



The Polygon School
Headteacher: Mr Ben Penfold

POLICY DOCUMENT

020: Inclusion & SEN

Access: Unrestricted

Publish to: All Staff, All Pupils & School Website

Status: Statutory

Approval level: Full Governing Body

Review Responsibility	Valid from	Signed off	Valid to	Frequency Of review
AHJ	07-02-2019	Ivan White FGB	17-11-2021	2 Years
AHJ	15-11-2021	24-03-2022 FGB	15-11-2023	2 Years
BP	08-01-2024	FGB	08-01-2026	2 Years

Introduction

The Polygon School is a special school for young people aged 11-16 years for whom mainstream education is inappropriate. All students hold Education, Health and Care Plans (EHCPs), and Individual Behaviour Plans (IBP) which are regularly reviewed with parents/carers. The Individual Behaviour Plan includes behaviour management strategies that the school will employ to support each young person to achieve their potential, for some children a further risk assessment will be completed to ensure that the whole school community remains safe at school. The school offered long term education for boys and young men who have social, emotional and mental health issues (SEMH).

Strategic Vision for the Polygon School

The Polygon School is a Co-operative school, embracing the vision of the Southampton Cooperative Learning Trust, which states that the vision we have for our Education Trust is of a strong partnership that helps us to:

- ☐ **Develop outstanding teaching for all our learners.**
- ☐ **Increase the level of aspiration and opportunities for our community.**
- ☐ **Realise the potential of every young person in our community.**
- ☐ **Ensure excellent employment prospects for our learners.**
- ☐ **Enhance the provision of English, Literacy and Numeracy.**
- ☐ **Improve the experience of transition for our learners at each key stage.**
- ☐ **Develop our partnership with our parents and the wider community.**
- ☐ **Develop stronger partnerships with other education providers and employers.**

As a Co-operative Education Trust, we will adopt and support the values and principles of the co-operative movement in our work:

Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. Co-operative members also believe in **honesty, openness, social responsibility and caring for others**

The Polygon School is committed to ensuring all pupils have the right to a broad, balanced, relevant and differentiated curriculum which reflects the pupils' diverse learning needs. One which demonstrates progress and challenges the pupils to fulfil their individual potential.

Our school vision states that:

Our school is a place where children will feel happy, supported and empowered to make good life choices, where everyone feels a sense of belonging to the school community, so that every person can become more confident and ambitious about their personal aspirations

Every young person will be entitled to an excellent education, that gives them opportunities to fulfil their potential, develop resilience, self-worth and contribute positively to their community and society. All members of the school community can expect to be treated with respect, care and compassion. Diversity is recognised and celebrated, whilst maintaining the right for all to feel safe, all of the time and accepting that we are all responsible for our own choices and actions. The staff and Governors wish that every young person in our sustainable school¹ experiences academic success, enjoyment and happiness in a place where their health, creativity and well-being is nurtured and developed.

We acknowledge that our pupils experience many factors that impede academic progress. Our analysis of data indicates that many of our pupils arrive at school with attainment well below the national average. We also recognise the turbulence caused by pupils joining the school throughout the school year in each year group. Currently 86% are entitled to free school meals against the national average of 22.7%. From our analysis of Raise, DfE benchmarking and our own subject level data analysis, a number of action plans have been written to capture work of different departments.

Rationale

We believe everyone has the right to succeed and the entitlement to develop their full potential. Educational experiences and opportunities are provided to enable individuals to progress to the best of their ability.

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background, and the utilisation of resources to reduce these barriers. For the Polygon School, successful inclusion practices will allow our pupils to function within the mainstream society, take their place in the adult world and enjoy their lives rather than the narrower view of being in a “mainstream” school. This policy should be read alongside Policy 210, The Equalities and Disability Access scheme.

Aims

To provide a nationally respected place of learning for young men who join the school with a designation of social, emotional and mental health issues (and co-morbid factors of learning or psychological difficulties), contained within an EHCP. To meet their complex neuro developmental disorders the school will need to keep under review every aspect of the pupils’ needs, curriculum and its delivery, the resources and site available.

We recognise that every pupil has their own unique strengths and it is our job to identify and develop their strengths so that pupils can take their place in, and make a positive contribution to society. As far as it is safely possible, the school will be consistently flexible in its approach to ensure that individual needs are catered for.

¹ Bruntland definition: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

During their time at The Polygon School each young person can expect to:

- Be taught by high quality teachers and support staff who are committed to their holistic development and who will provide interesting and varied learning experiences tailored to individual needs in a safe and nurturing environment.
- Participate in outdoor education and outdoor learning and experience learning in a wide range of settings.
- Learn about global, international and national influences that affect the lives of all.
- Experience a live dramatic / musical performance and participate in a making music performance.
- Experience creativity in all aspects of the curriculum and wider school experiences.
- Experience water sports and other adventurous activities.
- Explore and learn about different cultures and experience some of the cultural activities within the city.
- Develop self-esteem and confidence to perform in front of an audience.
- Participate in competitive sporting events within the school and wider community.
- Be challenged to fulfil their potential, recognise their own self-worth, and make a positive contribution to society.
- Participate in the activities linked to being part of an International school.
- Be supported to make informed positive choices about their future career and education.
- To develop character enabling pupils to cope with life beyond the supportive environment of Polygon School

Objectives

The Polygon School will:

- operate within the framework of inclusion provided by the Government and Local Authority
- ensure that this inclusion policy is understood and implemented consistently by staff
- value all pupils irrespective of race, religion, gender or age
- recognise and celebrate diversity as a positive aspect of the school community
- treat all children and their parent/carers with respect and take their views into account
- identify and recognise barriers to learning and participation
- minimise barriers to learning to enable the participation of all
- ensure all pupils have access to an appropriately differentiated curriculum with high expectations for all
- recognise, value and celebrate pupil and staff achievements
- promote good relationships, and manage behaviour positively

- work in partnership with parents/carers in support of their child's education
- maximise resources to support the learning of all and provide appropriately to meet the diversity of needs
- act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination
- challenge and eradicate prejudice and discrimination wherever it occurs
- create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging

Co-ordination of Inclusion

All staff have a responsibility for inclusive practise, however the Senior Leadership Team (Head Teacher, Deputy Head Teacher, and senior teachers) co-ordinate inclusion.

They are responsible for:

- Ensuring that the school's approach to inclusion is coherent, consistent and effective
- Monitoring the implementation of the inclusion policy, which involves monitoring and assessing inclusive provision and using the findings off data analysis in the school development planning cycle.
- Assessing on-going progress and reporting progress to the Governing Body through head teachers reports
- Continual assessment of progress and achievement reported to pupils and parents/carers.
- Working together to identify barriers to learning and provide staff with appropriate strategies including developing additional curriculum strands such as speech and language therapy and SEAL lessons.
- Reporting and analysing all incidents as required by statute.

They will carry out these responsibilities in the context of all teachers being responsible for meeting the learning and social needs of all pupils in their classes

Roles and Responsibilities

The SLT will:

- be proactive in promoting equality in terms of provision and access
- encourage parents/carers to play an active role in the school's activities through the development of the home school partnership, termly meetings, target setting days, sharing of information and regular communication
- ensure, through monitoring, that the spirit and practice of inclusion is reflected and promoted throughout all aspects of school life
- ensure initial training for staff through the induction programme
- ensure staff are given opportunities to update their skills and knowledge on diversity through appropriate professional development

- plan strategically to maintain and develop inclusion
- evaluate the successes and identify areas for improvement in the policy and practice and include these in the School Development Plan
- develop, maintain and strengthen links with a range of outside agencies, in support of this inclusion policy
- ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious discrimination
- seek to ensure that our facilities are accessible for all pupils, staff and visitors; when this is not possible temporary measures will be put in place, where and when practical, to help and support any person with a disability to fully participate in the life of the school. In addition, reasonable adaptations to the buildings, fittings and location will be made to enable staff to carry out the responsibilities of their post, within reasonable budgetary constraints.

Teachers will:

- ensure inclusive practices are embedded within their class and celebrate diversity as a positive aspect
- ensure that lessons and schemes of work are fully accessible by all pupils and teaching styles address the range of abilities, learning needs and styles within their class
- plan strategically to provide learning resources which overcome potential barriers to learning and record the plans through the publication of an individual education plan for each child in their class.
- assess pupil performance on an on-going basis to ensure teaching remains relevant to the individual needs and circumstances of each pupil
- provide on-going training and support for special school assistants within their class to enable them to understand the needs of the pupils and provide appropriate support and teaching
- discuss any concerns about individual pupils' progress with the deputy or senior teacher and agree and follow actions to support them
- further develop and support the partnerships with parents/carers, and other agencies

All staff will:

- make themselves aware of the individual circumstances of each pupil within their class and any potential barriers to learning
- contribute to the on-going assessments of pupils' performance and progress
- support the wellbeing of pupils
- highlight pupils causing concern and take appropriate action
- use a wide range of teaching approaches to meet individual needs and learning styles

- use a wide range of targeted resources to provide access to and support for learning
- recognise and celebrate individual achievement
- deal with incidents in accordance with school policy
- make use of professional development opportunities offered
- further develop and support the partnerships with parents/carers, and other agencies

Provision

The school is currently funded for 72 places and provides an education for secondary aged boys with complex neuro developmental disorders. Out of those 72 places there are 8 places that have an alternative provision off of the school site called “Stretch Programme”.

Of the sixty-four places of the main school site, there are three levels of funding with an average number of pupils being funded at each level.

In April 2021 the LA Agreed funding was increased to the following:

Band1 £6,117 up to £6,729

Band 2 £9,542 up to £10,496

Band 3 £12,478 up to £13,725

The school offers a range of provision to meet the diversity of pupils’ needs including the following:

- Pupils are admitted to the school by the Local Authority.
- All pupils have an EHCP.
- EHCPs are reviewed annually in line with the Code of Practice and school policy
- Targets for each Individual Education Plan are agreed at the Annual Review and reviewed on at least a termly basis
- Targets for Individual Behaviour Plans are negotiated with the pupil and communicated to parents/carers through discussions at Target Setting Days which occur twice a school year.
- Classes are generally age banded or within key stage, although some lessons occur with vertical groups such as PSHE lessons
- Provision is matched to the individual learning and social needs of each pupil
- Individual learning targets are set for all pupils in each subject area to ensure teaching remains relevant to the individual needs. These are assessed weekly and updated at least every half term.
- The school curriculum is accessible by all pupils and each class works from discreet schemes of work to ensure progress and continuity across the school
- Alternative work programmes have been developed for pupils with very specific needs, particularly in Key Stage 4 when it is recognised that some pupils need to follow a vocational curriculum
- Additional in class support is provided as required by each child

- Activities within the Engagement Group based at Morris House
- The additional needs of the pupils are systematically reviewed and provision is tailored to match their needs
- Other specialist provision includes:
 - Positive behaviour management programmes and individualised reward systems
 - High level of individual teaching
 - High adult ratios (on average 1:7)
 - Variety of teaching approaches and methods to meet individual learning needs
 - Individual work systems each day to increase their means of working independently
 - Whole school systems such as individual schedules, differentiated to the individual learning needs of each pupil
 - Use of breakfast club to teach social skills such as waiting, sharing, turn taking
 - Whiteboards in each classroom
 - Specialist fitness coach to work with identified pupils
 - Specialist music coach to work with identified pupils through SCC Music Hub
 - Extracurricular activities after school and during holiday periods
 - Residential experiences and learning outside the classroom.
 - Educational visits to support classroom teaching
 - Engagement activities provided in the CDT and Cookery rooms on a one to one basis.
 - Access to a school counsellor
 - Access to horticulture through the allotment and fruit cages, formal garden and by making a contribution to keeping the school ground in good order.

School Facilities

The school site at The Polygon was not designed to be fully accessible by all pupils, staff and visitors. Visitors and pupils with physical disabilities will find some restrictions on movement and the school considers adaptations as funding becomes available. The school has an Equalities scheme and an Accessibility Plan and adjustments are made within the financial resources allocated by Southampton City Council.

The building has a range of specialist teaching areas including a science laboratory, a cookery room, and a Design Technology room. ICT is being integrated into all subject areas and to assist this process the school has Wi-Fi.

Accessible Changing and toileting facilities are available to all pupils and visitors

External Support

The school obtains additional external specialist advice and support from the following sources:

- School Health Nurse who is available to support pupils and families who are experiencing high level social needs.
- Staff from the Child and Adolescent Mental Health Team who support specific children and their families
- Independent Educational Psychologists who provide support and guidance in relation to specific pupils and whole school issues
- Support and periodic intervention is given to Looked After Children through joint agency work involving Social Care
- Social workers working with identified pupils
- Local police officer and Community Support Officers who provides whole school support and guidance as well as supporting curriculum initiatives
- Football, boxing and cricket coaches
- Feeder special primary school
- School Attendance officers who advise and support on attendance
- Family Support & Information Service (formerly known as Parent Partnership) who provide independent advice and support to parents
- Voluntary organisations that provide independent, confidential advice and guidance and positive activities for young people.
- Southampton Education Forum, subject networks
- The Families Matter team
- Speech and Language Therapists to work with identified pupils
- Occupational therapist to work with individual pupils
- No Limits school counselling programme

Parent/Carer Partnership

The school has a fundamental commitment to working with parent/carers as partners and expert advisers of their child's needs:

- The knowledge, views and first-hand experience parent/carers have regarding their children is valued for the contribution it makes to their child's education
- Regular two way communication with parent/carers is maintained throughout each week
- Twice-yearly Target Setting days provide a more formal meeting to enables parents and school staff to share information and plan together
- Parents receive regular information regarding the class timetable, IEP's and class topic webs
- Parent/carers views and opinions are sought on at least an annual basis through the Annual Review process and person centred planning meetings are held to address needs

- Parent/carers are always welcome to contact the school to discuss any issues or concerns
- Publication of a half-termly newsletter
- The school website

Transition Arrangements

As pupils become older, they move through the school. Careful planning and the sharing of information, ensures each teacher is prepared to meet the needs of the new pupils. Specific time is allocated when children move classes, to enable teachers to spend time together preparing for the transition.

When pupils are designated to attend The Polygon School during their last two terms of Yr 6, transition support is provided with a structured programme of visits to the school grounds and into lessons. Time is taken to prepare both the child and the receiving school. Visits are arranged for the receiving Year 7 staff to meet the pupil in their previous school environment. Academic details and information of a more social nature is also shared between the schools. Transition activities are supported through the Pupil Premium Grant (PPG).

Similar planning also takes place for those children who leave the school and move onto Further Education, jobs or Training. Our personal advisor purchased through a service level agreement with EBP South and the SEN Personal Advisers work closely with the school and transition arrangements into post 16 provision is considered from Year 9 onwards with a formal Transition Plan written as part of the Annual Review process.

The school follows the published procedures for file transfer for Pupils who move school out of the usual point of transfer.

The school has a detailed complaints procedure and all complaints are taken seriously and either addressed by the Headteacher and/or Governors (or LA on all matters relating to admission.)

Review and Monitoring of the policy:

This policy will be reviewed on a bi-annual basis or earlier if legislation should change.