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Preston Hedge's Academy Trust

INCLUSION POLICY

Incorporating Special Educational Needs Information Report

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

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This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of Sub-Committee's Approval	Esther Stephenson		June 2017
Principals Approval	Paul Watson		June 2017
Chair of Governors' Approval	Neal Prescott		June 2017
Recommended Review Date:	June 2018 (review annually)		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, Claire Clayson Claire.clayson@prestonhedges.org whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	24.5.17	Updates and Trust additions	V. Tear

Filed as: [S:\Data\Admin\Policies and Aims\CFC\CFC-008 Special Needs Policy V6.doc](#)

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

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Equality Act 2010

Children and Families Act 2014

DfES (2005) *A Language in Common: Assessing English as an Additional Language*: Ref:/0196/2005

'Northamptonshire Descriptors for Special Educational Needs the Entitlement of Pupils in Mainstream Schools and Early Years Settings' Sept 2014

"Achievement for All" (National Strategies: 2009)

Inclusion Statement

At Preston Hedge's Academy Trust the governors and staff are committed to ensuring that all children are educated in a manner appropriate to their individual needs. We recognise that all children in our school may have special needs at some time, and that these children need support. These learning difficulties may arise from a variety of causes, e.g. physical, sensory, intellectual, social, emotional and behavioural. We aim to offer children with special educational needs full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners
- We focus on individual progress as the main indicator of success; however, the school monitors progress of vulnerable groups against other children within the same year group, looking at attainment both internally and nationally
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget

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Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014)

Management of Inclusion within School

The Principal and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Principal and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Principal/Deputy Principal has responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Identification and Support of Special Educational Needs

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEN co-ordinator; Mrs Vanessa Tear

vanessa.tear@prestonhedges.org

The name and contact details of the Ethnic Minority Achievement co-ordinator;

Principal: Mr Paul Watson/Deputy Principal: Miss Leah Jenkins

head@prestonhedges.org

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The name and contact details of the Designated Teacher for Looked After Children;

Mrs Vanessa Tear
vanessa.tear@prestonhedges.org

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Disorders
- Dyslexia
- Dyspraxia
- Visual Impairment
- Speech and Language Difficulties
- ADHD
- Physical and Sensory Difficulties
- Medical Needs impacting learning
- Social and Emotional Needs

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEN INFORMATION REPORT

The following information is documented separately in our SEN Information Report

- Our school's policies for identifying children and young people with SEN and assessing their needs
- Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes
- Our approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and learning environment of children and young people with SEN
- How our school evaluates the effectiveness of its provision for children and young people with SEN

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

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“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code Of Practice (2014 : Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014