



**NETHERTHORPE SCHOOL**

SCIENCE AND MATHEMATICS COLLEGE

Learn • Enjoy • Succeed

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**Headteacher**  
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# **NETHERTHORPE SCHOOL**

## **INCLUSION & SPECIAL NEEDS POLICY**

Approved: September 18  
Review due: July 19

The policy is set out as follows:-

1. The Principles of Inclusion.
2. Roles and Responsibilities.
3. Identification, curriculum provision, assessment, record keeping and reporting.
4. Behavioural, Social and Emotional difficulties.
5. To work with parents and be accountable to them.
6. Working with other providers, schools and services including the LEA.
7. Whole school planning, management and review.

## 1. Principles of Inclusion

**The school's aim is for students to learn, enjoy & succeed.**

- a. The school aims to give all students equal access to a broad and balanced curriculum as incorporated in the National Curriculum and also provided by other areas inside and outside of the classroom.
- b. The admissions policy of the school makes no reference to ability or disability.
- c. The codes of practice of the school recognise the rights of all students and parents to equal recognition, regardless of ability, gender, race or class.
- d. All students, regardless of ability, are taught in mainstream classes with learning support available wherever possible. Students with significant difficulties in literacy and numeracy will have access to additional teaching time in order to address, support and remediate these difficulties.
- e. Support staff will be placed in those groups where there are students with Statements of Special Educational Needs (SEN)/Education Health and Care Plan (EHCP). They will work with the whole class to provide equality for all.
- f. **All** teachers are responsible for the students with special educational needs in their class. The Learning Support Department's role is to offer advice and support to departments, the teachers and the students. Each department has its own policy on special educational needs.
- g. The school views parents as partners in the education of their children and will consult and discuss the education of their children as often as is required.
- h. The school, in order to promote the effective learning of all its students, will work in collaboration with other professionals including those of the LA support services.
- i. The allocation will be dictated by the Statements/EHCP of the students and the needs of the students without Statements/EHCP as identified in the *SEN Code of Practice*.
- j. The objectives of the school's SEN and Inclusion policies are to ensure appropriate access for all, raise the levels of literacy and numeracy, develop self esteem, develop personal and social skills and to provide support for those students with special educational needs in order that they may respond more effectively to the demands of the National Curriculum and that they have the opportunity to participate fully in the life of the school.
- k. There will be an annual report to the Leadership team from the SENCO on the progress made by students with special educational needs in the form of a departmental self-evaluation/review. The Line Manager for Learning Support will, in turn, report to the governor's if required.

## 2 Roles and Responsibilities.

- a. The governors will provide for the special educational needs of all students provided that this does not affect the efficiency of the education within the school, have a deleterious

effect on the education of others and is compatible with the child's age, aptitude, ability or needs.

The school will arrange for one governor to have a special responsibility for the education of those with special educational needs, to attend training on SEN and Inclusion, and to be aware of new developments. The SEN Governor will meet regularly with the SENCO.

- b. The Headteacher is responsible for the conduct of the school and the implementation of the SEN policies of the school. He/she will ensure that the school fulfils the requirements of *the 1988 Education Reform Act* in relation to *the National Curriculum and Assessment of Children with Special Educational Needs*, fulfils its role under the *Children's Act 2004*, the *SEN and Disability Act 2001*, and the new SEND Code of Practice - September 2014, the *National Inclusion framework* and continues to undertake the duties of the *1981 Education Act* now incorporated and developed in the *1993 Education Act*.
- c. **All staff have a responsibility for the education of students with special educational needs within their classes as per the Teachers Standards and SEN code of practice.** Where a member of the learning support staff is present they will work collaboratively with the teacher, sharing tasks within the classroom to ensure access for all students.
- d. The LA will provide the services of an Educational Psychologist (EP) to assess students and process statements where appropriate. The EP will meet regularly with the SENCO to discuss strategies for responding to their needs. The EP will also meet the parents of students with Statements/EHCPs. The Pastoral Support Manager, the Deputy Headteacher, and the SENCO will meet with the Head of the Multi Agency team as appropriate to request support and review the current caseload.
- e. The SENCO will liaise contact with partner Primary schools to identify students with special needs early in the spring term. The SENCO will attend the Annual Review for all Y6 students with a Statement/EHCPs who will be attending Netherthorpe in the new academic year. The partner primary's and the Primary Support Team provide detailed information of student needs. A team of Teaching Assistants will visit the schools prior to September to ensure a smooth transition to Netherthorpe.
- f. The SENCO will liaise with the outside agencies who support the work with those with special educational needs. All staff working in the Learning Support Department will follow procedures and carry out responsibilities as described in the department handbook.

### **3. Identification, curriculum provision, assessment, recording and reporting procedure**

#### **a. Approaches to screening and identification.**

The SENCO will meet all students with an EHCP with their parents at primary school. The SENCO will discuss the student strengths, weaknesses, problem areas and collect samples of work. The SENCO will arrange for these students to visit school with their support assistant prior to starting in September.

Students with SEN will be entered on a register which is accessible to all staff. Further details of SEN will be available for each child and will be available to all staff via the school's SIMS system. There will be a staff meeting at the start of each school year to discuss students with special educational needs and to provide a booklet of information for staff. This also sets out needs for individual students. Staff have access to a 'SEN referral' form on which they can share any worries they have about students in their classes and

identify what interventions they have already undertaken with the individual and the impact the interventions have had. The Learning Support Department will meet weekly to discuss progress of SEN students.

There will be regular meetings with external professionals to review progress and carry out multi-professional assessments. There are regular staff briefings to pass on appropriate information. Feedback is provided by parents, teaching staff and other agencies as part of the Annual Review process.

**b. Inclusion and support policies.**

School will aim to provide in-class support for all students with special educational needs in as many areas of the curriculum as possible. A small number of students with literacy difficulties including Dyslexia will be provided with additional teaching time either in a small group or on an individual basis to address their learning needs. Some Y7 students will also participate in a Paired Reading scheme with Y12 students. Looked After Children and a small number of students with Emotional, Social, and Behavioural Difficulties (ESBD) will be provided with support through their Pastoral support manager or Behaviour Support Programmes. Students in Y7 with significant literacy issues will also be offered an intensive phonics intervention. SEND Students in Y6 will be offered an enhanced transition programme as appropriate via the Y7 PSM and head of year which will be tailored to their needs.

A small number of Y10 and Y11 students will follow a vocational based course in addition to the core GCSE subjects. These students will have the opportunity to develop life based skills.

An Inclusion Room is now available to support students with a variety of learning, social, or emotional needs. Each student will be provided for in a way which will address their needs. This will range from re-integration packages, to school refusers, to children suffering bereavement, to students reducing options and the provision of individual learning programmes

**c. Assessment policy.**

KS2 data will be made available to all staff in September. Information on SEN students' strengths and weaknesses will be made available to staff at the beginning of term 1. All Y7 students take part in the Cognitive Assessment Tests (CATs), and in additional reading and spelling assessments where appropriate. Students receiving additional teaching will be continuously monitored.

Subject teachers carry out National Curriculum assessment with all students in a class. There will be whole school reporting on all students at specific times of the year.

Each student on the SEN register will be regularly monitored and progress tracked following each data capture point. Interventions and mentoring will be put into place as and when required.

**d. Provision for particular SEN.**

There are contacts with outside agencies for all students with learning, physical, emotional or social difficulties. These include Behaviour Support Service, Services for the Physically, Hearing and Visually Impaired (SSPI,SSHI,SSVI), Education Welfare Officer (EWO), Local Inclusion Officers (LIO), Derbyshire Information and Advice Service and Autism Outreach etc.

#### **4. Behavioural, Emotional and Social Difficulties.**

The Code of Rewards and Sanctions of the school is set out in staff notes and is communicated to all students. Where there is serious concern, or additional need, the student will be discussed at the Multi Agency Team (MAT) review meeting where strategies will be discussed in order to address the needs of the student to ensure there is a well-defined and consistent approach to managing the behaviour. An Annual Review for a student with a Statement/EHCP may be brought forward and the advice of the Local Inclusion officer will be requested.

#### **5. To work with parents and be accountable to them.**

School aims to work in close cooperation with parents with regard to their child's special educational needs. The SENCO will aim to contact parents prior to entry and to liaise at regular intervals with respect to Statements/EHCP. Parents will be asked to support and encourage their children and report any problems to school.

#### **6. Working with other colleagues, schools and services including the LEA.**

The Learning Support staff will work in close cooperation with primary school staff and the Primary Support team before students transfer. There will be regular meetings with the Educational Psychologist, Education Social Worker and Local Inclusion Officer. There will be opportunities for meeting with the LEA Support Services and receiving advice on the use of specialist equipment.

Students from Y9 onwards will be referred to the Multi Agency Team for career and educational transition.

The staffing within the Learning Support department is laid out in the Special Needs Information Report (SEND Information Report) available on the school website. The department has a Line Manager from the Head Teacher. The SENCO is a member of the Extended Leadership Team.

#### **7. Whole school planning, management and review.**

The SENCO and the Senior Teaching Assistant will devise a timetable for support staff in September to provide in-class support across the curriculum as well as additional support for students in enhanced resource base called the learning support department 'HUB'. Learning support staff will also provide support sessions for homework and coursework for SEN students after school. Social support will be provided for the small number of students who experience difficulty at lunchtimes via the inclusion base.

There will be weekly Learning Support meetings to monitor progress.

Opportunities are available for staff to undertake long/short courses on SEN issues and to undertake training for specialist status.

Communication is provided through regular bulletins, emails, staff briefings, and INSET which will be delivered by the SENCO on an informal or formal basis.

Evaluation of procedures will be carried out in a number of ways: LSD meetings, informal discussions with subject teachers, Heads of Departments, Heads of Year, parents and formal discussions with The SEN department.

Timetable changes will be made as and when the need arises and human resources can be allocated elsewhere at short notice.

The annual review of the School Development Plan and Departmental Development Plan provides opportunities for evaluation and the placing of major new initiatives in the plan.

**8. Arrangements for the treatment of complaints.**

Procedures for dealing with complaints are outlined in Netherthorpe School Policy document regarding Complaints and Procedures.

**9. General Data Protection Regulation.**

Article 39 of the New GDPR requires the school to have a designated data protection officer to ensure compliance with current legislation.