



SEN and Inclusion Policy

Approved by:	Trust Directors	Date: September 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

1. Aims

Our SEN and Inclusion policy aims to:

- Set out how our school will support and make provision for learners with special educational needs and Disabilities (SEND).
- Underpin our philosophy that our SEND students are complete, fully realised young people with unique and beautiful qualities. There are no better versions of them without their additional needs, they are not unwell; they just need a little more help at times.
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND .
- To ensure that learners with SEND have the maximum opportunity to attain and achieve and become confident individuals leading fulfilling lives.
- To ensure that parents and young people are notified when SEND provision is being made, and that parents and the young people are involved in the SEND process. This policy should be read in conjunction with the SEND Information Report and the LA Local Offer which can be accessed via the following links:
<https://hull.mylocaloffer.org/>
<http://localoffer.eastriding.gov.uk/education/>

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A learner has SEND if they have a learning difficulty or disability which requires a provision which is additional to, or different from that of their peers of the same age.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO – Miss Rachael Barwick, will:

- Work with the head of school, SEN Strategic lead and the link Trust director to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and consistently high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all learners with SEND up to date.

4.2 The SEN director will:

- Help to raise awareness of SEND issues at trust board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the schools and update the trust board on this.
- Work with the head of schools and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head of School will:

- Work with the SENDCo and SEND director to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

“Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (from Code of Practice 2014)

Each class teacher is responsible for:

- The progress and development of every learner in their class.
- Ensuring provision from an EHCP is in place, assessed and reviewed in quality first teaching.

- Ensuring children's individual targets are assessed, planned and reviewed in quality first teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review learner progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEN and disabilities for which provision is made

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

For further information on how the school meets the needs of these children please refer to the schools' SEND Information Report.

5.2 Identifying learners with SEN and assessing their needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap
- Social and emotional needs have an adverse effect on academic progress
- Is affected by their communication and interaction with adults and their peer

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving learners and parents

We liaise extensively with Primary colleagues and SENDCos to ensure we have SEND information on all learners who are on the SEND register at their Primary school when they join St Mary's College.

We review each learner's individual needs on a termly basis through one to one discussions with the student and communication with parents/carers to ensure the provision is appropriate and documentation regarding support strategies is up to date.

Liaison with learners and parents/carers ensure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record and given to their parents.

We will notify parents when it is decided that a learner will receive SEND support or that a learner will be removed from the SEND register.

5.4 Assessing and reviewing learners' progress towards outcomes

Where a child is identified as having SEND, school will take action to remove any barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response.

- Assess • Plan • Do • Review

The Trust learner passport is used as a guide to work through this cycle. This is an ongoing process and not limited to more formal SEND reviews, which are carried out termly.

Information is gathered from teaching staff and pastoral teams by the SENDCo to ensure a clear analysis of the learner's needs can be carried out. This will draw on:

- The teachers' assessments and experiences of the learner.
- Their previous progress and attainment or behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The learner's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5.5 Supporting learners moving between phases and preparing for adulthood

All children with special educational needs and disabilities will require support and planning when they transfer between key stages from 0-25. For example: Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process, or the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. We recommend that at this stage parent/carers visit appropriate schools or colleges at the next Key Stage

to help an informed choice to be made. The local authority SEND team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. In addition, other consideration will also be given to early transition arrangement to help to support children and prevent vulnerability during their transition.

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this. The class teacher and SENDCo will work closely with transition leads and/or colleagues from receiving schools to ensure there is careful induction and accurate information sharing.

5.6 Our approach to teaching learners with SEND

Teachers are responsible and accountable for the progress and development of all the learners in their class. It is everyone's responsibility to teach students with SEND and this is a privilege.

The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality first teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

Regular INSET training is delivered to teaching staff to ensure all are confident in supporting all learners with SEND in their classroom and that effective strategies for personalised support can be deployed consistently.

In addition to the aforementioned training and quality first teaching, we provide the following support for learners with SEN:

- In class support, where the teacher or Teaching Assistant (TA) may support one or more children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short- term literacy, numeracy or other intervention to a small group of children.
- One to one withdrawal, where there may be a targeted support in their area of need.
- Support within the classroom via quality first teaching.
- Particularly vulnerable children take part in a nurture group/ELSA for a percentage of time, sometimes through withdrawal or more ad hoc support during break/ lunchtimes.
- Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs and additional support is deployed as required.
- Additional support is provided for children requiring emotional and social development in the form of social skills groups and nurture clubs at unstructured times.
- For further information specific to the school see the School's SEND Information Report.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Ensuring lessons include recap elements to help learners retain long term learning
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, wobble cushions etc.
- Adhering to the School's Accessibility plan.

- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as IPASS, who can provide specialist equipment for physical, visual and hearing needs.
- Providing small group nurture provision if required to ensure access to the curriculum is successful, appropriate and inclusive.

5.8 Expertise and training of staff

- As per the Code of Practice, if a newly appointed SENDCo has not previously been the SENDCo at any school for a total period of more than 12 months, they must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment.
- The school has an ongoing policy of CPD for all staff including teachers and teaching assistants.
- The school will seek additional staff training, from outside support agencies when necessary, including outreach and transitional support.
- Staff will also attend training courses provided by either the Local authority or the Trust.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEND by:

- Reviewing learners' individual progress towards their targets each term.
- Reviewing the impact of interventions.
- School quality assurance monitoring (e.g. learning walks, lesson visits, book looks) by all subject leaders.
- Using learner questionnaires/learner voice.
- Using parental questionnaires / parent/carer voice.
- Monitoring by the SENDCo.
- Holding annual reviews for learners with EHC plans.
- Undertaking a trust SEND review (bi-annually).

5.10 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in all enrichment activities that support the culture and curriculum of our school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of our Mini-Vinnies, Junior Chaplains and Playground Leaders or Playground Buddies to promote teamwork/building friendships

- Pupils with SEN are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details for raising concerns

SENDCo name: Miss Rachael Barwick

Contact telephone number: 01482 342645

Email: admin@stvhull.org FAO Miss Barwick

5.14 The local authority local offer

<http://hull.mylocaloffer.org/s4s/Wherellive/Council?pageld=3025>

<http://localoffer.eastriding.gov.uk/education/>

Our SEND Information reports outlines the specific school offer.

6. Links with other policies and documents

- Accessibility plan
- Anti-Bullying Policy
- Behaviour policy
- Equality information and objectives
- Safeguarding & Child Protection Policy
- Supporting learners with medical conditions policy
- SEND Information Report