



Document C-76

INCLUSION POLICY
for ARNFIELD INDEPENDENT SCHOOL

Original document approved by W Relf, Head of Care
& Responsible Individual, in August 2008

Reviewed and updated by J Wager, Head Teacher,
and J Simmons, consultant, in May 2019.

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1. School statement

Arnfield Independent School, aspires to ensure that all children, irrespective of ability, achieve their potential in full. Arnfield Independent School accepts children with a wide range of emotional and/or behavioural difficulties, most of whom are experiencing a crisis in their lives. Specifically, the school works with children who have suffered neglect and/or abuse - including victims of sexual exploitation; children who have an alcohol or drug dependence; children with offending behaviour and children with moderate learning difficulties.

Arnfield Independent School is unable to accept children with a disability as defined under the Equality Act 2010 as being:

*'... 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.'*¹

¹ SEND Code of Practice: (DfE & DoH, 2015). Introduction paragraph xviii

The age range of children is between 12 and 17 years, and the school accepts children of either sex, and of all racial, cultural and religious backgrounds.

2. Aims of this Policy

This policy will ensure that curriculum planning and assessment for all children will take into account the abilities, context and limitations experienced by each child.

The aims of this policy are:

- To create an environment that meets the educational needs of each child
- To ensure that the educational needs of children are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for children's educational needs
- To provide a personalised and engaging curriculum for all students as per the School's Curriculum Plan
- To ensure all children feel included and provided for, regardless of their background and ability

The provision of appropriate curricular provision acknowledges and respects the fact that children:

- Have different educational and behavioural needs and aspirations
- Acquire, assimilate and communicate information at different rates
- Bring different experiences and expectations to a learning environment that must be respected and celebrated

All children will be assessed when they enter the school. This information will be used to provide a starting point for the development of a personalised curriculum for each child.

3. Definition of Special Educational Needs

The policy at Arnfield Independent School is based on the relevant parts of the definition of Special Educational Needs in the *SEND Code of Practice (2015)*²:

'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 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 children 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.'

² *ibid.* Introduction paragraphs xiii to xv

4. Access to the curriculum, differentiation and inclusion.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers will use a range of strategies to meet each child's individual educational needs. Differentiation will occur when there is planned intervention by the teacher with the intention of maximizing the achievements of a pupils based on their differing needs. This may take the form of differing levels of teacher input; a varying level of expectation in terms of outcome; or an adaptation to the task to scaffold learning into smaller, more achievable steps.

Individual Education Plans are provided for all students, and detail their personalised curriculum and reasonable adjustments made to maximise their education.

5. Special educational provision

Special educational provision refers to educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools or mainstream post-16 institutions. At any point in their school life a child may have special educational needs.

By the nature of our provision, pupils at Arnfield Independent School will require some degree of special educational provision to be made for them to be able to fulfil their educational potential. Many pupils will not have attended formal education for some time, and may be educationally displaced or disadvantaged. With these children, the priority will be to encourage them to attend school, enjoy the full range of educational opportunities available to them, and make progress towards their educational goals.

It is acknowledged that each child will bring his or her own agenda of individual experiences, expectations and needs that will demand a flexible and dynamic approach to their education. As set out in our school Aims and Vision in the Curriculum Policy, we hope that all students, will leave Arnfield Independent School with the tools to access the next stage of their education.

6. Individual Education Plan (IEP)

An Individual Education Plan (IEP) will be written, with the consultant Educational Psychologist, to plan the reasonable adjustments that will be made to support each child.

Where a child has an Education, Health and Care plan, the conditions of this will be met in full, in consultation with the responsible placing authority. Their needs as outlined in their EHC Plan will be included in their IEP.

7. Education Health and Care Plans.

The school will request an EHC Assessment from the LEA when, despite having an individual program of education and intervention, the child remains a significant cause for concern. An assessment might also be requested by a parent or local authority. The school will have the following information available:

- Any educational needs the child may have which have been identified
- Reports, assessments and records of work
- Information on the pupil's health and relevant medical and care history and needs
- Other relevant assessments and input from specialists such as our educational psychologist or any other professionals
- The views of the child
- Children's Services and/or Educational Welfare Service reports

An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the child's placing authority considers the child requires provision beyond that which their school can offer. However, an EHC Assessment will not always lead to an EHC plan, but will indicate ways in which the school can meet the child's needs without an EHC plan.

The purpose of an EHC plan is to make special provision to meet the needs of the child, to secure the best outcomes for them across education, health and social care, and to prepare them for adulthood.

EHC plans will be forward-looking documents that help to raise aspirations for the child, and outline the provision required to meet their assessed needs. We have an obligation as a school to make sure the provision highlighted in an EHC Plan is available to the child, and to maintain communication with the placing authority should any further concerns arise.

8. Review of EHC Plans

EHC plans must be reviewed at least annually by the placing authority. Children's authorities must inform the Head Teacher at the beginning of each school term of any pupil(s) requiring reviews. The Head Teacher will organize these reviews and will invite:

- The child's parent or carer
- The child
- The relevant teacher
- The SENCO
- The child's social worker
- Any other person the placing authority considers appropriate
- Any other person the Head Teacher considers appropriate.

The aims of the review will be to:

- Gather and assess information so that it can be used to support the child's progress and their access to teaching and learning
- Review the special educational provision made for the child to ensure it is effective in ensuring access to education and promotes good progress
- Consider the continuing appropriateness of the EHC plan in the light of the child's progress during the previous year (or changed circumstances)

- Consider whether changes are required, including any changes to enhanced provision or change of educational establishment
- Consider whether the EHC plan should be discontinued
- Set new targets for the coming year and, where appropriate, agree new outcomes
- Review any interim targets that have been set previously

A review would normally consider the health and social care provision for the child, but in the case of children at Arnfield Independent School who are 'looked after' by a local authority, this would normally form part of the child's Statutory Review under the *Care Planning, Placement and Case Review (England) Regulations 2010* [see document C-14: Children's Case Reviews].

9. Responsibilities for the co-ordination of SEN provision and EHC plans

9.1 The Head of School – Mrs J Wager

- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with EHC Plans
- Will keep the Registered Provider informed of the progress made by all pupils, including those with EHC Plans
- Will work closely with the SEN Coordinator
- Has responsibility for ensuring that teaching and non-teaching staff are made aware of the school's procedures for identifying, assessing and making provision for pupils' educational needs.

9.2 The SEN Coordinator – Mrs J Wager

The SEN Coordinator is responsible for:

- The day-to-day operation of the school's Inclusion Policy and for coordinating a personalised provision and reasonable adjustments for each pupil, and working closely with staff, parents, carers and other agencies.
- Liaising with and advising other members of school staff
- Maintaining the school's SEN Register and overseeing the records of all pupils with special educational needs as well as coordinating Individual Educational Plans (IEP's) and EHC plans.
- Liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies
- Managing and deploying the school's teaching assistants.

9.3 The class Teacher – Mr. Richard Cowley and Teaching Assistant – Ms Cindy Andrews.

This policy acknowledges the importance of the class teacher, whose responsibilities, including when dealing with students with identified needs, are set out in the Teaching and Learning Policy.

All teachers have a responsibility to bring to the attention of the SEN Coordinator any child whose needs they believe are not being met. There is an expectation that

teachers are aware of the varying needs of pupils in their classes and will differentiate accordingly.

10. Training and development for school staff.

All staff are encouraged to attend courses that will help them to acquire the skills needed to work with children with special educational needs, as well as other appropriate training and development opportunities.

Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed and will feed into the School Development Plan as appropriate.

11. Evaluation of the effectiveness of the school's Inclusion policy

These criteria will be used for evaluating the success of the School's Inclusion Policy:

- Are individual programs of study well adapted to pupils' educational needs?
- Are they reviewed and revised appropriately and regularly?
- Is the progress in our core reporting indicators (see Curriculum Policy) for pupils with EHC Plans broadly in line with their peers?
- Do teachers demonstrate confidence and competence in differentiating work appropriately?
- Is the SEN Coordinator ensuring reviews are completed in a timely fashion and requirements on EHC Plans are being met?

12. Annual review of the SEN policy

This SEN policy document will be reviewed annually each year alongside a review of provision and practice. The outcome of any reviews will be used to inform the School Development Plan.

J Wager (Head Teacher)
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J Simmons (Consultant)
Arnfield Care Limited

Relevant legislation and guidance:

Special Educational Needs and Disability [SEND] Code of Practice:
(DfE & DoH), January 2015.
'Keeping Children Safe in Education' DfE (2018).