

## INCLUSION/SPECIAL NEEDS POLICY DOCUMENT (updated October 2011)

### Philosophy

'All children are entitled to be educated. The aims of education are the same for all children but the means by which the aims can be attained differs, as does the extent to which the aims may be achieved.' (*Wendell 1989*)

The Inclusion Department in this school has focused exclusively on pupils with specific learning difficulties, the slow learner and those with physical disabilities that significantly hinder the pupil's access to the curriculum. Whilst the needs of the majority are not forgotten, including those of the 'gifted' child, resources have determined priorities.

### We aim

- To ensure that more able pupils are provided with an appropriate, challenging, stimulating and enjoyable education, based upon high teacher expectations
- To offer children opportunities to develop their specific skills and talents through provision of opportunities and guidance that is sensitive to their ways of learning and allows potential to be turned into performance.
- To provide equality of opportunity for children, enabling them to reach their intellectual, personal, social, creative, physical and emotional potential

## Provision

In creating a more challenging classroom environment, possible strategies include:

- High expectations of possible achievement.
- Organisation – grouping, setting, support staff, use of ICT, etc, to enable working with pupils of like abilities.
- Differentiation – to ensure that tasks for able pupils are sufficiently demanding and access work at an appropriate starting point.
- Enrichment – building enrichment and extension activities into existing lessons and, possibly, in different or additional lessons.
- Acceleration or fast-tracking to enable pupils to make much more rapid progress than their peers.
- Open-ended questioning and activities.
- Developing higher-order thinking and learning skills.
- Self evaluation, reflection and target-setting.
- Individual work or withdrawal, if appropriate.
- Providing pastoral support, including strategies for time management and study skills and where appropriate, involving learning mentors or classroom assistants.
- Using ICT to extend and/or personalise activities – offering a wider range of resources or activities.

The department also provides specific support for those pupils at risk of exclusion, school phobics, and/or those on re-integration programmes following a managed move from another school.

We differentiate between the pupil with a specific learning difficulty and the long-term low attainer. The former may require support or adapted material to overcome a specific problem. This may be done in the class, with or without support staff, or withdrawal to the Special Needs area for a period of time. It must be accepted that there are children who need and, indeed, succeed in a smaller group and who benefit from a form of withdrawal system. Staffing dictates the extent to which in-class support can be affected. Therefore, for any form of support system to work, there needs to be:

- a) clear and frequent communication between Inclusion staff and subject areas
- b) provision of INSET aimed at raising staff awareness in order to meet the demands of a wide range of abilities. This should include the special needs high ability pupil who is not specifically catered for in this arrangement.

Children who have Special Educational Needs carry those needs with them from subject to subject, to a greater or lesser degree. The Inclusion Department has fostered and developed links with various external agencies which can be utilised as another source of support. These include links with Greenacre School, Educational Support Services and Health Services. The Inclusion Department staff also work closely with other external, non-educational agencies to support vulnerable pupils in and out of the school setting. An important facet of the Inclusion Department is to act as a resource base and facilitator, being able to provide materials and/or to offer advice, even if it is only to point staff towards a more appropriate source of information.

## The Inclusion Department Aims

- To foster a learning environment, having an atmosphere of encouragement and acceptance in which all pupils, regardless of ability, can thrive;
- To make the most efficient use of available resources. To strive to integrate SEN pupils in mainstream when it is to their advantage;
- To contact and inform parents regularly as to their child's progress. This to be achieved by letter, telephone, parents' evenings, reports and regular review meetings with Inclusion staff.
- To have regular, meaningful discussions with the named Governor representing the Governing Body;
- To provide appropriate homework in the basic skills, in order to reinforce work covered in lessons. As a department, we have agreed that there will be no punishment if SEN homework is not done or not handed in;
- To mark with the intention that it be a positive and constructive experience for the pupil. Where possible, work should be marked with the pupil present. SEN staff need to monitor progress but grades awarded on a rank order basis are of little benefit to teacher or pupil;
- To test pupils with the primary intention of diagnosis rather than continually striving for levels of attainment. Assessment is to be used as a tool to inform future teaching;
- To provide IEPs (Individual Education Plans), designed to provide realistic, achievable, worthwhile targets, tailored to the needs of the individual pupil as required by the Code of Practice.
- To provide the opportunity for pupils to complete relevant and appropriate accreditation
- Minimise disruption caused by the most difficult pupils without having to exclude them.
- Provide short-term teaching and support programmes tailored to meet the needs of difficult pupils.
- Keep disaffected pupils in school and working whilst their behaviour problems are addressed, **helping them back into mainstream classes as quickly as possible.**
- Encourage more effective behavioural management skills amongst teachers and non-teaching support staff.
- Provide individual learning pathways for challenging pupils that focuses on success in mainstream.
- Encourage a greater involvement of parents in their children's education.

## **Arrangements for Overseeing Provision**

To be accomplished through the following channels:

- CSA updates at weekly meetings with Head of Alternative Provision, SENCO and team leaders;
- Information from parents;
- Discussions with pupils;
- Discussions with appropriate subject staff;
- Development of annual reviews and IEPs;
- Exchange of information between Inclusion Department and Heads of Year and Form Tutors.

## **Admission Arrangements**

These are the same as for the other pupils but flexible arrangements are made when necessary. Primary liaison takes place in the final half of the Summer Term. Inclusion staff visit those pupils identified by the Primary Feeder Schools as needing support in Secondary School. In addition, Inclusion staff discuss each pupil's particular needs and problems with the Primary Headteacher, CSA and the pupil. Parents are given the opportunity to discuss their concerns with the SENCO at the Introductory Parents' Evening and any time thereafter.

Where it is thought to be appropriate, pupils may spend extra time in the Inclusion area before their entry in September; this being in addition to the Primary Day Visit. Once the pupils enter Kingstone and have been identified (details on identification follow) and their groupings decided upon, a list of pupils experiencing SEN is issued to the Joint Headteacher(s), Pastoral Manager, Matron, named Governor, Area Heads. A detailed list of pupils is published via the school intranet. A copy is retained in the Inclusion area. By October half-term, parents will be informed by letter that their child has been withdrawn for English and/or Maths. All parents are invited to discuss any concerns with the SENCO. Information that is necessary for all staff to know is put on the weekly, confidential Staff Bulletin and/or is announced in the weekly Staff Briefing.

For admissions into the school LSU, all pupils enter the Pupil Support Centre with a referral form from the HOY. This highlights all issues relating to the pupils. The referral form also covers details of exclusions, work with outside agencies and any other useful data.

## **SEN Specialities**

- The SEN Department can provide limited sign-assisted language;
- Through CSAs, who liaise with the Speech Therapy Department, the SEN Department can provide support for those pupils who are experiencing difficulties in this specific area.

- In order to support those pupils who experience great difficulty in most areas of the curriculum, the Inclusion Department has provided programmes of study covering the following curriculum subjects: - Maths, English, History and Science. Staff from mainstream are time-tabled to teach this group and teach their specialism at a level appropriate to the ability and interest level of the pupils. The programmes of study have regard to the National Curriculum guidelines but are designed to allow these SEN pupils appropriate access to the curriculum by using a topic approach involving a variety of teaching strategies and multi-media delivery. Although the pupils are KS3 and 4, they function at KS1 and 2.
- Mainstream teachers provide specialist subject lessons in the Pupil Support Centre that allow those pupils withdrawn from mainstream access to most curriculum areas.

### **Special Facilities Which Increase or Assist Access To The School By Pupils With SEN**

- The school has ensured that physically disabled pupils have full access to the curriculum by providing rooms on the ground floor which cater for all subject areas;
- Concrete ramps have been built to allow access to every level of the ground floors of either building that comprises the Kingstone School site;
- Entrance/exit doors and internal fire doors have been fitted with hand rails with the intention of encouraging the self-help skills of pupils in wheelchairs;
- The site has toilets for the disabled located in both buildings. There is room to accommodate a wheelchair, pupil and two CSAs. Handrails and washbasins are provided. Plastic gloves are available for CSA use when necessary;
- Alterations to accommodate hoists for certain disabled pupils regarding toileting have been made in disabled toilets situated in North Building;
- A small group arrangement exists with an enhanced teacher/pupil ratio than in mainstream. This arrangement is specifically to assist SEN pupils;
- Small, quiet rooms are available for 1:1 tutoring or counselling as well as SEN resource centre;
- CSAs provide necessary physiotherapy after having received instruction from the relevant qualified practitioner;
- The school Matron is informed of the pupils who have physical disabilities and what their special requirements may be.

### **Resources**

- An Inclusion Computer suite is available for use by all Inclusion staff and groups and this is in addition to a number of PCs in the Inclusion area and the PSC;
- Lap-top computers are available for pupils who have difficulty with handwriting, especially pupils who through physical disability have poor fine motor skills;

- DVD is provided for use as mediums in learning strategies as well as access to video cameras/digital cameras.
- Three Inclusion/SEN teaching rooms and the PSC have Interactive White Boards to allow specialist software and teaching resources to be used by all teachers and support staff;
- Use of mainstream resources allows pupils to access specialist teaching areas such as Design Technology and Physical Education.

### **Resource Allocation**

Inclusion staff provide withdrawal English and Maths classes for Years 7-11. Teaching of basic skills in literacy and numeracy are concentrated upon, following National Curriculum guidelines. Where possible, the programmes of study parallel those of mainstream. The intention is to place pupils into mainstream as soon as appropriate. Pupils who remain in SEN groups in Years 9, 10, 11 will follow modified courses in GCSE with the opportunity and expectation of being entered for the examinations. (SEN provision in English and Maths is also provided in mainstream subject areas in close liaison with the Inclusion Department)

When a statemented pupil is present, in-class support is provided by a CSA whenever possible. Below is a description of the resources available to the Inclusion department through its LSU.

- Lessons are planned using specialist resources and resources from subject bases.
- The school have invested in providing a specialist working base designed to meet the needs of the pupils in the Support Centre. This includes specialist books, equipment, computer resources and Interactive White Board.
- The PSC has one main teaching room and two other areas that can be used for individual and small group work.
- The PSC has access to its own 'outside space' with pond and polly tunnel.
- The school has invested in a fully integrated software package that allows the delivery of Literacy, Numeracy, Science, French and German through the Support Centre ICT suite.
- The Support Centre has one HLTA and one full time CSA who are used within the Centre and with pupils on re-integration into main-stream.
- Pupils also have the support of Link Tutors (Learning Mentors). Each pupil is referred directly to a Learning Mentor who helps and advises them as they re-enter mainstream.

### **How Pupils With SEN Engage in The Activities of The School**

All pupils are allocated to a mixed-ability form. Wherever possible, SEN pupils follow the same timetable as the rest of the form. Pupils who are unable to climb stairs to the upper floors are accommodated as the whole form is taught in a ground floor classroom. When the subject is practical, the allocated room should be a classroom in the subject base. Those pupils who are physically disabled but ambulant are escorted around school, if needed. This may be done by CSAs or a pupil in the same class or group.

All SEN pupils integrate with mainstream pupils during lunchtime and breaks if they so choose. They have equal opportunity to join lunch-time clubs, etc in fulfilment of Section 161 (4) of the 1993 Education Act.

Pupils have access to, and are encouraged to take part in extra-curricular clubs and take part in school visits.

### **Inclusion Staff**

There are 2 teachers leading developments in the Inclusion Department

- SENCO
- Co-ordinator of Alternative Provision

The teaching staff are supported by the following:

- Teacher to Support Teaching and Learning of SEN Pupils
- HLTA (Inclusion);
- An SEN Support Coordinator;
- An Office Manager;
- 29 Curriculum Support Assistants, 5 of whom are team leaders.

### **The School's SEN In-Service Training Policy**

INSET is provided with the intention of disseminating information, developing specific skills and generally raising awareness of Special Needs and Inclusion issues. Inclusion staff attend LEA run courses in order to keep up to date with SEN/Inclusion issues and continuing their own career development.

Staff will be given the opportunity to attend specific courses relating to work in 'Learning Support Units' and the Centre Manager is involved with LEA network meetings and forums for inclusion. Opportunity has arisen for staff to complete the National Programme for Specialist Leaders of Behaviour and Attendance.

The sharing of best practice has been an important CPD role for staff. LEA networks allow PSC staff to deliver workshops to a variety of audiences.

Opportunity for secondment has allowed extra management roles to develop leading to promotions within school.

CSA staff are given the opportunity follow the HLTA programme.

### **Use Made of External Support Services**

- Educational Psychologist.
- Physiotherapists from Greenacre School.
- Physiotherapists from Barnsley District General Hospital.
- The Speech Therapy Department advise and liaise with CSAs who feed back information to the SEN Co-ordinator.
- School Nurse.
- Social Workers when one has been ascribed to a pupil.

- Parent/Partnership
- Appropriate training given to CSAs re manual handling, physiotherapy.
- Teacher of the Deaf and Teacher of the Visually Impaired visit on a regular basis.
- Barnsley Behaviour Support Service
- Youth Offending Team
- The BARN
- Police
- External work/training providers
- Youth Service
- YISP
- Connections
- CAMHS
- Children's Disability Team
- Inclusion Services – Communication and Interaction Specialist  
- Specialist in Dyslexia
- Medical agencies e.g. Epilepsy and diabetes nurses
- Learning and Cognition
- Cultural Diversity
- MST – Multi Systemic Therapy
- Young Volunteers
- Fire Service
- Moorlands Plastics
- The Junction

#### **Links with Special Schools, Mainstream Schools and Other Resource Centres**

- There are links with Greenacre School (which is sited adjacent to Kingstone School) and with Springwell.
- Physically disabled pupils from Kingstone have used the hydro-therapy pool at Greenacre School.
- There is regular liaison with Primary Feeder Schools. The Inclusion staff have knowledge of other schools' staff within the LA and there is easy communication between SEN/Inclusion Co-ordinators.
- Representatives from Kingstone attend regular network meetings for various aspects of inclusion
- Liaison between Inclusion staff, Connexions and Post 16 Establishments is included in relevant annual reviews and visits to the local college are arranged for pupils in Key Stage 4. A representative from Barnsley College attends all Year 11 Annual Reviews.

## **The Role of Parents with SEN**

Every effort is made to meet parents at Open Evenings or Parents' Evenings; however, there is an open invitation for parents to contact the SENCO at any time to arrange a convenient time to discuss problems or share information.

Parents and other agencies are invited to attend regular review meetings in school in order to discuss provision and support.

Contact may be made by telephone, in writing or by a message via a pupil or pupil planner. Parents are informed of strategies being employed and their views are taken into consideration. This is achieved through IEP responses, review statement meetings or discussion. It is necessary that the pupil, parents and SEN staff agree upon realistic, achievable goals in order that all may work in harmony for the benefit of the pupil. When it has been particularly difficult for parents to come into school, e.g. due to physical disability, home visits can be arranged by mutual agreement.

The Inclusion Department has facilities to make parents feel welcome and at ease if they wish to discuss their child's needs or progress in a relaxed environment. Parents are encouraged to contact school if they have any information or concerns. A parent support group meets approximately three times per year to discuss issues around SEN provision; any parent wishing to join this voluntary group should contact the school's SENCO.

## **Links with Medical and Social Services and Voluntary Organisations**

Relevant information supplied by the School Doctor and other medical staff is directed to Matron. If there is information relating to a SEN pupil, it is passed on to the SENCO. This channel of communication is reciprocal. Information from Social Services is supplied to the Pastoral Team and any relevant to Inclusion should be passed on to the SENCO or Head of Alternative Provision.

## **Identification of Individual Needs**

There is a staged approach to the identification of SEN pupils. Physically disabled pupils have been identified prior to the secondary phase of their education, as described earlier in this document.

Those pupils with specific needs relating to their behaviour are identified through the schools pastoral system.

Primary Feeder Schools inform the Admissions Officer of the abilities, strengths and weaknesses of the pupils who are due to enter Kingstone School the following September. The SENCO is informed of prospective pupils who would be in need of some kind of support. Inclusion staff contact the feeder schools and arrange to visit the identified pupils, class teacher and CSA if applicable. Discussion provides useful insight and information. The SENCO and Head of Alternative Provision are available to meet all parents at the Introductory Parents' Evening, the Kingstone Open Evening and at Primary School Visits, held during the Autumn Term.

On entry to Kingstone, pupils are assigned to a mixed-ability Form. Other than those with the greatest learning difficulties (as identified by information in their statement of educational need, primary school information and parental views), all Year 7 pupils take part in a battery of tests which indicate the level of functioning in reading, mathematical concepts and non-verbal reasoning. After the tests, discussions take place between Inclusion staff + Maths staff and Inclusion staff + English staff. This process is coordinated by the SENCO. The discussions are to decide which pupils would benefit from being withdrawn into smaller Maths and English groups, in order to concentrate on basic literacy and numeracy skills, whilst following the National Curriculum at a pace suited to their abilities. Pupils are withdrawn after considering:

- Junior School Information, including SATs scores.
- Test results.
- Observation and professional judgement of English and Maths subject teachers.
- Any expressed parental views.

By October half-term, parents are then informed by letter if their children are to be withdrawn for either or both English and Maths. Parents are invited to contact the SENCO if they wish to discuss the matter.

Those pupils identified as needing a significantly more modified curriculum for 50% of their timetable as identified by Primary Feeder Schools, Inclusion staff's professional judgement and consultation with staff within Kingstone School, join the special group arrangement with the consent of parents. These pupils will have Individual Education Plans, which will be monitored and reviewed in consultation with staff, pupils and parents. The aim of the Inclusion Department is include pupils in mainstream lessons as much as possible.

### **Assessment of Individual Needs**

SATs results/or teacher assessment are provided from Primary Feeder Schools. On entry, there are the initial standard tests given. On a week in, week out basis, SEN staff assess by using professional judgements and observation. There are regular tests as a result of homework.

By definition, these pupils have special needs and, therefore, continuous assessment of their own progress is an integral part in the education of such pupils. The day to day assessment is reinforced by end of year formal assessment.

Pupils are monitored using the school systems and SIMS assessment manager.

In English, the pupils have the NFER reading test.

SEN groups are taught in all year groups by English and Maths specialist staff and/or SEN staff.

## **Monitoring and Review Procedures**

The Annual Review procedure identifies the positive strategies that have been employed during the year and outlines the forward planning for the next twelve months. When a pupil has been identified and a request is to be made for formal assessment, parents are informed at each stage of the proceedings. A transition plan is agreed upon during the year a pupil reaches their fourteenth birthday. Further information is disseminated by school reports and evenings.

Annual Reviews will be conducted by a lead practitioner from the Inclusion Team (this may not always be a member of teaching staff ) and information from teaching staff and school data will be collated in preparation for the review process.

## **Communication and Consultation Systems**

- Curriculum Team Meetings.
- Weekly meetings for SENCO and the Curriculum Support Team.
- Information put in weekly staff Bulletin and/or announcement during weekly staff briefing.
- Information posted on staff intranet
- Regular e-mail to all relevant teaching staff
- Staff are encouraged to contact Inclusion staff directly, by e-mail, telephone or through a CSA or pupil.
- At IEP meetings.
- Review Statement proceedings.
- INSET
- Cross-curricular meetings.

## **The Role of the Joint Headteacher(s) Apropos SEN**

The Joint Headteacher(s) are informed of those pupils who are going through the statementing process and receives regular feed-back regarding Inclusion issues through SLT and SMT meetings. The SENCO has regular meetings with the Deputy Head to discuss issues as they arise.

## **The Role of the Governing Body apropos SEN**

The named Governor meets with the SENCO termly and prior to Governors' meetings in order to inform the Governing Body of Inclusion developments and issues. The SENCO also compiles a written report which is presented by the Joint Headteacher(s) to the Governors.

Should there be a case of parental complaint regarding Inclusion/SEN, the matter would be referred to the SENCO in the first instance. If the matter could not be resolved, the Joint Headteacher(s) would be informed by the SENCO. If the Joint Headteacher(s) are unable to resolve the problem, the Body of Governors would be involved in their role as having responsibility for matters relating to SEN/Inclusion pupils and their provision.

### **Induction Procedures for NQTs**

- The NQT is invited to visit the Department prior to the start of their employment with a view to meeting pupils, CSAs and departmental staff.
- The timetable is presented when it is available and then followed by discussion of topics and work to be covered, along with a consideration of available resources.
- Where possible, the timetable would be arranged sensitively within the Department, with the intention of providing the NQT with a positive and confident start to their teaching career.
- The NQT is made fully aware of the mutual support system with the Department. It is important that the NQT be encouraged to discuss problems without feeling they have lost face.
- All NQTs receive training in Inclusion as part of their induction programme in school
- It is the responsibility of subject team leaders to make all NQTs and new staff aware of their statutory responsibility regarding SEN pupils, the five stage model as set out in the Code of Practice and who to contact if they need information or assistance regarding any SEN issue.

### **Setting Work for Absent Staff**

Staff who are absent, telephone or e-mail in the work to be done. Lessons planned in the teacher's planner may need to be taught, so alternative work is provided. However, the work will be meaningful and marked when the absentee returns to work.

In a circumstance where work is not telephoned in, Inclusion Staff will set appropriate work.

### **Further Information**

- Inclusion staff make conscious efforts to provide equal opportunities for all our pupils. We strive to include all pupils and be aware of their lesson involvement. Materials are used from diverse cultures.
- Health & Safety issues are addressed, e.g. all electrical equipment is checked and tested by a nominated technical assistant.
- As a department, we feel that displays should be bright, colourful and well presented. Pupils' work should be of the highest standard, with the aim of raising self-esteem. Display is for the entire school year, not merely to impress visitors. That being the case, displays should be instructive and informative, yet promote a pleasant, secure working environment.
- Pupils are expected to hang coats, etc on coat pegs. They are told not to leave money or other valuables in their coats. The teacher will save valuables if necessary. Teachers check pupils' uniform to ensure the highest standards of dress and grooming are maintained in line with school policy.

## Identified Strengths and Successes of the Area

- A dedicated team who are committed to providing opportunities for pupils to realise their full potential.
- A positive atmosphere where pupils feel secure.
- Pupils within the area have a heightened sense of self-esteem and, as a result, greater motivation.
- There is high expectation of work and behaviour.
- The ability to work collaboratively with other staff and outside agencies for the benefit of the pupils.
- The ability to take pupils with difficult patterns of behaviour and establish positive work habits whilst in the area.
- Good relationships with parents, feeder schools and support services.
- Provision of a lunch-time and break-time supervised area for the use of pupils who feel the need of such a refuge.
- Close links with the PE department and Greenacre School that allow all our pupils opportunities in sport both via the curriculum and extra-curricula activities
- GCSE entry in English and Maths with results.
- In 2010 the LEA did a review of the LSU and graded it as outstanding.

*This document will be continually developed during the period of transition brought about by a department re-structure*

## Appendix

We acknowledge that there is no fixed nationally or internationally accepted definition of 'gifted' and 'talented' and 'more able' children. Part of the difficulty with creating a definition is that able pupils...

'...are a diverse and disparate group'

A Checklist for Gifted and Talented Pupils:

An individual does not need to display all the characteristics to be regarded as highly able:

- Learns easily.
- Original, imaginative, creative.
- Persistent, resourceful, self-directed.
- Inquisitive, sceptical.
- Informed in unusual areas often beyond their years.
- Artistic.
- Outstanding vocabulary, verbally fluent.
- Musical.
- Independent worker, shows or takes initiative.
- Good judgement, logical.
- Versatile, many interests.
- Shows unusual insights.
- Shows high level of sensitivity, empathy.
- Has an excellent sense of humour.
- Exhibits unusually extroverted or introverted behaviour within a group.
- Unusually high motivation and self expression.
- Speed and agility of thought preference for verbal rather than written expressions.
- Shows leadership qualities.
- Socially adept.
- Physical.

How to distinguish the bright pupil from the gifted learner:

Bright Child:	Gifted Learner:
· Knows the answers	· Asks the questions
· Is interested	· Is highly curious
· Is attentive	· Is mentally and physically involved
· Has good ideas	· Has wild, silly ideas
· Works hard	· Plays around, yet tests well
· Answers the questions	· Discusses in detail, elaborates
· Top groups	· Beyond groups
· Listens with interest	· Shows strong feelings and opinions
· Learns with ease	· Already knows
· 6-8 repetitions to mastery	· 1-2 repetitions for mastery
· Understands ideas	· Constructs abstractions
· Enjoys peers	· Prefers adults
· Grasps the meaning	· Draws inferences
· Completes assignments	· Initiates projects
· Is receptive	· Is intense
· Copies accurately	· Creates a new design
· Enjoys school	· Enjoys learning
· Absorbs information	· Manipulates information
· Technician	· Inventor
· Good at memorising	· Good at guessing
· Prefers simplicity	· Thrives on complexity
· Is alert	· Is keenly observant
· Is pleased with own learning	· Is highly self-critical