

Eltham Hill School



Eltham Hill
SCHOOL

SEND - INCLUSION POLICY

Governors Committee: Teaching & Innovation
Date Adopted/Reviewed: July 2015
Date of next review: September 2016

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Eltham Hill School

INCLUSION POLICY with particular regard to SPECIAL EDUCATIONAL NEEDS & Disability (SEND) (A dyslexia friendly school)

Eltham Hill School is wholeheartedly and actively committed to inclusive education. The equality of opportunity for all students regardless of their level of need, ability or disability, ethnicity and socio-economic background is of paramount importance to the school community. We want all students to achieve their potential and to have their achievements recognised and valued.

We are fully committed to:

- Providing equality of opportunity, equality of contribution and a respect for the learning of all the students
- Developing and promoting understanding, respect and tolerance amongst all staff and students
- Providing equality of access to a relevant curriculum that is broad and balanced and meets their needs enabling them to attain their full potential
- Equipping all students to become responsible citizens in the community
- Encouraging and role modelling the highest standards of acceptable behaviour at all times
- Maintaining a purposeful, stable, stimulating and healthy environment in which they may flourish
- Enabling students to develop an interest, a responsibility and a yearning for lifelong learning

There are a number of provisions available in the school to support the students with these aims:

- In class learning support
- Literacy groups
- SpLD teaching (for dyslexia)
- Social skills groups
- Speech & Language Therapy
 - EAL support
 - Pastoral Manager and Tutor
 - Initial assessment and suitable groupings
 - On site school nurse who will develop a 'wrap around' service to give health information & advice to young people
 - Work Experience and extended work experience possibilities
 - Alternative accreditation at KS4 eg: ASDAN Bronze/Silver awards & Duke of Edinburgh Awards
 - Counselling
 - Mentoring (for students at risk of disaffection, disengagement, poor attendance & criminality. The length of the intervention will be flexible due to the varying nature of the difficulties)
 - Designated person for Looked After Children (LAC) and Young Carers
 - School Council to promote Student Voice

- On-going promotion of parent partnership in school and the local authority
- Liaison with a range of external agencies as appropriate
- Alternative provision & KS4 Engagement

Support & Aspiration - a new approach to special educational needs and disability

With due regard to the SEND & Disability Act and the Code of Practice 2001 Eltham Hill identifies students as having a special educational need if they have a learning difficulty that calls for special educational provision to be made for them. A student is defined as having special educational needs (SEND) if they have learning, communication, physical, emotional or behavioural difficulty requiring special educational provision to be made.

Students have a learning difficulty if:

- 'They have significantly greater difficulty in learning than the majority of students of the same age'
- 'They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority'

Special Educational Provision is defined as:

'Educational provision which is 'additional to or different from' the educational provision made generally for children of school age in school maintained by the Local Authority (LA), other than special schools in the area'

The Code of Practice presently defines four categories of intervention:

1. School Action – intervention that is '**additional to**' or '**different from**' that which is provided as part of the school's usual differentiated curriculum
2. School Action Plus – interventions made by external services possibly leading to a specialist assessment that can inform planning and measure progress
3. Request for a Statutory Assessment - the school and/or parents provide evidence for the LA to initiate a statement of SEND as appropriate
4. A statement of SEND is decided upon when a student's needs cannot be reasonably met from the resources available normally in a school

We consider that all teachers are teachers of students with SEND and therefore teaching such students is a whole school responsibility.

From September 2002, in line with the SEND and Disability Discrimination Act (SENDA) disabled students, current and prospective, continue to have a wide range of rights within our mainstream school. This law makes it unlawful for them to be treated 'less favourably' when applying for a place in Eltham Hill School and puts a duty on the school to make 'reasonable adjustments' to ensure they are not disadvantaged.

Eltham Hill School will aim to carry out the key requirements of the current Act enabling disabled students to:

- increase participation and access the curriculum
- improve communication and information so it is available in a range of formats for disabled students and parents
- improve the environment increasing access to education provided and associated support services

Our aim is for students with SEND to achieve equal opportunity of access to the curriculum so that each can reach her potential. All students with SEND have their needs addressed via a broad and balanced curriculum, this being the responsibility of all staff at the school. We make every effort to ensure that students' needs are addressed and students with SEND progress and achieve all of which they are capable of in all areas of school life. This requires close and careful monitoring, reviewing and tracking.

**The Vice Principal (lines manages the SEND department) is Maxine Ferguson
The Special Educational Needs Co-ordinator (SENDCo) is Liz Waterhouse**

Identification of SEND at Eltham Hill School

Students who have SEND are identified and assessed as early as possible. Referral can be made through a variety of sources: subject teacher request; student self-request; parental request; pastoral team request; management request; GP referrals, transition information from previous schools; baseline screening and assessment of Year 7 students; CATs and SENDCo/Teaching Assistant (TA) observation of individual students in the classroom and the Curriculum Access Support Team (CAST)

Dissemination of information

All staff are kept updated about students' needs in order to plan successfully. Meetings are regularly held between the Curriculum Access Support Team (CAST), Key Stage Year Managers, Diversity & Integration staff, Attendance Advisory staff and the SENDCo. The actions are minuted and, where appropriate, copied to relevant people. The SEND Register is available in read-only form for all staff on the Staff Area of the network. The targets for students with SEND are also available on the shared area and updated after review meetings.

All of this necessary information is also available on SIMS

Statemented Provision

The Local Authority SEND (EHP) department considers the need for a statutory statement of SEND and, if appropriate, makes a statement and arranges, monitors and reviews the provision. Annual Reviews are held at school for each statemented student when the progress towards long term objectives and short term objectives is discussed and new, appropriate SMART targets are written and distributed to all staff to inform their planning.

This information is available to all staff on SIMS.

The department supports a multi-disciplinary approach to maximise the educational provision for SEND students. We regularly work with the following agencies: Educational

Psychological Service; Child & Adolescent Mental Health Service (CAMHS) Speech and Language Therapy Service (SALT); Specific Learning Difficulties Team; Autistic Spectrum Disorder Outreach Team (ASD) Sensory Impairment Team; Social Services; Physiotherapist; Occupational Therapist; a number of local colleges and a variety of other agencies as appropriate.

EAL Students

For bilingual students whose first language is not English, lack of competence in English does not alone conform to the definition of SEND. The student's home, language, culture and community should all be considered to ascertain if interpreters or bilingual support staff are required. The SEND department endeavours to make good use of advice from the Diversity and Integration department and will continue to work in partnership with them to meet the needs of all students.

Funding

Funding for SEND is as laid out in the LA recommendations.

The following structures and systems are in place to deploy the resources effectively:

- We offer individual and small group tuition to help raise attainment in literacy, numeracy, organisation and social skills
- We offer GCSE entry level courses where appropriate
- We offer classroom support to increase curriculum access and student achievement
- We offer teaching for students with specific learning difficulties in small groups or 1:1 (ie: dyslexia)
- We offer direct support to PODS as needs arise across the school
- We continue to develop the quantity and quality of differentiation experienced by students in the classroom
- We offer extra-curricular clubs/activities for students/ breakfast club and p6 club for additional support with homework or classwork 5 days a week
- We have a policy of 'full and open access'
- We ensure appropriate access arrangements are in place for all Controlled Assessments and school/public examinations

Parent/Carer Partnership

The effectiveness of any intervention will be influenced by the involvement and interest of the student and her parents/carers. Both the parents and students have important and relevant information to offer and where the student is consulted appropriately then her self-esteem and confidence are boosted. Successful education is dependent on the active and positive participation of parents/students/teachers, supported when and where appropriate by other specific professionals and agencies.

Meeting Individual Special Educational Needs

In the classroom, teachers at Eltham Hill provide opportunities for all students, within different learning environments and differentiate materials so they are appropriate to

students' interest and abilities. This ensures that students have full access to the National Curriculum according to their needs. Teaching Assistants (TAs) work in the classroom and with small groups to help support students. Sometimes it is necessary to withdraw students from lessons to provide intensive support.

The aims of TAs in the classroom are as facilitators for learning. They are required to help ensure students with SEND are accessing the teaching and learning. SEND staff may provide relevant information on students to the subject teacher and support with general organisation of students/room layout and aspects of differentiation as directed by the subject teacher. They will also support the teacher in use of rewards and sanctions in line with the school's policy. All support provided will be linked to the student's personal targets. When groups are withdrawn from lessons, teaching will follow a Scheme of Work and include reference to generic targets which will be written for the group rather than the individual. The Governors are kept fully aware of the progress of students with SEND and matters arising within the department through regular meetings with the **SEND Governor (Sally Bennett)**

INSET:

The SEND department's policy for INSET incorporates all SEND staff, subject staff, governors as well as the induction of new staff and students working in the school. We aim to take account of the needs and requirements of all staff wherever possible ensuring that all staff understand the nature and implications for SEND students that they teach. Recent examples of INSET include: what is needed for a dyslexia friendly status, what is needed as evidence for access arrangements, speech and language therapy and what benefits are evident.

Summary

This Inclusion Policy (with particular reference to SEN & Disability) outlines the way that Eltham Hill School community supports all students with additional educational needs. This is a shared responsibility and all staff should be aware of the need to provide for all students in our care. These identified students need support from every member of our school community if they are to progress towards meeting their targets, achieving the best outcomes and fulfilling their potential.

The Eltham Hill Inclusion Policy works alongside: Equal Opportunities Policy, And Teaching & Learning Policy.