



# **George Mitchell School**

## **SEND & Inclusion POLICY**

**March 2023**

<b>Date of last review</b>	<b>March 2023</b>
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## **Inclusion**

All the teachers of George Mitchell School are teachers of students with special educational needs (SEND Code of Practice 2014) and teachers will be judged on how well they teach them. Our school adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all students in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs and disabilities/medical conditions. They are afforded the same rights as other children in the spirit of the UNESCO **Salamanca Statement** and in line with the Equality Act 2010. The Salamanca Statement begins with the commitment to 'Education for All', recognising the necessity and urgency of providing education for all children 'within the regular education system'.

## **Legislative framework**

The SEN and Inclusion policy operates within the statutory framework set out in the SEND Code of Practice 2014, and has been written with reference to the following guidance and documents:

- [SEND Code of Practice 2014](#), statutory guidance, updated 2015
- [Children and Families Act 2014, part 3](#)
- [The Equality Act 2010 and schools](#), DFE advice, 2014
- [Supporting pupils at school with medical conditions](#), statutory guidance, 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012) updated 2021

## **SEN Policy Development and Review**

### **Aims**

George Mitchell School takes a whole school inclusive approach to students with special educational needs and disabilities (SEND), recognising that the aims of the school are the same for all students whatever their abilities.

George Mitchell School is committed to providing an appropriate and high-quality education to everyone within its community. We aim to address a wide range of needs of students with SEND by striving to give every student, every day, every opportunity to succeed and achieve their best. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all our students.

At George Mitchell School every young person is equal, valued and unique. We aim to provide an environment where all our students feel safe and develop the emotional resilience they need to become successful, independent learners. We will respond to individuals in ways which consider their varied life experiences and particular needs.

We believe that early identification, assessment, appropriate provision and its impact on students' progress, both in terms of academic achievement and social and emotional development will enable them to make a successful transition through the school and into adulthood. We also believe that our families have an important role to play in achieving this aim so ensure there are regular formal opportunities for review of each student's progress and provision.

## **Core Objectives**

- To ensure equality of provision for young people with special educational needs and disabilities (SEND).
- To provide full access for all young people to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable students with SEND to achieve their potential.
- To work in partnership with parents/carers and outside agency professionals to enable them to make an active contribution to the education of their child and be fully involved in decisionmaking.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for students with SEND.
- To ensure that each child on the SEND register has a pupil passport. • To ensure that, where appropriate, a student has a health care plan.

## **Roles and Responsibilities**

We have an Assistant Head Teacher/ Special Educational Needs Co-ordinators (SENCo), Janet Bergin-Miah who leads on Inclusion across the Primary and Secondary Phases and Khurram Raja (Primary), who alongside and under the line management of Mrs. Bergin-Miah is responsible for ensuring all George Mitchell School students are fully included in all aspects of school life.

## **Our SENCos will:**

- Monitor interpretation of the SEND policy and ensure that SEND Code of practice is implemented and embedded across both phases of the school.
- Maintain the SEND register and regularly update the SEND provision map, pupil passports and health care plans in the secondary phase.
- Maintain resources and specific interventions in the secondary phase to ensure appropriate provision is made.
- Track progress using school-based and statutory assessment data in the secondary phase.
- Complete referrals to outside agencies when required in the secondary phase.
- Complete relevant documentation required for additional funding for students at SEND Support, those with an EHCP or Additional Top-Up Funding in the secondary phase.
- Support and advise colleagues.
- Monitor and evaluate the SEND provision and report to the governing body.

- Act as a link with outside agencies.
- Liaise with the designated teacher where a looked after student (LAC) has SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with parents/carers of students with SEND.
- Liaise with primary feeder schools, other schools, Educational Psychologists, Speech and Language Therapists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations.
- Ensure that the school keeps the records of all students with SEND up to date.
- Line-manage Teaching Assistants in the secondary phase.

**Our school governor** responsible for SEND will ensure that the school is meeting all their statutory obligations as set out in the Code of Practice 2014.

### **The headteacher will:**

- Make all decisions at the whole-school level inclusive by design
- Keep students with SEN at the forefront of the school's vision, mission and aims
- Have overall responsibility for the provision and progress of students with SEND

### **Each class teacher is responsible for:**

- The progress and development of every student in their class
- 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 SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## **IDENTIFICATION OF SEND**

### **Definition of SEND**

"A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age". (SEND Code of Practice, section 6.15)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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  
(SEND Code of Practice, section xiv)

### **Categories of SEND**

SEND is categorised as 4 broad areas of need:

- Communication and interaction – for example autism, speech and language needs
- Cognition and learning – for example dyslexia, dyspraxia
- Social, emotional and mental health (SEMH) difficulties – for example ADHD
- Sensory and/or physical needs – for example vision impairment, hearing impairment, physical conditions

It is possible that a student's SEND may fit into more than one of the above categories.

The following are **NOT** considered to be reasons for placing a student on the SEND register although they may impact on progress and achievement:

- Disability

*Having a disability in itself does not mean that a student will have SEN. Current Disability Equality legislation places a duty on the school to provide 'reasonable adjustments' for inclusion of students with a disability. However where the disability impacts on a student, such that they have a 'significantly greater difficulty in learning than the majority of others of the same age', a decision may be made to place them on the SEND register.*

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behavioural needs

With regard to behaviour, as a school we need to identify the underlying causes of behaviour in order to identify SEND rather than focusing on the behaviour itself.

The purpose of identification of SEND is to work out what action needs to be taken and what provision should be made for a young person; it is not simply a process of finding a label. This will involve considering the needs of the student as a whole, not just their SEND.

### **Identification of SEND: A Graduated Approach to SEND**

## **SEND support – a four part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all s in school. All teachers are responsible and accountable for the progress of students with SEND in their classroom. High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND.

Subject teachers, along with key senior and middle leaders in the school, make regular assessments of progress for all students. With regard to the identification of SEND, this monitoring seeks to identify students who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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.
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

(SEND Code of Practice, section 6.17)

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

A student's special educational needs may also be identified in the following forums:

- Half termly pupil progress meetings (primary phase).
- Half termly Inclusion Panel meetings (secondary phase).
- Through referral processes

### **Stage 1: Assess**

Subject teachers, support staff and the SENCo will carry out a clear analysis of a student's needs. This assessment will identify what provision needs to be made in order to facilitate progress, including how high quality teaching can be adapted in order to target the student's area of weakness. Where appropriate, outside professionals will help to inform the assessment. Where a student is identified as having SEND therefore needs to be placed on the register for 'SEND Support', parents/carers will be informed and asked for their views.

#### Stage 2: Plan

At progress review meeting, key staff will work in collaboration with students and their parents/carers to agree what additional provision needs to be offered to facilitate progress towards agreed targets and ensure the student is fully included in all aspects of school life. All adjustments, interventions, support will be continually reviewed by staff, parents/carers and student. This will be recorded on the SEND 'Provision' school information system.

### **Stage 3: Do**

Subject/class teachers will remain responsible for working with the student during curriculum time/class time and retain responsibility for their progress and outcomes. The SENCo and primary Inclusion

Manager will ensure that subject/class teachers are aware of the nature of any additional support being provided and the expected outcomes or specialist recommendations with regard to that intervention. This is to enable subject/class teachers to support the transference of skills to the classroom context and be involved in assessing impact.

#### **Stage 4: Review**

The effectiveness of the support and interventions and their impact on the students' progress will be reviewed termly by the SEND Department. The SENCOs will revise the support in light of the students' progress. If a student does not make expected progress over a sustained period of time, despite targeted intervention, the SENCO, in consultation with the student, parents/carers and teaching staff, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy Service, SENDsuccess / Whitefield Outreach Teachers, the Social Inclusion Team, Occupational Therapy, the Early Intervention and Prevention Service and, when/if appropriate, Social Services and the Looked After Children Team.

#### **Criteria for Exiting the SEND Register**

A student may be removed from the register where it is felt they have made sufficient progress towards agreed targets such that:

- They no longer have a significantly greater difficulty in learning than the majority of others of the same age, or
- Their disability no longer prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

This decision will be made in discussion with the student and their parents or carers at a review meeting. However their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

In the secondary phase Learning Leaders are fully involved in supporting students with SEND in a variety of ways, including regular monitoring of their participation in learning; monitoring their progress at the end of a reported cycle; liaising with form and subject teachers; liaising with parents/carers; and meetings with outside agencies, as appropriate. They contribute to half termly Inclusion Meetings. The Common Assessment Framework (CAF) is used with the guidance: Early identification, assessment of needs and intervention, to coordinate support for students and their families who have a range of needs.

In the primary phase an SEND/Inclusion meeting is organised with every class teacher at least once a term. The meeting is chaired by the SENCO. In these meetings the progress of SEND students is rigorously analysed. Based on the information the class teacher has provided, actions to be followed are listed in the class report. Decisions made in this important forum may lead to an updating of the SEND list and the updating of the intervention groups and the involvement of outside agencies for identified students.

## **Medical Conditions**

George Mitchell School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. There is school policy for supporting students with Medical Conditions and a hard copy is available on demand. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Appropriate access arrangements will be put in place for public exams. All students who have a significant medical condition and/or disability will have a Care Plan.

## **Accessibility**

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

George Mitchell School will continue to increase the accessibility of provision for all students, staff and visitors to the school. relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students. This covers teaching and learning, and participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these students in accessing the curriculum.

All students with significant medical need and/or disability will have a Care Plan with significant input from parent/carers, health care professionals and key staff.

## **Specialist Provision**

George Mitchell School has additional support in the secondary phase - the 'Student Support Area' – SSA). This resource provides support by the Learning Mentor and Social Inclusion Manager for vulnerable students with emotional, physical, medical and behavioural issues. In addition, SSA staff liaise with outside agencies to provide our students with additional support that cannot be delivered in school.

## **Monitoring and Evaluating the Success of Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for our young people with **SEND**:

- Regular observation of teaching by the middle and senior leadership team.
- Analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all students, targeted at four levels of progress.
- Assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those students who are withdrawn for targeted interventions.



- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and students.
- Monitoring via the Pupil Passport system.
- Provision Management system which is used as a basis for mapping individual provision and monitoring the impact of interventions.

### **Access to the Curriculum**

#### **All teachers are responsible and accountable for the students of SEND in their classroom.**

At George Mitchell School, a broad, balanced and relevant curriculum is adapted to enable all students to access the learning. In planning and teaching teachers provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the lessons, students with SEND are taught with their peers in mainstream classes. However, in order to maximise learning, some students are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Students with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs, such as Homework Club, sports clubs, computing, drama after school sessions whenever these are available.

### **Staff Training**

In order that staff are well equipped to ensure that all students are able to access the curriculum and included fully in the life of the school, there are opportunities for Continuing Professional Development (CPD) as part of the whole school programme. SENDsuccess (the borough SEND outreach service) offers a variety of free training, information on which is shared with staff. Additionally, the SENCOs keep staff informed of local and national developments in relation to SEND and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training.

Teach First and ECTs are offered support and in school training by the SENCOs. New members of the SEND Department are inducted and trained by experienced members of the team, which includes opportunities to shadow experienced support staff; and a CPD programme which focuses on key areas for development for the team as a whole.

### **Complaints Procedure**

The procedure for managing complaints is as specified in the school's complaints procedures. Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the SENCO attempts to resolve matters, then if required the Deputy Head in charge of Inclusion and /or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

All formal complaints that are received will be recorded by the school and acknowledged within 5 school days and an investigation will proceed.

### **Local offer**

All Local Authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND. Waltham Forest have a [Local Offer](#) published on their website.

Schools have to outline their offer for students with SEND. George Mitchell School have produced a SEN Information Report, setting out in one place information about our SEND provision which will be made available to our students. It outlines the provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs. This is available on our website.

**This policy will be reviewed in November 2023.**