



PACE Academy Trust

Inclusion Policy

Agreed by Directors: June 2021

Review Date: May 2022

SEND Policy

This SEND policy is a key document to support inclusive practice in our schools. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed by using statutory guidance, support from local authorities and through consultation with staff, directors and governors.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on the trust and school websites.

At PACE schools our Inclusion leads takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving Special Educational Needs (SEN) support. At Chipstead valley, this includes the management of the Enhanced Learning Provision for children with Physical Disabilities.

Our Inclusion leaders are responsible for the strategic development of SEN provision. They can be contacted through the school office or on the following e-mails:

lclarkson@chipstead.croydon.sch.uk (Chipstead Valley and Beecholme Primary School)

jbatrick2.306@lgflmail.org (New Valley Primary)

cfitzgerald@stanford.merton.sch.uk (Stanford Primary School)

j.stevens@keston.croydon.sch.uk (Keston Primary school)

This policy was agreed by the Governors on:

It will be reviewed no later than: May 2022

Section 1: Our values and vision in relation to SEN provision.

Our principles in relation to SEN provision have regard to:

- The views, wishes and feelings of the child or young person and the child's parents or carers;
- The importance of providing the child and parents/carers with the information and support necessary to enable them to fully participate in decision making;
- The tailored support the child and the family require to achieve the best possible educational outcomes, which prepare the child effectively for adulthood.

At our schools we value the contribution that each child makes both within school and the wider community. We are committed to offering an inclusive education to ensure the best possible outcomes for all of our children by removing barriers to learning in order to promote high levels of achievement. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. Each child is given an equal opportunity to attain and achieve to their full potential whatever their needs and abilities including:

- learners from minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)

- learners with special educational needs (SEN)
- learners with visible and/or non-visible disabilities
- learners who are able, gifted and talented (AGT)
- learners who are looked after by a local authority (LAC)
- learners who are at risk of exclusion

We believe that all of our children have the right to a fully inclusive education by:

- ✓ Giving all children the opportunity to achieve their full potential, through quality first teaching, which is supported by appropriate interventions and strategies to promote a positive and confident attitude to learning.
- ✓ Facilitating opportunity for all children with SEN to achieve at maximum, through regular liaison with the Inclusion Leaders, resulting in coordinated provision, including regular updates of provision maps, targets and tracking.
- ✓ To closely monitor the progress of children from vulnerable groups and to adapt teaching methods to facilitate their learning, self-esteem and progress through differentiated class planning and intervention strategies.
- ✓ Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so children with SEN feel a sense of achievement as the targets are reached.
- ✓ To increase staff awareness and understanding of SEN issues through access to training.
- ✓ To form positive relationships with parents/carers and outside agencies to support children with SEN academically and emotionally.
- ✓ To continually reflect on, review and evaluate the impact of interventions and strategies through collation of evidence to ensure the most effective impact.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability, so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, local authorities and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

Section 2: Admission Arrangements for Pupils with SEN.

The admission arrangements are set out in each prospectus and these make it clear that the

schools will not discriminate or disadvantage pupils with a disability or SEN.

At Chipstead Valley, the Enhanced Learning Provision (ELP) provides specialist provision for those children with physical disabilities and complex medical needs, who meet Croydon's entry criteria.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan (EHCP) where it has been requested by parents, as their school of preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHCP unless:

- The school would be unsuitable for the age, ability, aptitude or SEN of the child.
- The inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LAs will work closely with the schools, so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from specialist schools within the borough.

The SEN management team, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the schools (See Section 6: Transition).

Section 3: Identifying Special Educational Needs.

The schools use the definition of SEN and disability as set out in the SEND code of practice (2015) and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties, with any aspect of learning or social development, at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies, as appropriate;
- Termly tracking of all pupils to monitor rates of progress and attainment;
- Concerns raised directly by parents or other agencies.

As well as core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors, which may be affecting achievement including;

- Attendance
- English as an Additional Language
- Family circumstances
- Economic disadvantage

The schools acknowledge that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN.

Before deciding that a pupil requires additional SEND support, the Inclusion leader and class teacher will review current arrangements to meet the child's needs, within daily class

teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of pupils with SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and be placed on the **SEN register**, where his/her progress and provision can be monitored more closely.

The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of pupils with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.
- School provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent reviews and more specialist expertise.

The Graduated Response:

ASSESS: Once identified as requiring additional SEN support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language. The Inclusion leaders may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

The schools recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas and that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN: The schools will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- be outcome focused;
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes;
- highlight the ways in which parents can be involved in order to reinforce and contribute to progress outside of school;
- give details of the role and input of external agencies, when they are involved with a pupil;
- include the views of the child and parents/carers;
- be recorded on individual additional support plans or on class/individual provision maps;
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with a time frame for review.

DO:

Class teachers, with the support of the Inclusion leaders, will take responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered, is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills, within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions, so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly.

Parents/carers will be invited to attend, along with pupils when this is appropriate.

Depending on the level and complexity of need, this review may be included in the general cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes;
- Pupils' response to the support and view of their progress where this is applicable;
- Views of parents and specialist agencies;
- Next steps with refinement and adjustments to the support offered, as required.

Where progress has been limited and highlighted in pupil progress meetings, further analysis and assessments will be made to ensure the provision offered, matches the nature and level of needs. If not already involved and with the agreement of parents, the Inclusion leaders will make a referral to a specialist agency.

A full list of external agencies used by the schools to support the progress and welfare of pupils with SEN is included in Appendices.

Removal from the SEN Register and provision:

If a pupil makes good progress and achieves the outcomes set, they may no longer require

additional SEN support and their name will be removed from the register. Parents will be notified of this decision. Progress will continue to be monitored regularly, as part of the termly tracking for all pupils.

Education, Health and Care Plans:

The additional needs of most of the pupils with SEN in our school will be met by interventions and resources from within.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the Inclusion leaders, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP).

Full details of the process for requesting an EHCP can be found on the Croydon SEND offer website (details in Appendix 3) and the Merton SEND offer website (details Appendix 4).

The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents/carers, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions.

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in individual health care plans.

These plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN, the plan will be closely linked to provision to support accessibility and additional educational needs, so that there is a coordinated approach.

Staff who have responsibility for supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This is particularly relevant for staff working with the children in the Chipstead Valley Enhanced Learning Provision, whose needs are complex.

Section 6: Transition Arrangements – Arrangements to support pupils with SEN moving into the school or moving to a different school.

The schools are proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the Inclusion leaders.

For pupils joining the nursery (where present), or our Reception classes, the Inclusion leaders will find out information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan', which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP.

For pupils moving to secondary school or to a different school, the Inclusion leaders will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Section 7: Funding and Resources.

The schools receive additional funding from the local authorities each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The schools' leadership teams decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted throughout the year to take into account changes in the cohort of pupils with SEND, outside of those with EHCP.

Section 8: Training.

On-going training programmes ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND, within everyday teaching. Interventions for pupils with more complex needs may be carried out with advice and training from external agencies e.g. the speech and language therapist. Induction arrangements are in place for new staff and newly qualified teachers, so that they are familiar with the schools' approach to supporting pupils with SEN.

Section 9: Roles and Responsibilities.

The Inclusion leaders:

The Inclusion leaders have the day-to-day responsibility for the operation of the SEND policy and the provision in school. The Inclusion leaders provide guidance and support to all staff in relation to meeting the needs of pupils with SEN. The Inclusion leaders have a key role in developing positive partnerships with parents/carers and external agencies, in order to fully address the needs of pupils with SEN. The Inclusion leaders will also take a key role in supporting the transition of pupils with SEN to different settings.

The Academy directors and local governing bodies:

The key duty of the Academy directors and the local governing bodies is to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils, with SEN, have the same opportunities to make good progress and play an active and fulfilling role in the life of the school, alongside pupils without SEN.

They will ensure the schools meet all of their statutory duties, ensuring that additional funding is deployed effectively and the views of parents/carers and pupils are fully

considered.

The governor responsible for SEN, in each school, will meet at least termly with the Inclusion leader to review and evaluate effectiveness of the school's SEN provision and contribute to plans to develop and enhance this provision. They will also ensure that updates on the quality and impact of SEN provision are part of governance.

Section 10: Monitoring and evaluating SEND Provision.

The schools undergo an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally.

Section 11: Dealing with Complaints.

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents should speak to the class teacher with further discussions with the Inclusion leader, as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child.

If issues remain unresolved, parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by relevant LA (Croydon or Merton), but operates independently. The service can provide a quick and non adversarial way of resolving disagreements.

If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the trust's complaints policy.

Where the parental complaint is directly related to decisions around an EHC plan, this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 12: Anti Bullying.

The schools recognise that pupils with SEN are vulnerable to bullying and are aware of the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and the regular reviewing of anti-bullying policy and practice, we ensure our effectiveness in reducing and responding to bullying. We are aware that sometimes children with special educational needs may find it hard to communicate incidents of bullying. We want to make every aspect of school life accessible for all children and that children feel safe and secure. Therefore, we promote and encourage the following:

- All our staff and support staff to have close communication with parent/carers re, for example, changes in behaviour patterns at home to be discussed and highlighted to relevant school staff.
- Careful observation by school-based adults, again looking for behavioural changes or, for example, reluctance to go out to break, or to be with specific children
- Conversations with SEND children to help them understand their right to feel safe

and what they should do if they feel they are being bullied, helping them to identify the best way for them to communicate this.

- Specific induction for any supporting adult as to signs of distress, how to identify this and what protocol to follow

Section 13: Disability Access Arrangements.

In compliance with the duties set out in the Equalities Act 2010 the schools have an accessibility plan, which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information.

Section 14: GDPR

All schools within the trust will ensure that they are fully GDPR compliant, for example all transfers of data are fully password protected or transmitted through a secure network.

Section 15: English as an Additional Language and Ethnic Minority Groups

We aim to provide a culturally inclusive curriculum which reflects and extends the experience of all children who have English as an additional language. Levels of English language are monitored through the English Language Progress Record and National Curriculum data. Extra provision is provided for those children who need support in the social and/or cognitive aspects of language. This support is recorded on an Individual Education Programme which is shared with parents/carers. Support is provided, when required, for parents who do not speak English, to enable them to access information e.g. interpreters for parent consultations. Children are tracked within ethnicity groups to enable the school to monitor progress and support any under-achievement.

Appendix 1: Compliance with Statutory Duties.

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability Code of Practice 0-25
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with medical conditions – (currently being reviewed)
- Schools Complaint Policy – (currently being reviewed)
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Merton's local offer for SEN:

<https://fsd.merton.gov.uk/kb5/merton/directory/results.page?localofferchannel=1>

Appendix 2: Definition of Special Educational Needs.

SEND Code of Practice 2015

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- 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 of post 16 institutions.

Equality Act 2010

A disability is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing.
- Long term health issues such as asthma, epilepsy and cancer.

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150 parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

Appendix 4: Links with Local and National services and organisations to support implementation of the SEN policy:

Merton Educational Psychology Service	Educational.Psychology@Merton.gov.uk tel: 020 8545 4820
Merton CAMHS	tel: 020 8254 8061
Occupational Therapy	tel: 020 8487 6364
Speech and Language	tel: 020 8288 5692
Community Nurse	tel: 020 8687 4611
Merton Sensory team	tel: 020 8545 3780
Merton Locality Early Years Portage & Inclusion	fsd@merton.gov.uk
Merton Language, Learning and Behaviour Support Team	tel: 020 8288 5622
Merton Special Educational Needs Information and Advice and Support Service (MIASS)	chris.wilson@merton.gov.uk tel: 020 8543 8854
Merton Autism Outreach Service (MAOS)	tel: 020 8640 1177