

Inclusion Policy

MAYFLOWER COMMUNITY ACADMY PLYMOUTH POLICIES

Mayflower Community Academy

VERSION CONTROL SHEET

POLICY NAME: Inclusion Policy
Policy Prepared by: Penny Peters

Document date	Filename	Mtg submitted	Summary of changes required
Sept 2019		July PSG	

Date for policy review:
July 2020

SEN Policy as part of a whole school policy for Inclusion (Including)

- ❖ SEN
- ❖ Gifted & Talented
- ❖ Equal Opportunities
- ❖ Looked after Children
- ❖ Child Protection

Key principles and values

We believe in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being above all feeling safe and happy.

We believe that every child has the fundamental right to access a broad, creative and enjoyable education experience thus enabling them to foster a love for learning.

We believe that all children should be valued for their individuality and that to treat all children the same advantages some but disadvantages others.

We look to provide a significant sense of community ethos and exceptional level of passion for the well-being, support and development of the whole child.

Aims

- To provide the best possible experience for all pupils, within a safe, caring and stimulating environment to reduce barriers to learning.
- To ensure maximum access and progress for all children.
- For **all** practitioners to be teachers of pupils with additional needs and to differentiate according to the needs of the children in their care.
- To meet the physical, emotional and intellectual needs of all our children.
- To involve parents and carers in the implementation of programmes of support.
- To involve external agencies as part of the school community in meeting the needs of the whole child.
- To monitor progress of all children in order to enable appropriate action to be taken.
- To use early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.
- To meet the diverse needs of all pupils ensuring they can access and contribute to the social and cultural activities of the school.
- To involve children in decision making and problem solving in order to develop appropriate target setting.
- To have due regard to the SEN Code of Practice and the Disability Discrimination Act.

Mayflower Community Academy

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Coordinating the SEN provision

Mayflower Community Academy has an Inclusion Team to support the school and its wider community with its Special Educational Needs. Within this team there is:

- SENCO
- Designated Child Protection Officer
- Specialist teachers from the Support Centre for children with Complex Communication Disorders and Autism Spectrum Disorders.

Their role is to monitor the SEN need and provision across the school including;
Day to day operation of the SEN policy;
Providing advice to staff supporting, liaising with them and where necessary the completion of Individual Education Plans;

Working alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress;

Overseeing and maintaining specific resources for special educational needs;

Liaising with outside agencies;

Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;

Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;

Co-ordinating the range of support available to children with special educational needs;

In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

The Academy has named governors responsible for Special Educational Needs

Dr Colin Doctor

All teachers are responsible for meeting the needs of all pupils in their class. This includes early identification, SMART target setting, ongoing assessments and planning, a differentiated curriculum and communicating with the Inclusion Team

Identification, Assessment and Review

SEN Provision

The Academy offers a continuum of provision to meet a diversity of pupils' needs. Additional in-class support is available in all classes which is provided by TAs and Learning Mentors. This additional support is targeted at individual pupils and small groups of pupils who are presenting a cause for concern with regards to Special Educational Needs.

Mayflower Community Academy adopts a strong inclusive ethos where the child's social and emotional developmental needs are equal to, and impacts on, their academic progress. This is reflected in the identification of SEN and any subsequent provision.

We are committed to the early identification and intervention of children who may have SEN. The graduated response, adopted in the academy, in line with the Special Educational Needs Code of Practice (2014), recognises that there is a continuum of needs. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

Academy and Early Years Action

If a teacher identifies, via a Cause for Concern sheet, a child who may have SEN it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate. For some children an Individual Behaviour Plan may be deemed necessary.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children. The Inclusion Team host a six weekly 'Filter Group' meeting, to which a variety of outside agencies and professionals are invited to discuss a number of children who are deemed to be a cause for concern either socially, emotionally or academically.

Mayflower Community Academy

Academy and SEN Support

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. Mayflower Community Academy work closely with outside agencies who offer various strands of support to the children and their families. Such support systems may include; outside professionals from health, social services, support services or the education psychological service and Family Psychotherapists.

Statutory Assessment

In few cases it may be necessary for the Academy to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in some cases, the child's needs are considered to be severe and complex, a statement of special educational needs may be issued by the LEA. This is reviewed annually in line with the Code of Practice.

Resources and Provision Map

The Academy's Provision Map outlines the support offered throughout the graduated process and is reviewed by the Inclusion Team each term.

A proportion of our budget is allocated for resources, which include human resources and identified materials to use to support children who need additional or different activities.

The provision of additional support is made as appropriate from the delegated SEN budget. However, some children with complex or severe special education needs may receive additional funding providing from the LEA.

Specialist Facilities

Mayflower Support Centre values every child as an individual and encourages them to achieve their own potential, develop an intrinsic desire to learn and participate in school, family and community life.

What is Mayflower Support Centre?

Mayflower Support Centre is a specialist provision for children who have complex communication or an Autism Spectrum Disorder. Mayflower Support Centre was officially recognised as a specialist support centre for children with complex communication disorders or autism spectrum disorders in October 2003.

Mayflower Support Centre is totally committed to the rights of the child and family to be provided with specialist support which tailor is made to meet the individual needs of the child and family.

Record Keeping

Class teachers have responsibility for keeping relevant paper work in their yellow class SEN file. The SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed. These are located in the Inclusion Team room.

Evaluation procedures

Mayflower Community Academy

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN. This is supported by the use of ISP class profiles and regular pupil progress meetings.

Professional Development for staff

Members of the inclusion team attend relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development and to meet the specific needs of the children within their cohort. A TA SEN Audit is carried out to gather intelligence regarding training that has been completed and further training that is needed.

Partnership with parents and carers

At the heart of Mayflower Community Academy's ethos is the wider community in which it is placed. This includes the wider professional community and more importantly, the parents and carers of the children in our care.

We share information with parents/ carers if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so. Mayflower Community Academy has one Family Support Advisor that parent/ carers can contact throughout the day.

We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.

Mayflower Community Academy looks to support the whole family in times of concern or need, this may result in an Early Help Assessment Tool (EHAT) meeting being held to discuss and explore wide issues.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Transition and transfer

Every effort is made by the Inclusion Team to ensure that procedures are in place to fully support transitions both in and out of the Mayflower Community Academy are carefully planned and supported with appropriate paper work, planning, communication and meetings as necessary, for the benefit of the pupils.

Review of SEN Policy

Mayflower Community Academy

This policy will be the subject of continuous review by the Headteacher, Inclusion Team/SENCo and the Academy Council.

Reviewed by the Academy Council: September 2019
Date for next review September 2020