

# Special Educational Needs & Inclusion Policy



## Definition of Inclusion

- (1) *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- (2) *A child of compulsory school age or a young person has learning difficulty or disability if he or she –
  - a) *has significant greater difficulty in learning than the majority of others of the same age, or*
  - b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**
- (3) *A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).*
- (4) *A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.*

Children and Families Act 2014

Our definition is in line with that which is described in the SEND code of Practice 2014. Inclusive education takes account of the needs of individuals and makes them feel valued, secure and have a sense of belonging. An inclusive school works actively to promote this process and reduce exclusive practices. Staff members reduce barriers to learning and participation to ensure that all learners can strive for and attain their highest levels of achievement.

## Introduction

At Southbrook School, we value every individual pupil. We give all our pupils every opportunity to achieve the highest standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum

and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that Southbrook School promotes the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background, and that they have a common curriculum experience.

Southbrook believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievement and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all.

In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children.

Southbrook offers places for pupils 11 – 16 years old with moderate learning difficulties and complex needs and therefore its Special Educational Needs and Inclusion Policy incorporates the organisation of the whole school.

Much of the content of a SEN and Inclusion Policy is outlined in other policies that the school has developed. Please see list below:

- The ethos of the school – Vision, Values and Aims
- Curriculum Planning – School Curriculum Statement
- Learning, Teaching & Assessment Policy
- Behaviour Policy
- Accessibility Plan
- Equal Opportunities Policy
- Health and Safety Policy (including Risk Assessments)
- Home-School Agreement

## **Aims**

In particular, we aim to:

- enable every pupil to experience success at an appropriate level
- promote confidence and a positive attitude to all aspects of school life
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that

is relevant and differentiated, and that demonstrates coherence and progression in learning

- ensure equal opportunities for all pupils with SEND to enable them to access all aspects of the school's provision as appropriate to the individual
- identify, assess, record, and regularly review pupils' progress and needs
- involve pupils in reviewing their experiences and learning
- involve parents/carers in planning and supporting at all stages of their child's development and encourage them to actively take part in their child's learning
- work collaboratively with parents, other professionals and support services in order to develop pupils' learning and progress
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **Roles and Responsibilities**

1. The Head teacher has an overall view of provision and ensures the adequacy of staff support. The Senior Leadership Team (SLT) keeps the governors informed of SEND issues, through the Full Governing Body (FGB) meetings and Working Parties;
2. The Governors have regard to the requirements of the SEND Code of Practice (available in the main school office), set up appropriate funding and staff arrangements and regularly monitor the SEND provision through FGB meetings and Working Parties;
3. The SLT organises class groups annually, ensuring that arrangements meet the needs of all pupils. They also have responsibility for monitoring the quality of teaching and learning across the school;
4. Subject Leaders plan a broad, balanced and relevant curriculum;
5. Class teachers assess pupil needs, set individual objective and monitor progress. They are responsible for delivering an appropriate differentiated curriculum, leading Teaching Assistants (TAs) and liaising with additional professional staff and parents.
6. TAs have varied roles. Some support the teaching and delivering of specialist subjects at Key Stage 3 & 4, whilst others support and travel with class groups.
7. Other professionals, such as Physiotherapists, Occupational Therapists, Speech and Language Therapists provide regular input. Support is also provided by the LA's commissioned partner, Babcock, who offer advice on disabilities such as autism, C&I, SEMH, physical disabilities and visual impairment.
8. The School Inclusion team carry out the detailed administrative duties related to EHCPs, statements, Reviews and the Statutory Assessment process.
9. Southbrook has an Inclusion Team and within that team, an Educational Needs Coordinator (SENCO) who co-ordinates the support for pupils with additional SEND.

The SLT ensures that all the procedures identified in the SEND Code of Practice are followed and maintains an overview of how the special needs of every pupil in the school are being met.

### **Links with other institutions**

Southbrook is a member of the SENTient Trust, a co-operative trust, and we have close links with the other nine Devon Local Authority Maintained Special Schools.

We also link with mainstream schools throughout Exeter and the wider learning community.

### **School Leavers**

All Pupils leave Southbrook at the end of Year 11 and move onto a variety of Post 16 providers. Most of the pupils leave and go into state provided Post 16 education at their local college. They maintain their EHC plan and enter the Foundation Learning tier of the college working up through the accreditation levels where appropriate.

A few pupils enter the independent sector at Post 16 and our two local providers are Oakwood Court College and On-Track. In order to attend one of these colleges there is a set of criteria that must be reached and a lengthy application and consultation process to go through.

If the Local Authority and the local college believe that they can meet a pupil's needs then it is highly unlikely that they will be able to attend an independent specialist college.

### **Evaluating the success of the policy**

The successful implementation of the whole of this policy can be taken into account at the time of each child's Annual Review meeting. For the policies to be successful the:

- children should be making progress and their needs being catered for
- Parents and staff should be aware of each child's needs and how their individual objectives are being approached
- School reports are clear and concise and show how each pupil is meeting their objectives, as well as highlighting areas of concerns
- staff fulfil their roles and responsibilities
- parents feel they are involved in their child's education

The success of these policies and the SEND provision is evaluated through:

- the monitoring of classroom practice
- annual review reports
- data analysis
- the School Self-Evaluation
- the School Development Plan
- feedback from parents, staff and pupils
- Full Governing Body meetings and Working Parties

**Policy adopted by Full Governing Body 04 10 17, Bronwen Caschere, Laurie Fentimen,  
Paul Gray**

Reviewed by Bronwen Caschere, Laurie Fentimen and Paul Gray and ratified at FGB 03 10 18  
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