachers**

Teachers are responsible for delivery of curriculum for all students in their classroom, including those students who are SEN, have a disability, have EAL or are deemed vulnerable. Teachers should use IEPs to inform their planning, attend Teacher Around Child meetings for students they teach, respond sensitively and professionally to specific information regarding vulnerable student's needs, often as part of our "key faces" programme, and to discuss the role of a TA in their classroom through the TA agreement framework.

## **Teaching Assistants**

The Support Assistants have a responsibility to work with the EHC plan student(s) they have been assigned to alongside as a "key worker". The number of students assigned to each TA is kept to a minimum so that a strong relationship can be built between them.

Together with the subject teachers the TA must monitor progress and work toward setting clear objectives using a Teacher Support Agreement. This agreement ensures that the TA is working within agreed parameters with subject teachers. TA's also record their work with the student through maintaining a monitoring record alongside examples of students' work to show progress. The SENCO will monitor the work being done by LSA's using these records and the LSA agreements as the basis for individual discussions.

The objectives and strategies are agreed and reviewed on a term by term basis between subject teacher and TA through the use of a LSA agreement.

The TA plays a key part in monitoring student progress and has a significant input in the annual review with parents.

TAs also work to support other SEN students as part of an over-learning programme focusing re-enforcement of key vocabulary during AM registration time to support the whole school literacy programme.

## **Form Tutors**

The Form Tutor is responsible for maintaining vigilance in respect of inclusivity and the identification of special educational needs amongst the students in his/her care and should refer to SENCO any particular concerns. They will also assist with the setting of targets for SEND students within the procedures set out for academic target day.

## **Parents/Carers**

The school will ensure at all times that the Parents and Carers are made aware of the contents of and the underlying principles behind this policy and will take active steps to ensure that the message of the best possible education for all children within the Chessington School community is clearly conveyed.

## **MONITORING AND REVIEWING**

The Head Teacher and the Governing Body will review this policy on an annual basis.

## **OTHER POLICIES**



This policy should be read in conjunction with:

- Accessibility Plan
- Attendance policy
- Behaviour Policy
- Child Protection Policy
- Complaints Procedure
- Curriculum Policy
- Exclusion of Pupils
- Freedom of Information
- Equalities Policy

If you need this document in large print or alternative format please contact [rgonyora@chessington.kingston.sch.uk](mailto:rgonyora@chessington.kingston.sch.uk)

