



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Schools are places of learning and it is important that Special Educational Needs and Inclusion is managed so that the aims of the school can be achieved. The purpose of this policy is to support this process

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SEN code of practice 2015; 1.21 Parents of children who have an EHC plan and young people who have such a plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support.

1. Statement of Special Educational Needs/Health Care Plan

A child who has an Education Health Care plan or a Statement of Special Educational Needs will maintain a placement at Jasmine House School using the funds made available through the EHC Plan. There will be an Annual Review, chaired by the Head of school or Deputy Head with SENCO responsibilities, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement/EHC plan or to the funding arrangements for the child. Jasmine House School is committed to providing an appropriate and high quality education for children and young people with special educational needs. We believe that all our pupils, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

At Jasmine House School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our pupils including developing and encouraging the understanding British Values. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties.

This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils who are deemed Pupil Premium
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Pupils with physical disabilities
- Pupils who are gifted and talented
- Pupils who are looked after by the local authority
- Pupils who are young carers and those who are in families under stress
- Pupils who are at risk of disaffection and exclusion
- This policy describes the way we meet the needs of children and young people who experience barriers to their learning, which relates to one or more of the following:
 - Learning difficulties
 - Emotional, Behavioural and or Social development
 - Sensory or Physical Impairment
 - ASD or Autistic Spectrum Disorders
 - Dyslexia

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including individual starting points/base line data, ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture group, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Jasmine House School we aim to address and meet the SEN statement/EHC plan objectives and provide teaching and learning contexts which enable every pupil to achieve their full potential.

In some cases, the full national curriculum may not be the most appropriate route to maximise pupils learning and achievement. Disapplication is permitted for pupils through a statement of special educational need/EHC plan.

Section 92 Education act 2002

We see the inclusion of children and young people identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

2. Objectives

1. To ensure the SEN and Disability Act, Children and Families Act 2014 and relevant Codes of Practice and guidance including Special educational needs and disability code of practice: 0 to 25 years 2015 which is also implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children and young people with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision.
6. To ensure that pupils are perceived positively by all members of the school community, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable pupils to move on from JHS well equipped to continue learning and social independence to meet the demands of their community.
8. To involve parents/carers at every stage in plans to meet pupils needs.
9. To involve the pupils themselves in planning and in any decision making that affects them.

3. Arrangements for coordinating SEN provision

The teacher with SENCO responsibilities for coordinating the needs of our pupils is responsible for

- Ensuring regular meetings with senior teaching staff for each class tutor to discuss additional needs concerns and to review IEPs.
- At other times, the Head Teacher will be alerted to newly arising concerns through the class tutors.
- The Head Teacher will discuss issues arising from these concerns with the class tutor within one week.
- Where necessary, reviews will be held more frequently than once a year for some pupils.
- Targets arising from IEP's will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The Head Teacher and Inclusion Lead, monitor the quality and effectiveness of provision for pupils through classroom observation.
- Teaching is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. When requested additional support is funded through individual allocations from the local authority.
- The Head Teacher, Inclusion Lead and outside agencies liaise and share developments in order to inform reviews and forward planning.

4. Statement of inclusion for Pupils

- The School is committed to offering the same opportunities for education, school activities, health care and individual support to all our pupils.
- All pupils are fully involved in all educational opportunities and activities offered during the school day. They receive support as a group and as individuals from named teachers and other support staff. Communication and support to parents of day pupils is maintained through these members of staff.
- Individual support is supplied by members of the pastoral team in the personal support worker role. Individual pupil interviews are held to gain the views of the pupils, discuss their progress and deal with any concerns or complaints.
- First aid and health care support can be accessed by all pupils through normal school systems.

5. Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** pupils is used to identify pupils who are not progressing satisfactorily and who may have additional needs not noted on the original statement this is referenced information provided by:

- Baseline assessments results
- Progress measured against objectives in the national literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

- An existing statement of SEN or EHC plan
- Assessments by the therapy staff as applicable
- Assessments through observation by key workers
- Requests for further assessments from educational psychologists/CAMHS

6. Differentiated Curriculum Provision

In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention given individual starting points.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice* (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupils previous rate of progress
- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the pupils behaviour

Targeted Intervention

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction

needs There are likely to be two groups of children recorded as needing extra provision:

1. Pupils, who have needs similar to other pupils but, with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Pupils whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice such as CAMHS, Medical Practitioners and other appropriate professional's.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these pupils remains with the class teacher, in consultation with the Leadership team with responsibility for SENCO. Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process. Parents/carers and wherever possible, the pupil, will be informed and will be consulted about any further action.

At our school, we are committed to a dyslexia-friendly approach, ensuring an inclusive learning environment that supports students with dyslexia. This includes the use of multi-sensory teaching methods, clear and accessible resources, and assistive technologies. Staff are trained to recognise and address individual needs, with personalised strategies to build confidence and success in learning. We prioritise clear communication, structured support, and regular progress reviews to empower every student to reach their full potential. This policy is to be read in conjunction with the schools Dyslexia policy.

7. Arrangements for and Inclusion In-Service Training

- The teacher with SENCO responsibilities holds regular meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development.
- In-House SEN and Inclusion training is provided through staff meetings.
- All staff has access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified.
- Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.

8. The use made of teachers and facilities from outside the school, including support services

- LA Educational Psychologists attend Annual Reviews
- Specialist, teaching can be used to support the needs of pupils for instance extra Maths tuition for a gifted and talented pupil
- The teacher with SENCO responsibilities will liaises with a number of other outside agencies, for example:

- ✓ Services for Children and Young People - Children's Social Work
- ✓ Education Welfare Service
- ✓ Pupils GP
- ✓ Speech Therapy
- ✓ Art Therapy, Music Therapy, Dance and Movement Therapy

We can also gain access to the following services as required:

- ✓ Physiotherapy
- ✓ Occupational Therapy

Parents/carers are informed if any outside agency is involved.

9. Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support pupils
- Parents/carers are involved at all stages of the education planning process.
- At Annual review meetings with parents/carers we aim to ensure that the pupil's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers are provided opportunity to discuss concerns daily in Parents/carers contact call at the end of the day and are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, our acting governing body Smoothstone Care and Education. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

10. Working in partnership with Health and Social Services, Education Welfare Services and any Voluntary Organisations (Children Families Act 2014)

- The school regularly consults health service professionals.
- Education Welfare Service will be accessed through Senior Staff support. Class teachers will alert if there is a concern they would like discussed.
- Social services will be contacted by the Designated Safeguarding Lead Mr Jordan Handley, when appropriate.
- There are many voluntary organisations supporting SEN Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted within the school.

11. Inclusion Principles

Staff at Jasmine House School value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning and individual pupils needs will be recognised and valued.

Where appropriate, links with LA schools are made and pupils included into mainstream school on a part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the pupil.

12. Access to the Environment

Jasmine House School is a single site school; the main school is built on three levels with stairs from ground floor to first and second floors. Entrance to the building is through the main lobby and there is a side entrance for pupil access, which if required, can both be fitted with a small ramp therefore suitable for wheelchair access. Classrooms are accessed by corridors; most ground floor classrooms can be modified for wheel chair access.

There are currently clearly identified male and female toilets for pupils and adults.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains, and quiet areas)

Reserved parking for pre booked visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme. Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require.

13. Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programme of study is flexible enough to meet every pupils needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of pupils, and will encourage peer working and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate. For example in nurture group teaching, targets are observed, recorded on 'post it's' and immediately placed in pupil folders as an aid memoir.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any pupils.
- Pupils with a diagnosis of Dyslexia or associated traits will be provided with additional support in order to maximise their access to the curriculum.

Examinations

- The students at Jasmine House School will be afforded appropriate Access Arrangements (AA) under the regulations and guidelines laid down by the Joint council for Qualifications (JCQ). The AA will be in line with everyday classroom practice.

14. Access to Information

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them, and ensure access by pairing pupils/peer support/TA support.

- We provide alternatives to paper and pencil recording where appropriate, and provide access through TA's scribing.
- We use a range of assessment procedures within lessons (such as taping, photograph, video and drawing) to ensure pupils are able to demonstrate their achievement appropriately.

15. Admission arrangements

- Pupils from key stage 3, 4 and with SEN are invited, upon application for interview. If successful a contract will be offered. All referral procedures will be followed and pupils' pre-admission notes on file before the pupil's admission date. See admission guidelines.
- Prior to starting school, parents/carers of SEN or Statement/EHCP pending will be invited to discuss the provision that can be made to meet their child's identified needs.
- Pupils are allocated to each class by age and or ability to ensure that there is parity between all class groups. Pupils will also be matched to each class to ensure a balance of both provision and opportunity.
- After an initial settling in period each pupil will be reassessed and, if needed moved class to ensure their best needs are being met. Whenever possible parents/carers will be consulted and or notified.

16. Incorporating disability issues into the curriculum

The Children's Society research report, Executive summary

- The PSHE curriculum and school assemblies will include issues of disability, difference and valuing diversity, advice can be sought from Disabled People's organisations on appropriate resources.
- The School and staff challenge stereotypes through teaching care and therapy, are critical of 'disablist' language, promote the social model of disability; ensure disability issues are encouraged throughout the teaching and include positive and diverse images in all materials.
- Teachers, support staff and visiting specialists are involved in a whole school approach to an inclusive ethos; staff teams are knowledgeable, skilled and committed to raising levels of awareness across the whole school community; links to disabled people within the school community and beyond.

17. Terminology, imagery and disability equality

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs and or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of our pupil's time in school and educational visits to raising awareness of issues of language and other disability equality issues that may impact on members of the wider community.
- Regional equality and diversity partnership. Regular attending conferences and workshops addressing issues of equality and diversity.

18. Listening to our pupils

- Pupils have access to our therapy services where applicable and can be referred for one to one counselling
- We encourage the inclusion of all pupils in the School Council called Student Voice and other consultation groups.
- We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.
- Staff training opportunities on issues relating to communication and listening skills are varied and offer can potentially progress in counselling.
- Positive listening and debriefing training for all staff supported through TEAM TEACH training

19. Working with disabled parents/carers

- We recognise that there could be a number of disabled parents/carers of pupils within the school, and we work to try to ensure they are fully included in parents/carers activities. We are able to hold all meetings in buildings with wheelchair access and if needed have access to BSL interpreters for deaf parents/carers.
- Parents/carers are consulted about their access and information needs within our admission procedures. For all parents/carers we ensure that we have regular telephone/email contact.

20. Disability equality and trips or out of school activities

- We make all trips inclusive by planning in advance and using accessible places, and additional TA support for individual children as required.

21. Evaluating the success of the Schools SEN and Inclusion Policy

We use Earwig to analyse the academic progress made by our pupils; as well as analysing recorded behaviour data on an online platform, Sleuth: major behaviour incidents and exclusions (including Care and education sanctions). We use this analysis to help us plan our provision. At the same time, we set new targets for the year ahead, aiming for:

- a. A reduction in the percentage of pupils with very low attainment
- b. A reduction in behaviour incidents and exclusions

- We report progress against these targets to Smoothstone Care and Education. The targets also form part of the Annual Review process. This Annual Report also includes the details of SEN provision with consideration of the Disability Discrimination Act.
- The Headteacher will report on any whole school developments in relation to inclusion and disability, and will ensure that Smoothstone Care and Education are kept up to date with any legislative or local policy changes.
- The Annual Review to parents/carers will include the details of any changes to SEN provision.
- Individual targets for our pupils will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the Annual Review.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

- Target setting for all pupils takes place daily, half-termly and within each Key Stage. Samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Our success in all these areas is evaluated annually and reported to Smoothstone care and Education. This information is available to parents/carers on request.
- The policy itself will be reviewed annually by the school's Senior Leadership Team

22. Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Headteacher, who will try to resolve the situation.
- If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Head of school in writing or any other accessible format. The Headteacher will investigate the complaint and respond within 15 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.