

## Inclusion Policy

### Statement of values

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Newcastle High School for Girls and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect afforded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

### Purpose

This policy sets out the procedures for ensuring that pupils identified as having special educational needs or disabilities (SEND) have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities the School takes account of the SEN and Disability Code of Practice 2015, the Children and Families Act 2014 and the DfE Transition Guidance 2015 and GDST SEN Fundamental Principles, Policy and Guidance.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- The School's Inclusion Policy
- The School's Equal Opportunities (Education) Policy
- The School's Accessibility Strategy
- The School's Admissions Policies
- The School's Exclusion Policy
- The School's Safeguarding and Child Protection Policy
- The School's Behaviour Policy
- The School's Anti-Bullying Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Where required, and often beyond, the school will have due regard to the Code specifically for EYFS settings with regard to LA funding and for pupils with EHCP Plans.

The policy will be reviewed every year by the SENCO and Head, informed by consultation with other staff, parents and pupils.

## **Aims and objectives**

The aims of this policy are that:

- The school will accept and value each individual admitted to the school and will ensure it is accessible and no pupil will be discriminated against
- Children and young people with SEND (Special Educational Need or Disability)/LSN (Learning Support Need) will engage in school activities alongside pupils who do not have SEND/LSN
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

These aims will be achieved through the following objectives:

- Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE/RSE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all pupils causing concern
- Ensuring all pupils with SEND/LSN are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
- Involving pupils actively in the decision making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their **child's** education
- Working with outside agencies to meet the needs of individual pupils as is agreed or necessary to support the best outcomes for the child

## Implementation

### 1. Roles and Responsibilities

#### The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

**The Junior School SENCO at Newcastle High School for Girls is Claire Williams.**

The Junior School SENCO is responsible for the day to day implementation of the SEND policy and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Managing any learning support and assessment resources;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
  - In conjunction with the Junior School Head, Form Teachers and Phase Leaders, track and monitor pupil progress;
- Advising and supporting non specialist staff, and contributing to CPD;
- Working with the Phase Leaders to ensure appropriate access arrangements are in place for internal and external assessment;
- Working with parents;
- Liaising with external agencies;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Senior School SENCO and JSLT to advise on policy development and relevant aspects of school planning.

## **The role of Junior School Phase Leaders**

Junior School Phase Leaders are expected to oversee and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND/LSN and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEND/LSN
- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/LSN in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas
  - To create and maintain Learning Support Lists (provision maps) for their phase and to review LSL termly

## **The role of other teaching and support staff**

All teaching and support staff are expected to provide for pupils' diverse needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEND/LSN
- Being aware of which pupils in the school have SEND/LSN
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND/LSN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them
- As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individual programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review
- Participate fully in assessing and monitoring the progress of pupils with SEND/LSN and recording and reporting relevant information
- Developing constructive relationships with parents
- Liaising with the Junior School SENCO about support and progress

## **Communication and Co-ordination**

The Junior School SENCO maintains both the SEN and LS registers. These documents are available on the staff shared area of the network. Pupils identified as having a Special Education Need will be listed on the SEN Register and an Individual Plan (IP) will be formulated. IPs are written by the Form Teacher and SENCO, and targets are discussed with parents and pupils. Targets are small and achievable and IPs are reviewed and updated regularly. IPs are stored on the staff shared area of the network. The LS register identifies pupils who may not be making

the expected progress or may require additional support or provision to be made for them. Pupils will be monitored closely and early intervention strategies will be adopted.

The SENCO will meet with Form Teachers on a termly basis to review progress, set targets and discuss support needs. Form Teachers will keep in regular contact with parents either face to face or via email or phone call to ensure parents are kept informed of the situation regarding their **daughter's** learning support needs and provisions. The support of parents in all activities regarding potential difficulties in accessing learning or achievement is a crucial factor.

Relevant information will be shared with all parties, coordinated by the SENCO.

## **2. Admissions**

### **Equal Opportunities**

The school and the GDST as a whole is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity (**'protected characteristics'**). The school will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

### **Admissions Policy**

The school's admissions policy is available on the staff shared area in school and on the **parents'** information portal, hosted on Firefly.

### **Admissions Arrangements**

Newcastle High School for Girls is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SENCO at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

The school may charge for certain forms of additional provision for pupils with SEN, such as one-to-one tuition for dyslexic pupils, and this will be arranged following detailed discussion with parents. The provision and associated charges can vary significantly from case to case.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial

disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

### **Pupils with an EHC Plan/statement**

The school can be named by the Local Authority (LA) in an EHC Plan/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHC Plan.

## **3. Identification and Assessment**

### **Definitions**

**Disability** is defined under the Equality Act 2010. A person has a disability if s/he **"has** a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day **activities."**

**Special Educational Needs** are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Newcastle High School for Girls is broadly selective, and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Learning Support is the designation used by the school for pupils who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision in some way.

Pupils may have either a disability or SEN/LSN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Children may have a disability/SEN/LSN either throughout or at any time during their school career, and may have SEN/LSN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/LSN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of

cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

## **The Four Areas of Need**

The SEN Code of Practice outlines four broad areas of need which can help with identification:

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Assessments help to ensure that the full range of a pupil's needs is identified.

### Routes to identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND/LSN:

- Identification at admission: through communication with parents, any previous school, and use of the transition information
- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness. Where progress continues to be less than expected the class or subject teacher will initially discuss with colleagues within a phase and then refer to the SENCO if they judge that to be necessary.
- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the SENCO if difficulties persist.
- Emotional, social and mental health difficulties often accompany specific learning difficulties and directly addressed and supported through the **school's** pastoral system – Form Teachers, Phase Leaders, Pastoral Support and School Nurse. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENCO as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support

Where a pupil is identified as having SEN, parents will be formally notified.

## 4. Provision

Newcastle High School for Girls works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/LSN, and this will ensure that the

majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The first level of support for pupils experiencing difficulties is provided by the form or subject teacher who **assesses** the pupil's needs, drawing on a range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEN/LSN. SEN is part of the school's induction and appraisal procedures, and the SENCO is regularly available to provide advice. Information/guidance about types of special needs and practical advice on teaching strategies can be found on the staff section of the shared area or provided by the SENCO.

If a pupil continues to fail to make the expected progress, the SENCO will be involved to assess the pupil. The outcomes of this assessment will help to inform the nature of further support. A personalised programme for the individual pupil may be developed, which may involve:

- Further differentiation in the classroom
- Individualised outcomes- focused target setting using the Individual Plan
- Access to specific resources – equipment, software programmes etc.
- Pastoral support
- Referral to external specialists including Educational Psychologists, learning support agencies, private tutors and sources of relevant support

Provision will be made in consultation with the pupil and parents, and progress will be reviewed as outlined above in order to inform future support.

## Examinations and Access Arrangements

- Recommendations for exam access arrangements will be based on the current criteria and the SENCO will liaise with phase leaders and parents as to appropriate arrangements
- If parents have commissioned a private specialist teacher or EP report, it is up to the SENCO and phase leader as to whether they accept the findings in line with guidance. Parents need to be aware that any external specialist assessor should have an established relationship with the school, and that having a private report is no guarantee of access arrangements being awarded
- Teachers will supply the SENCO with evidence of need so that a substantial and clear picture of this being a **student's** normal way of working can be built up
- Pupils requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a laptop as their normal way of working for at least a term before they can start using it in public examinations
- Pupils in KS2 who may require access arrangements in future will be monitored and extra time awarded will be on a needs basis, subject by subject whilst in KS2

It should also be noted that the school will attempt to provide access arrangements for all formal internal assessments as well as external examinations and the use and appropriateness of these arrangements will be monitored by the SENCO with support from teaching staff to ensure that pupils receive the most appropriate arrangements for their needs possible, so as to ensure no one is disadvantaged or advantaged in an unfair way.

## Provision for pupils with EHC Plans/Statements

Provision for pupils with EHC Plans/Statements will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

## Record keeping

The SENCO maintains registers of pupils identified as having SEN and pupils causing concern are logged on a separate LSN register. These lists are regularly updated and available to staff via the staff section of the shared area on the network. Form teachers maintain a class Learning Support list (Provision Map) which identifies SEND pupils as well as pupils on the LSN register.

Records are kept on all pupils on the SEN/LSN registers, and updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Information from monitoring procedures
- Communication with and reports from external agencies
- Notes on communications with parents

Most of this information held by the SENCO is normally available to staff on request. Confidential information is held either by the school nurse or the SENCO.

### **Provision for disabilities**

The school has an accessibility plan to improve over time its accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

### **Evaluating the success of provision**

The effectiveness of the school's provision is evaluated in individual cases via pupil tracking and monitoring. The success of SEND provision as a whole is monitored through:

- Regular review of the progress and achievement of the SEN/LSN cohort in comparison to the cohort as a whole
- Periodic consultation with pupils and parents
- Regular internal review as part of performance management procedures
- The outcomes of external inspection

## **5. Working with pupils and parents**

### **Pupils**

At Newcastle High School for Girls, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning. We promote student voice through the Student Forum, adopt student-centred pedagogies and encourage the use of pupil feedback.

We recognise that children with SEND/LSN have a unique knowledge of their own needs and circumstances. Where it is age appropriate, the school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions.

## Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/LSN. We actively seek to work with parents as partners and value their contribution. Teachers, SENCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the **school's** parent portal hosted on Firefly and parents are welcome to comment on SEND/LSN provision at any time
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally. These are not specifically targeted at parents with children on the SEN/LSN Registers but form part of the inclusive ethos of the school.
- The school seeks to engage parents of pupils with SEND/LSN at an early stage – ideally prior to admission – in order to get a full picture of the **pupil's** needs and make suitable provision
- Parents of pupils identified as having SEN will be informed immediately
- Decisions regarding provision, monitoring and review will be made in consultation with parents – Form Teachers liaise with the SENCO and keep in regular contact with parents. The SENCO is available to meet to talk to parents who have concerns or who have a daughter on either the SEN or LSN Registers. Informal or more regular contact between parents, Form Teachers and the SENCO is a normal way of working and adapts to circumstances.

## Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure which can be accessed on the **Parent's** Portal, hosted on Firefly.

## 6. Links beyond the School

Newcastle High School for Girls is committed to work in partnership with external services to ensure the best outcomes for pupils with SEND. For pupils with an EHC Plan/statement, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

The school also works with a range of local therapists, specialists and voluntary organisations as necessary.

Services may also be accessed directly by parents. The Local Offer – information on services across education, health and social care available in the area and how to access them – can be found at Newcastle Families Information Service (<http://www.newcastlefis.org.uk>)

Newcastle High School for Girls also has established links with other schools within the GDST and other institutions for the purpose of sharing good practice and greatly values these links.

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