



## SEND AND INCLUSION POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

**Policy reviewed by:** Nick Rees – Director of Enhanced Learning

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**Reviewer's Signature:** 

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.



## Context

This SEND and Inclusion Policy applies to all sections of the school, clubs & any after school care provision. This policy has been developed with the staff.

## Legal Framework

This SEND and Inclusion Policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

1. SEND Code of Practice: 0-25 years (January 2015)
2. The Special Educational Needs and Disability Regulations 2014
3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
4. The Children Act 1989
5. The Equality Act 2010
6. The Special Needs and Disability Act 2001
7. The Education Act 1996
8. School policies, including the Child Protection Safeguarding Policy
9. Link to guidance on 'Changes to the law on education, health and care needs assessment and plans due to coronavirus'. 30 April 2020

## Definition of SEND

The school considers a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- *Significantly greater difficulty in learning than the majority of pupils of the same age*
- *Have a disability, which prevents or hinders them from making use of facilities provided for their peer group in mainstream schools.*

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and Interaction, autistic spectrum and language disorders
2. Cognition and Learning dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay
3. Social, Emotional and Mental Health Difficulties, ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

## 4. Sensory and/or Physical Needs, hearing or vision impaired

Some pupils may have difficulties in more than one of these four categories. The school aims to:

- *Work closely with parents and pupils to take into account their views and aspirations and the families' experience of, and hopes for their child.*
- *Invite families to be involved at every stage of planning and reviewing of the SEND provision for their child.*
- *Ensure that pupils benefit from 'Quality First Teaching': teachers assess, plan and teach all pupils to allow them to progress their learning. The school implements focused interventions to target particular skills.*
- *Have high expectations for all pupils.*

A pupil doesn't have SEND because they are taught in a language different to the one used at home. The school may recommend that pupil's whose first language is not English, receive support in English as an Additional Language (refer to the EAL policy).

### Objectives

These objectives are in conjunction with the aims and objectives of the school:

- Help every pupil realise their potential and optimise self-esteem by providing access to a broad, inclusive and relevant curriculum, which is differentiated to meet individual needs.
- Early identification, assessment and provision for any pupil who may have SEND
- Maintain pupil records detailing individual needs, interventions and progress
- All staff involved in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- Make information available to staff for their planning regarding pupils' SEND
- Regular INSET for staff in specific aspects of meeting the needs of pupils with SEND
- The whole school community to demonstrate a positive attitude towards SEND
- An effective parent partnership with a joint learning approach at home and at school
- Links with relevant schools, organisations and outside agencies
- Links with the schools' governing body, in the development and monitoring of SEND

### Roles and Responsibilities

#### **The Head teacher has responsibility for:**

- Day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- Informing the Governing body of SEND issues

The Head teacher will work closely with the SEND Team and the Governor with responsibility for SEND.

### **The SENDCO has responsibility for:**

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – **Assess, Plan, Do, Review**
- Monitoring relevant SEND continuous professional development for staff
- Managing the SEND team
- Overseeing and updating the records of pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to INSET
- A point of contact for external agencies
- Liaising with other schools, educational psychologists, health and social care professionals
- Liaising with next providers of education, inform pupils and their parents/carers about options and plan for a smooth transition
- Monitoring the impact of interventions provided for pupils with SEND
  - Lead on the development of quality SEND provision as part of the school improvement plan
  - Monitor and arrange Access Arrangements for pupils
  - Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Access arrangements

### **The Teaching and Non-Teaching Staff have responsibility for:**

- Reading the school's SEND and Inclusion Policy and understanding the procedures for identifying, assessing and provision for pupils with SEND
- Provide quality teaching, differentiated for individual pupils. This includes reviewing and developing, understanding of strategies to identify and support SEND pupils and their knowledge of the most common SEND needs
- Responsible for setting learning challenges and facilitating SEND provision in response to pupils' diverse needs to remove potential barriers to learning. This includes working with the SEND team to analyse pupils' needs using teacher assessment and experience of the pupil as well as previous progress and attainment

### **Admissions**

The school is committed to inclusivity, irrespective of SEND. However, pupils should have the ability and aptitude to access an academic curriculum. Pupils with SEND may be accepted provided that the appropriate resources and facilities are available. As part of the admissions process:

- Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities, and learning difficulties. The school reserves the right to

subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances

- Admission is based on the taster days, screening of academic potential and paperwork that outline the pupil's academic and social needs. SEND pupils will be offered reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ)

## Identification

The SENDCO, or delegated member of staff will liaise with a child's previous school, where possible, where pupils have been identified as having SEND. During their first term at the school, pupils with or without SEND are monitored by teaching staff and the SEND Team to identify need and any provision. Early identification of a pupil's SEND is essential if progress is to be maintained or enhanced. Parents should inform staff to any concerns as pupils may mask difficulties.

The school will continue to monitor pupil progress in order to identify any future SEND needs.

Staff report any concerns regarding pupil's ability to learn to the pupil's Teacher and the SENDCO. The SENDCO may assess a pupil to help identification. Results will be shared with parents and a plan for support discussed.

Concerns expressed by parents will be acknowledged by the Teacher, Head or SENDCO. The SENDCO will decide whether an assessment is required. Results from any assessment will be shared with parents and Teachers.

Parents should always liaise with the school prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a pupil.

Pupils identified as SEND will be added to the School's SEND Register. The SEND Register will be shared with all staff (teaching and non-teaching) so that the pupil's need is recognised and addressed. The SEND Register will include the following information:

Name, stage on the SEND Code of Practice (Sept 2014), need type, description and any provision.

**Level 1: monitoring/concern** – class teacher raises concerns by completing a record of concern. Pupils tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. The pupil, though on record, is not on the SEND Register. The pupil should not remain at this level indefinitely either receiving support or having been deemed that there is no longer a concern.

**Level 2: in class support** - pupils have an identified need, which may have been diagnosed by a specialist. Pupils are supported in class by their class/subject teacher through differentiation. Staff may ask for additional advice from the Learning Support Department. The Pupil will be recorded on the school SEND Register as receiving in class support. Normally, they would not have a pupil profile document e.g. pupil passport.

**Level 2b: catch up** - pupils may have missed schooling through absenteeism due to ill health etc. They should be supported by the teaches with advice as necessary from the SEND team. Although on record they will not be classified as being on the SEND Register and would not have a pupil profile document e.g. pupil passport.

**Level 3: SEND intervention** - pupils have an identified need, which may have been diagnosed by a specialist that requires different or additional provision to that available to their peer group. They are supported by their

class teacher as well the Learning Support Department. They will be on the school SEND Register and will have a pupil profile document e.g. pupil passport.

**Level 4: EHCP** – the pupil has an Educational Health Care Plan and will be included on the SEND Register.

It is our aim that relevant SEND data is stored using iSAMS in the school. A coloured star will indicate the level; Level 1: monitoring/concern (blue), Level 2: in class support (grey), Level 2b: catch up (green), Level 3: SEND intervention (yellow), Level 4: EHCP (red).

Level 1: monitoring/concern		star_blue.gif
Level 2b: catch up		star_green.gif
Level 2: in class support		star_grey.gif
Level 4: EHCP		star_red.gif
Level 3: SEND intervention		star_yellow.gif

### Support for pupils with an EHCP

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. An EHC assessment would be carried out in conjunction with the Local Authority where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. If the school has a registered pupil with an EHCP, it will in work accordance with the targets and strategies in the plan, will convene an annual review of the plan with the parents and a LA representative, and will submit an annual account to the LA to show how any LA funding has been allocated.

Current additional EHCP support includes specialist speech, language and communication support, additional support for children with physical difficulties to access the full curriculum, emotional and social support for children where this is impacting on their learning and additional support with cognition and learning to ensure that the pace and level of learning meets the needs of the child.

### Provision

All staff are teachers of SEND pupils and plan the curriculum to meet the learning needs of all pupils with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four part cycle of Assess, Plan, Do, Review.

If a pupil continues to make less than expected progress the SENDCO may re/assess the pupil. The assessment results will indicate further support, which may include:

- Further differentiation in the classroom
- Access to specific resources

- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

The school can identify SEND, provide learning support but does not diagnose unless appropriate specialists are employed by the school. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the school.

## Social, Emotional & Mental Health Needs

Emotional literacy is part of child development and wellbeing. Poor behaviour is not classified as SEND. If a pupil shows consistent unwanted behaviours, the class/form teacher will assess the pupil's needs, taking into account family circumstances and the pupil's history. If the pupil's behaviour is in response to trauma or to home-based experiences e.g. bereavement, parental separation the school may refer to outside agencies to support the family and pupil. If parents and school are concerned that the pupil may have mental health needs, parents should ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through an Educational Psychologist.

## Access Arrangements

Access Arrangements can be used by SEND pupils if their performance may be impaired in assessment situations. Examples of the type of Access Arrangement that can be granted are:

- Additional time allowance and/or rest breaks
- Use of a reader
- A scribe
- Specially adapted papers (enlarged script / Braille)
- Text to speech / speech to text technology
- Laptop / Word Processor due to slow and/or illegible handwriting

A word processor cannot be granted to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.

Joint Council for Qualifications (JCQ Exam Board) The criteria for extra time are that the pupil must have at least one below average standardised score of 84 or less which relates to an assessment of:

- Speed of reading
- Speed of reading comprehension
- Speed of writing



- Cognitive processing measures, which have a substantial, and long-term adverse effect on the speed of working (working memory or phonological processing).

In exceptional circumstances extra time of up to 25% may be awarded to a pupil where the assessment confirms that the pupil has at least two low average standardised scores (85-89) relating to speed of processing.

Any application for Access Arrangements will require supporting evidence/information. A learning difficulty in itself does not justify an Access Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the pupil's performance while being assessed.

Where evidence suggests that an Access Arrangement would be unjustified, the School reserves the right not to submit a request. The exam boards have strict criteria to adhere to when requesting Access Arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: Educational Psychologists, Occupational Therapists, Specialist Teachers holding qualifications recognised by JCQ whom must seek advice from the school in order to complete any assessment.

The school must collate on-going evidence of need to compliment any assessment. The School's Examinations Officer in liaison with the SENDCO will coordinate the Access Arrangements procedure.

Head of Departments and Head of Years may refer pupils to the SENDCO for assessment for Access Arrangements. Evidence must be submitted to the examination boards well in advance of the final exam.

Pupils eligible for Access Arrangements should have the opportunity to pilot them prior to the public examinations. JCQ recommend that most Access Arrangements should be in place at the beginning of the course being followed. It is important that teachers, pupils and parents highlight difficulties early on to enable the school to follow the correct protocol. Pupils must sign a data protection form to confirm that their information can be shared with a third party for this purpose.

### Access to Extra Curricular Activities

The school ensures that every pupil can access all activities and trips. The school will make reasonable adaptations. The main concern is for the safety and wellbeing of all pupils. If it is considered unsafe for a pupil to take part in a specific activity this will be discussed with the pupil's parents. Pupils are not excluded from a trip because of SEND or medical needs.

### Transition Arrangements

During the summer term teachers arrange a comprehensive transition programme, which includes visits for the pupils at different times of the school day.

Pupils entering the school from other schools during the year are given a tour of the school, experience a taster day meeting key staff, and a parents guide to the school is provided. Pupils are assigned a 'buddy' who will familiarise the prospective pupil with routines and the school site.

Where appropriate, on transition to Senior School, curriculum activities are planned to prepare pupils for the impact of change. Pupils with SEND or attachment needs may require additional transition visits in small groups or individually or additional resources to support the transition e.g. photographs of key staff and places, letters from the teacher, transition items e.g. a soft toy. Additional transition arrangements may be made e.g. extra visits, travel training etc.

### Partnership with Parents

The knowledge and first-hand experience parents have regarding their children contribute to their child's education. Parents are partners in the educational process. The SENDCO, other pastoral staff and class teachers are available to discuss parental concerns. Specialist assessments should be shared with the SEND team.

Initial enquiries about a pupil's progress should be addressed to the class/form teacher. Other enquiries can be addressed to:

Pranvera Bujupi - SENDCO

Mr Nick Rees – Director of Enhanced Learning, SEND Governor of Chatsworth Schools

## Professional Development

The SENDCO promotes the sharing of knowledge, expertise and good practice. The department keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND.

## Complaints

The school provides quality first teaching and pastoral care to all pupils. Complaints should be directed to the Class/Form Teacher or SENDCO who will treat the complaint in accordance with the school's Complaints Procedure, available on the school's website.

## Evaluation of SEND and Inclusion Policy

The SENDCO reviews information on the implementation of this policy, and any updates. The school identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has termly meetings with senior management and other staff, sharing pupil tracking data, SEND attainment and progress, and the SEND Action Plan
- The SEND Register and any associated documentation are updated termly
- The SEND Register is up to date and accessible on iSAMS
- Concerns are followed up
- Parents are informed about concerns
- Pupils have their progress reviewed regularly
- Pupils are aware of their targets and what helps them to learn
- Teachers and support staff are aware of the pupil's strengths and areas of difficulty
- Teachers and support staff are aware of procedures
- Pupil's progress is evidenced over time
- Resources are used effectively

- SEND issues are included in staff development planning
- Teachers are aware of their responsibilities

### Review

This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for pupils with SEND.

## MORE ABLE AND TALENTED

### Overview

To help ensure that we recognise and support the needs of those pupils in our school who have been identified as 'and/or 'talented'. In national guidelines these pupils are defined under the more generalised term of 'most able' learners.

### Definitions

At our school, the terms are outlined below:

- 'More able' refers to a child who has abilities in one or more subjects at a level significantly above the independent average, typically in the more academic subjects
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, music or drama, or in art or design but who does not necessarily perform at a high level across all areas of learning

### Aims and Objectives

Our aims are to:

1. ensure that we challenge, stimulate and extend the children through the work that we set them
2. encourage children to think and work independently

### Identification

More able and talented children are identified by making a judgement based on an analysis of various sources of information including:

1. test scores from both quantitative and qualitative tests
  2. teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
  3. parental nomination / information from outside school
  4. predicted test/ examination results
  5. reading / spelling ages
- checklist of characteristics (refer to Appendix 1)

The more able and talented register is regularly reviewed and updated. It is our aim that relevant MA & T data is stored using iSAMS in the school.

### Teaching and Learning

More able children need to meet failure. When they get everything right most of the time, the need to succeed can put excessive pressure on them; they can become intellectually idle and could fail to develop good learning strategies. Taking risks in a safe environment is essential to their continued development. Some more able children are prone to perfectionism; for them it is even more important that they understand that failure not frowned upon. It is an opportunity to learn and improve.

### Interpretation

In this policy, the term “senior manager” means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.

## Appendix 1

### Checklist for the Characteristics of Gifted and Able Pupils

No pupil will demonstrate all the characteristics noted, nor will a characteristic be evident all the time, but a pupil showing a significant number of them could have exceptional potential.

#### **Educational:**

1. Is a rapid learner, who understands advanced topics easily
2. Shows insight and fantasises about cause-effect relationships
3. Persists in completing tasks
4. Sees the problem quickly and takes the initiative
5. Learns basic skills quickly and with little practice
6. Is reluctant to practise skills already mastered, finding such practice futile
7. Follows complex directions easily
8. Constructs and handles high levels of abstraction
9. Can cope with more than one idea at a time
10. Has strong critical thinking skills and is self-critical
11. Has surprising perception and deep insight
12. Is a keen and alert observer, notes detail and is quick to see similarities and/or differences
13. Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner
14. Has a remarkable range of general (or specialised) knowledge in one or more areas
15. Possesses extensive general knowledge (may know more than the teacher) and finds classroom books superficial
16. Explores wide-ranging and special interests, frequently at great depth
17. Has quick mastery and recall of information, seems to need no revision and is impatient with repetition
18. Learns to read early and retains what is read; can recall in detail
19. Has advanced understanding and use of language
20. Demonstrates a richness of imagery in informal language and brainstorming
21. Can ask unusual (even awkward) questions or make unusual contributions to class discussions
22. Asks many provocative, searching questions which tend to be unlike those asked by other pupils of the same age
23. Has exceptional curiosity and constantly wants to know the reasons why
24. Displays intellectual playfulness; fantasises and imagines; is quick to see connections and manipulate ideas
25. Often sees unusual, rather than conventional, relationships
26. Can produce original and imaginative work, even if defective in technical accuracy (e.g. Poor spelling and/or handwriting)
27. Mental speed is faster than writing ability, so is often reluctant to write at length
28. Prefers to talk rather than write and talks at speed with fluency and expression

#### **Behavioural:**

1. Sets very high personal standards and is a perfectionist
2. Is success-oriented and hesitates to try something where failure is possibility
3. Demonstrates a sense of humour and loves incongruities, puns and pranks
4. May be behind peers in manual dexterity, which can be a source of frustration
5. Can have a negative self-concept and suffer from poor social acceptance by age peers
6. Daydreams and seems lost in another world
7. Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on when questioned

8. Usually knows the answer
9. Often prefers company of older students and adults
10. When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change
11. Can be stubborn in own beliefs
12. Shows sensitivity and reacts strongly to things causing distress or injustice
13. Empathises with others and often takes a leadership role
14. Very understanding and sympathetic
15. Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.