

George Mitchell School



Special Educational Needs and Inclusion Policy

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Special Educational Needs (SEN) and Inclusion Policy October 2020

School Aim, Vision and Ethos:

Our vision for George Mitchell School is to be recognised as a world-class leader in education, ensuring every pupil is ready to take up the challenges and realise the opportunities of the 21st Century. Staff and governors of George Mitchell School aim to provide a broad and balanced curriculum for pupils; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments.

The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has Special Educational Needs.

Our vision is realised through five key aims:

- To develop outstanding leaders **across the all through school**.
- To guide **all** our pupils to achieve exceptional Academic Performance.
- To provide outstanding learning experiences for **every** pupil.
- To ensure **every** pupil has access to high quality enrichment activities.
- To be the school of choice for boys and girls from our local community.

Inclusion

All the teachers of George Mitchell School are teachers of pupils 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 pupils in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs and physical disability/medical condition who are afforded the same rights as other children in the spirit of 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 SEN Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

SEN and Inclusion Policy Development and Review

Aims

George Mitchell School takes a whole school inclusive approach to pupils with special educational needs and disabilities (SEN), recognising that the aims of the school are the same for all pupils 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 pupils with SEN by striving to give every pupil, 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 pupils.

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

We believe that early identification, assessment, appropriate provision and its impact on pupils' 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 pupil's progress and provision.

Core Objectives

- To ensure equality of provision for young people with special educational needs and disabilities (SEN).
- To provide full access for all young people to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEN are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable pupils with SEN 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 decision-making.
- 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 pupils with SEN.
- To ensure that each child has a pupil passport
- To ensure that, where appropriate, a pupil has a health care plan

Roles and Responsibilities

We have a Special Educational Needs Co-ordinator (SENCo), Bhaskar Mitra, who under the line management of the Assistant Headteacher, Ian Marshall, is responsible for ensuring all George Mitchell School pupils are fully included in all aspects of school life. Day to day management of SEN in the primary is under the leadership of Sophia Hosang, Primary Inclusion Manager.

Our SENCo 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 SEN list and regularly update the SEN 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 pupils at SEN Support, those with an EHC plan or Additional Top-Up Funding in the secondary phase.
- Support and advise colleagues.
- Monitor and evaluate the SEN provision and report to the governing body.
- Act as a link with outside agencies.
- Liaise with the designated teacher where a looked after pupil (LAC) has SEN.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents/carers of pupils with SEN.
- Liaise with primary feeder schools, other schools, educational psychologists, speech and language therapist, 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 pupil 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 pupils with SEN up to date.
- Line-manage Teaching Assistants in the secondary phase.

Our Primary Inclusion Manager will:

- Manage the day to day operation of SEN in the primary phase.
- Regularly update the SEN Provision Map, Pupil Passport and Health Care Plans in the primary phase.
- Maintain resources and specific interventions to ensure appropriate provision is made in the primary phase.
- Track progress using school-based and statutory assessment data in the primary phase.
- Complete referrals to outside agencies when required, supported by the SENCo.
- Support and advise colleagues in the primary phase.
- Act as link to outside agencies in the primary phase.
- Liaise with the designated teacher where a looked after pupils has SEN in the primary phase.
- Advise on the graduated approach to providing SEN support in the primary phase.
- Liaise with parents/carers of pupils with SEN in the primary phase.
- Line manage the primary TAs.
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.

The SENCo is line managed by Ian Marshall (Assistant Headteacher). The Primary Inclusion Manager is line managed by Helen Williams (Head of Primary Phase). The SENCo has overall responsibility in providing a clear vision and direction for the development of systems and processes designed to support Inclusion across both phases.

The governor responsible for SEND and Inclusion is Sue Milligan. The governors will ensure that the school is meeting all their statutory obligations as set out in the Code of Practice 2014.

IDENTIFICATION OF SEN

Definition of SEN

The school recognises that a pupil has SEN if they have a learning difficulty or disability if he/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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions.

(See Special educational needs and disability code of practice: 0-25 years, July 2014, page 15)

Categories of SEN

SEN is broadly categorised as 4 key areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health (SMEH).
- Sensory and/or physical .

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

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

- Disability

Having a disability in itself does not mean that a pupil will have SEN. Current Disability Equality legislation places a duty on the school to provide 'reasonable adjustments' for inclusion of pupils with a disability. However where the disability impacts on a pupil, 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 SEN 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 SEN rather than focusing on the behaviour itself.

The purpose of identification of SEN 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 SEN.

Identification of SEN: A Graduated Approach to SEN

SEN support – a four part cycle

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

Subject teachers, along with key senior and middle leaders in the school, make regular assessments of progress for all pupils. With regard to the identification of SEN, this monitoring seeks to identify pupils 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 pupil and their peers
- Widens the attainment gap.

(please see Special educational needs and disability code of practice: 0-25 years, July 2014, page 95)

A pupil'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).

Stage 1: Assess

Subject teachers, support staff and the SENCo will carry out a clear analysis of a pupil's needs. This assessment will identify what provision needs to be made in order to facilitate progress, including how quality first teaching can be adapted in order to target the pupil's area of weakness. Where appropriate, outside professionals will help to inform the assessment. Where a pupil is identified as having SEN therefore needs to be placed on the register for 'SEN 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 pupils 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 pupil. This will be recorded on the SEN 'Provision' school information system.

Stage 3: Do

Subject/class teachers will remain responsible for working with the pupil 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 pupils' progress will be reviewed termly by the Inclusion Department. The SENCo and the Primary Inclusion Manager will revise the support in light of the pupils' progress. If a pupil does not make expected progress over a sustained period of time, despite targeted intervention, the SENCo and the Primary Inclusion Manager, in consultation with the pupil, parents/carers and teaching staff, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy Service, Whitefields 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 SEN Register

A pupil 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 pupil 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 pupils with SEN 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 to coordinate support for pupils and their families who have a range of needs.

In the primary phase an SEN/Inclusion meeting is organised with every class teacher once a term. The meeting is chaired by the Primary Inclusion Manager with the SENCo in attendance. In these meetings the progress of SEN pupils 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 SEN list and the updating of the intervention groups and the involvement of outside agencies for identified pupils.

Medical Conditions

George Mitchell School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. There is school policy for

supporting pupils with Medical Conditions and a hard copy is available on demand. Where a pupil also has SEN, 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 pupils 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 pupils, 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 pupils, 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 pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. 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 pupils in accessing the curriculum.

All pupils 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 a second resource base (the 'Student Support Unit' – SSU). This resource base provides support by the Learning Mentor and Social Inclusion Manager for vulnerable pupils with emotional, physical, medical and behavioural issues. In addition SSU staff liaise with outside agencies to provide our pupils 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 **SEN**:

- 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 pupils, targeted at four levels of progress.
- Assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEN.
- The views of parents/carers and pupils.
- 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 pupils of SEN in their classroom.

At George Mitchell School, a broad, balanced and relevant curriculum is differentiated to enable all pupils 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, pupils with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs, such as Homework Club, Crafts Club and various after school sessions whenever these are available.

Staff Training

In order that staff are well equipped to ensure that all pupils 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. The SENCo and the Primary Inclusion Manager keeps staff informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training.

Teach First and newly qualified teachers are offered support and in school training by the SENCo and Primary Inclusion Manager. New members of the Inclusion Department are inducted and trained by experienced members of the team, which includes a clear induction package; opportunities to shadow support staff; and a fortnightly training 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 SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the SENCo or Primary Inclusion Manager attempts to resolve matters, then if required the Assistant 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

George Mitchell School have produced a 'Local Offer', setting out in one place information about our SEND provision which will be made available to our pupils. It outlines the provision George Mitchell School makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Local offer is

listed on our website mainly, but not exclusively for the benefits of parent/carers of children with SEND who are considering sending their child to George Mitchell School.

Data Protection

George Mitchell School endorses fully the statements and the intent of the Data Protection Act 1998. The Data Protection principles contained in the Act are designed to protect the rights of the individual. Information on pupils with SEN is stored and managed in line with the George Mitchell School procedures on Data Protection. Disclosure of information held about pupils will be shared with external agencies when those professionals are involved in supporting a student. Parents will be consulted about external agency involvement and are often asked to sign a referral form to show their consent.

This policy will be reviewed in October 2021.