

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 2014. Where required, but often exceeding the requirements, 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 whenever possible
- All pupils will have their needs identified and monitored 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 as fully and effectively as possible
- 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:

- Expectation that all staff promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE 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
- Ensure that early identification, assessment, graduated provision and continuous monitoring is available for all pupils causing concern
- Ensure 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 role of the SENCO

The SENCO at Newcastle High School for Girls, Senior School is Mrs L Grayson

The 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 the SEN budget and 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 Deputy Head (Academic) and the Heads of Year, track and monitor pupil progress;
- Advising and supporting non specialist staff, and contributing to CPD;
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for internal and external assessments;
- 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 Head and SLT to advise on policy development and relevant aspects of whole school planning.

The role of Heads of Department

Heads of Department are expected to oversee and monitor SEND provision within their subject areas. 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

- Maintaining and updating the departmental accessibility plan
- Advising on work to be completed by students who have a reduced timetable (for SEND/LSN)

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/M
- 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 'individualise' 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 individualised 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 SENCO about support and progress

Communication and coordination

The SENCO has responsibility for ensuring that both the SEND and LS registers are maintained and kept up to date. These documents are incorporated into a single document available to staff on SIMS. Pupils on both lists can be identified within class registers where there are links to relevant, personal information available within the individual's SEN Profile on SIMS. When a student is on the SEN register there is also a link to a copy of the **pupil's** Personal Learning Plan (PLP), and is available to staff through the Linked Documents section of the SEN Profile. The PLP is written by the SENCO and the pupil together. The LS Register is written and maintained by the SENCO and contains learning support needs that can be used by teaching staff to inform planning and review. Students with more complex learning support needs (for example, someone who requires extensive support across multiple subjects) will also have a Personal Learning Plan.

The SENCO will meet with girls on both registers on a termly basis to review progress, and discuss support needs. These meetings are held during timetabled lessons but are planned to keep disruption to learning to a minimum. Notes from these meetings will be updated on their SEN Review Profile. The SENCO will also update parents of pupils on the SEND and LSN registers, 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 SENCO

will also meet with parents of girls on either register or of girls identified as potentially have some learning difficulty on an on-going basis as needed. The support of parents in all activities regarding potential difficulties in accessing learning or achievement is a crucial factor.

Access Arrangements for internal and external examinations are also detailed within the SEND Profile on SIMS.

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 application is considered as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs, including in arrangements for entrance tests.

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 or Disability as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without some form of individual provision.

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 their 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.

Pupils 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 pupils, 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 SEND 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 additional learning need, the risk of learning difficulties and 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 at transition: Normally MidYIS and ALIS testing is carried out for girls entering KS3 or KS4 (including all girls entering Year 7). MidYIS and ALIS data can be used to help identify learning difficulties and contributes to the picture of individual need.
- 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 faculty and then refer to the SENCO if they judge that to be necessary. The SENCO may decide that the student requires monitoring to see if the person requires further support, therefore the code '**M**' will be entered into SIMS. Faculty meetings will review progress for pupils on the SEN or LS Registers are an ideal time to raise such queries.
- 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 – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behavior, 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

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. 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 class 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 SEND/LSN. SEND 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
- Access to specific resources – equipment, software programmes etc.
- Additional learning support sessions such as a Sixth Form Learning Coach, Learning Mentor programmes
- Pastoral support
- Referral to external specialists including Educational Psychologists, learning support agencies, private tutors and sources of relevant support

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

Public Examinations and Access Arrangements

- Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENCO will liaise with parents, pupils and the exams officer as to appropriate arrangements

- The SENCO will complete a Form 8 Sections A, B and C and will make appropriate applications to JCQ via the AAO online application system
- If parents have commissioned a private specialist teacher or EP report, it is up to the SENCO as to whether they accept the findings in line with JCQ guidance. Parents need to be aware that any external specialist assessor should have an established relationship with the school, any assessment should include evidence from the school and that having a private report, even one produced by a suitably qualified assessor or Educational Psychologist DOES NOT automatically lead to access arrangements being awarded
- Teachers will supply the SENCO with evidence of need so that a substantial and clear picture of need and a '**normal way of working**' can be evidenced to support the application
- 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 KS3 who may require access arrangements in future will be monitored, and extra time to complete timed assessments will be awarded on a needs basis, subject by subject, whilst in KS3

It should also be noted that the school will attempt to provide access arrangements for all formal internal assessments as well as external examinations. 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. This will be to ensure that 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 has responsibility for ensuring that SEND and LS registers are effectively maintained and kept up to date. These lists are regularly updated and available to staff via SIMS.

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

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

Most of this information is made available to staff via SIMS. Some information is held by the SENCO and 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 SEND/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 Council, adopt student-centered pedagogies, such as assessment for learning, and encourage the use of pupil feedback in staff performance management.

We recognise that children with SEND/LSN have a unique knowledge of their own needs and circumstances. 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 SEND will be informed immediately
- Decisions regarding provision, monitoring and review will be made in consultation with parents. Informal or more regular contact between parents and the SENCO is a normal way of working and adapts to circumstances. More formal meetings will also be held as and when they are required.

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.

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.

Policy reviewed: September 2021
Next review due: September 2022