

## POLICY DOCUMENT

### 020: Inclusion & SEND

**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
SLT	08-01-2024	FGB	08-01-2026	2 Years
SLT/ SENDCo	08-01-2026	FGB	08-01-2028	2 Years

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### **1. Aims and Objectives**

Our special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding our pupils and sets out how our school will:

- Support our pupils with special educational needs and disabilities
- Provide pupils access to all aspects of school life
- Help pupils fulfil their aspirations and achieve their best
- Help pupils become confident individuals living fulfilling lives
- Help pupils make a successful transition into adulthood
- Communicate with pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils
- Communicate with, and involve, pupils and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and Values

***Here at the Polygon School, we want to encourage and develop a motivation for learning that will stay with our pupils throughout their lives.***

***Our aim is that pupils are safe, healthy, happy and that they are engaged in our curriculum. We know that if we get this right our students will make a positive contribution to society in the future.***

***We pride ourselves on the relationships that we have with our pupils and this is underpinned by our belief that pupils of the school should be valued and treated fairly regardless of their background or ability.***

***At the Polygon School we aim to remove any barriers to learning and give our pupils a positive educational experience that can then lead them onto success in the future.***

The Polygon School is committed to ensuring all our pupils are educated with a broad, balanced, relevant and differentiated curriculum which reflects their diverse learning needs. Our curriculum has a strong emphasis on personal development and challenges the pupils to fulfil their individual potential.

The Polygon School provides a safe space to learn for pupils with social, emotional and mental health (SEMH) issues identified as a significant area of need on their EHCP.

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 believe in themselves and make a positive contribution to society.

## 3. Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

This policy should be read alongside Policy 032, Accessibility Plan, the SEND Information report 037 and the Equality Diversity and Inclusion Policy 018a.

#### **4. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils are included in all aspects of school life.

#### **5. Definitions**

##### **Special Educational Needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

##### **Disability**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### **The four areas of need**

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs in more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for each pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who have a diagnosis of autistic spectrum condition (ASC) often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6. Roles and responsibilities**

### **The SENDCO**

The SENDCO at our school is Gemma Griffiths. Her roles and responsibilities are:

- Work closely with all staff and the LA to ensure that pupils' provision is appropriate to their EHCP
- Carry out all EHCP annual reviews with pupils, parents/carers and staff as appropriate
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Advise the LA when an EHCP needs an early review.

## **The Governing Body**

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 11 are provided with independent careers advice

## **The Headteacher**

The headteacher will:

- Work with the SENDCO and governors to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

## **Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents

### **7. Training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Training and CPD opportunities will be implemented and adapted according to the emerging needs of the pupils.

### **8. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the school adopts a range of strategies to enable pupils to be well supported to attend.

Please see the school attendance policy for further details: 013 Attendance

### **9. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details on the pastoral support we offer our pupils see our safeguarding policy: 023(a) Safeguarding Policy and 023(b) Child Protection Policy.

### **10. Links with External Agencies**

We work with all appropriate external agencies to support our pupils' needs:

- Educational Psychologist (LA)
- Speech and Language Therapist (NHS)
- Occupational Therapist (NHS)
- School Nursing Service (NHS)
- CAMHS (NHS)
- Children's Resource Service (LA)



- Young People's Service (LA)
- Youth Justice Service (LA)
- Yellow Door
- No Limits

### **11. SEND Information report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **12. Review and Monitoring of the policy**

This Special Educational Needs and Disabilities (SEND) Policy has been developed in collaboration with a range of stakeholders, including school leaders, teachers, support staff, governors, parents and carers, and where appropriate, pupils. External professionals and guidance from the local authority and national legislation have also informed its development. This collaborative approach ensures that the policy reflects shared values, statutory responsibilities, and the diverse needs of the school community.

This Policy will be reviewed by the Senior Leadership Team and SENDCO on a bi-annual basis or earlier if legislation should change. Policies are approved by the full Governing body.