

# Additional Learning Needs and Inclusion Policy

## 1. Purpose

1.1 This policy sets out the framework for the continued raising of aspirations of and expectations of all students with Additional needs, our School provides a focus on outcomes for children and young people and not just hours of provision/support by:

- helping students develop their personalities, skills and abilities;
- providing appropriate teaching which makes learning challenging, enjoyable and successful;
- providing equality of educational opportunity;
- fostering a culture of tolerance and acceptance of all, mutual respect where all are valued.
- recognising, valuing and celebrating students' achievements, however small;
- working in partnership with parents / carers in supporting their student's education;
- offering a broad and balanced curriculum and having high expectations for all students.

## 2. Application and compliance

2.1 This policy applies to All students including those with Additional Needs and or disabilities. The policy was originally developed using Special Educational Needs Code of Practice, DfES Guidance 581/2001 and other related policies. The revised policy reflects the statutory changes in the Special Educational Needs and Disabilities Code of Practice 2014 – SEN CoP - DFE-00205-2013 which came into force on 1<sup>st</sup> September 2014 and is available to download at [www.gov.uk/government/consultations](http://www.gov.uk/government/consultations) .

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference and compliance to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Every Child Matters (2003)
- Children and Families Act (2014)
- Data Protection Act (1998) and Confidentiality Act (1998)
- Removing Barriers to Inclusion (2004)

Other guidance and policies used to develop this policy:

The Education Act 1996, The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005), Inclusive Schooling - Student's with Special Educational Needs DfES guidance: 0774/2001 and 0788/2001- Lancashire LEA's policy for inclusion - "The Inclusive Continuum: a policy for Special Educational Needs" and Supporting students at school with medical conditions (2014): statutory guidance from the Department for Education - Statutory Guidance on Supporting pupils at school with medical conditions April 2014.

The policy was originally prepared after focus group discussion including Governors, teaching and support staff and students and parents on 30/03/09. The policy is reviewed annually by the

SENCO/ASSISTANT SENCO. Any amendments made will be presented to the Headteacher and the governing body. The responsible person for the implementation of the policy is the Headteacher.

## 3. Objectives

### 3.1

- To identify and provide for pupils who have special educational needs and/or disabilities
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs students

Carr Hill High School and Sixth Form Centre are committed to whole school inclusion of our students, including those with special educational needs and behavioural difficulties. Our school believes that every student has an entitlement to develop to their full potential. This means that equality of opportunity must be a reality for our students.

### 3.2 Inclusion for Special Educational Needs applies to those students who:

- have learning, physical, communication, sensory and/or medical needs;
- have behavioural needs that affect the learning threshold for being placed on the Additional Needs register, (please see our SEN information report for more information), emotional and social needs; or a mental capacity.

Inclusion also applies to those students who:

- reflect social and cultural diversity;
- have attendance and punctuality difficulties;
- experience significant ill health; (our Medical Conditions policy can be found under ‘Key information – Policies’ on our website: [www.carrhill.lancs.sch.uk](http://www.carrhill.lancs.sch.uk) where you will find our Administration of Medicines policy alongside the Long Term Medical Absence policy.
- have relatives to care for;
- have students of their own or are expecting students;
- use English as an additional language;
- have residency in this country or may be refugees or asylum seekers;
- have a mobile life style as travellers;
- are students and young people in care (CYPC);
- live in poverty or who may be homeless;
- re gifted and talented;
- bully or who are victims of bullying;
- are bereaved;
- are traumatised.

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Being in receipt of Pupil Premium Grant
- Being a child of Serviceman/woman

At Carr Hill High School and Sixth Form Centre, we recognise Special educational needs (SEN) that affect a child’s ability to learn and develop can include their:

- behaviour affecting expected progress or an ability to socialise, eg not being able to make friends over time
- reading and writing, eg they have dyslexia or dyslexic traits – this is supported at Cluster level in our wave 2 provision via the English department using a specialist literacy computer programme designed for dyslexic difficulties.
- ability to understand things
- concentration levels, eg they have Attention Deficit Hyperactivity Disorder that affects learning to such a degree the SEN learning criteria is met.
- physical needs or impairments that require additional support other than exam access arrangements.

A special educational need regardless of meeting the SEN *learning* criteria, if brought to the attention of the SENCo/Assistant Senco, will usually result in the sharing of this information to enable staff to meet learning needs and other additional needs

#### 4. Inclusion through the curriculum and how we define Additional Needs

4.1 Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any students irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as

"A process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community."

Our School welcomes its general responsibilities under the Disability Equality Duty.

The National Curriculum Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges

- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals/groups of students

To ensure access for students, parents, staff and community users with disabilities our Accessibility Plan has been drawn up by students, parents, teachers, support staff and governors. As part of the Accessibility Plan areas for development have been identified to improve access to all parts of the school for people with disabilities. A copy of the Accessibility Plan is available, free of charge, in a variety of formats, on request from the school office. It is also colour coded in Our School's Local Offer under 'Key information – Policies – Local Offer.

Educational provision which is additional to, or different from, the educational provision made generally for students of the same age in maintained schools/academies (other than special schools) in the area.

The term "Special Educational Needs and Disability" encompasses a wide range of types of need. The established categories are specific learning difficulty, Social and emotional or mental Health capacities, speech, language and communication needs, hearing impairment, physical disability and autistic spectrum condition.

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

4.2 At Carr Hill High School and Sixth Form Centre we have adopted a whole School approach to our Additional Educational Needs policy and practice. Learners identified as having Additional Educational Needs are, as far as is practicable, fully integrated into mainstream classes and every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of School life. The SEN Code of Practice 2014 makes it clear that "All teachers are teachers of students with special educational needs". The information we share with staff about your child in order to create an inclusive curriculum is confidential and staff are made aware of this.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of student's. We meet these needs through: A graduated response to meeting individual needs by applying 'Waves of intervention' from the SEN CoP 2014 which starts with Quality First Teaching.

4.3 At Carr Hill High School and Sixth form Centre, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Pg 86 of the SEN CoP 2014 lists four broad areas of SEN which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action our school needs to take, not to fit a student into one or more of the four categories listed below:

Communication and interaction (CI)

Cognition and learning (CL)

Social, emotional and mental health difficulties (SEMH)

Sensory and/or physical needs (SPN)

A student has special educational needs if he/she has learning difficulties that call for special educational provision to be made. The SEN CoP states that "A student has learning difficulties if he/she:

- has a significantly greater difficulty in learning than the majority of students of the same age
- has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools/academies within the LA
- is achieving levels of attainment significantly below their peers, or would be if special educational provision was not made for the student."

Students are placed on the Additional Needs Register if:

They have a statement or an Education Health Care Plan, (EHCP).

Any student with a confirmed diagnosis falling into any of the four identified needs;

**Communication and interaction (CI); Cognition and learning (CL); Social, emotional and mental health difficulties (SEMH);** Sensory and/or physical needs (SPN); where they are working in Maths or English: Y7 W1 or below Y8 W2 or below Y9 W3 or below after being identified and interventions have been put in place will go on the Additional Needs register if *learning meets the SEN learning criteria* or they have an on-going SEMH issue that has lasted more than 12 months, (as per the Equality Act 2010), and the SENCo has been made aware of this. In all circumstances, once the SENCo is aware of needs this will be shared with staff even if SEN learning support is not required.

Behaviour students will only go on SEN when a student is 2 grades below national average in Maths or English after two PA collections and an intervention either at Cluster level or from the SEN team. In some circumstances when it is evident that prior interventions and reviews have taken place and the student has not made progress then SENCo may use data and seek specialist advice exploring an additional need and then the student will be placed on the SEN register.

ADD/ADHD/OCD/ODD students who do not meet the *learning criteria* and therefore do not require *learning support* they will be identified and strategies sent out to staff.

There may be times when the pastoral team ask for strategies for particular students that require a behavioural outside specialist teacher. This will be a short term intervention and parents will be informed but the student will not automatically be placed on the SEN register.

Students with ADHD will receive Exam Access Arrangements for rest breaks and be in a smaller environment to most peers even if they do not qualify for any other exam concessions.

Students who have dyslexia or dyslexic traits will receive intervention at Wave 2 via the English Department working on a specialist literacy computer programme designed for dyslexic difficulties.

If a student has a comprehension reading age below 9.6 or a single word reading score below 85 the English department will implement interventions such as IDL. They will liaise with the Additional Needs Department and students may also receive interventions during p6 to support comprehension reading and single word reading. The information will be shared between English and the Additional Needs team so that students who require exam access arrangements receive them. Occasions may present themselves where the intervention/s delivered by the English department don't show progress for a student, when this is the case, the student will be placed on the Additional needs register and specialist outside help will be sought.

Students may require Exam Access Arrangements even though their learning progress fails to meet the Additional Needs SEN register criteria. This could be for any number of reasons and at the start of the academic year identified students in y10 are tested by a specialist teacher and if they qualify for Exam Access arrangements, an application for such provision will be made. Students must demonstrate the provision is their 'usual way of working' in the classroom to retain the Exam Access Arrangement provision.

Functional Skills as an alternative pathway and for identified students it will run alongside the National Curriculum and will be delivered by the Maths and English departments.

The SENCO/ASSISTANT SENCO will liaise with All teachers to ensure appropriate resources are made available, such as coloured overlays and coloured exercise books. A specialist outside agency teacher may also work with students and suggest teaching and learning strategies and assist in student self help strategies for learning or behaviour.

The Teaching Assistants deliver specific interventions during period 6 to facilitate progress and support learning for targeted individual and small groups of students.

Wave 2 and Wave 3 Interventions can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Demonstrate difficulty in developing literacy or numeracy skills over two consecutive progress attainment points that fall into the 'below National expectations' for that year group
- Show persistent emotional/behavioural difficulties, (resulting in a barrier to learning), which are not affected by behaviour management strategies and require a behavioural specialist teachers input
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- Any student with a confirmed medical diagnosis that falls into one of the four SEN categories for provision will be placed onto the Additional Needs register, however, as stated above, students who have dyslexia or dyslexic traits will receive intervention at Wave 2 via the English Department.

## 5. Admissions

5.1 Students with Special Educational Needs and or Disabilities will be admitted to Carr Hill High School and Sixth Form Centre in line with the school's admissions policy. The school is aware that the statutory requirements of the Special Educational Needs and Disabilities Code of Practice 2014 and the Disability Act and the Equality Act 2010 and will meet the Acts' requirements.

The school will use their induction meetings to work closely with primary schools and parents to ascertain whether a student has been identified as having an Additional Educational Need or a Disability. If the school is alerted to the fact that a student may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a differentiated curriculum. The Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the guidance advocated in the SEN Code of Practice, in that:

'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN, Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (SEN CoP 1:33)

Upon Entry, Carr Hill High School and Sixth from Centre will assess each student's attainment in order to ensure continuity of learning from their previous school. For each student identified with a SEN or a Disability, the SENCO/ASSISTANT SENCO, together with Additional Needs Team and College Leaders will:

- use information from the Primary school to shape the student's curriculum and support provision in the first few weeks and our internal English and Mathematics assessments;
- identify, through observation and Assessment for Learning, areas of weakness where support is required;

- ensure on-going observations/Assessment for Learning provide regular feedback on achievements/experiences, in order to plan next steps in learning;
- ensure that teachers have the information they need to support Additional Educational Needs or Disabled learners in the classroom;
- involve students in planning/agreeing their own targets, including curricular targets set by subject staff, and any additional targets set;
- involve parents/carers in joint home-School partnership;
- ensure all teaching staff are provided with necessary information on individual students

## 6. Assessment Procedures within the school

6.1 We believe that all students and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different outcomes of attainment likely to be achieved.

The school embraces using a consistent nationally recognised assessment system, which relates to the foundation the National Curriculum levels of attainment and the Key Stage 3 Strategy and flexible curriculum arrangements permissible at Key Stage 4 and as the new changes to outcomes phases in, we use a predicted model of expected outcomes to monitor progress of students. Assessment for learning, as outlined in the national guidance from the Qualifications and Curriculum Authority (QCA), guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the students are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse student progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of students' work and achievements across the curriculum.

Underachievement is identified as early as possible through subject monitoring and pastoral monitoring. Students are set individual challenging targets which address the area of underachievement. Study progress is monitored and reviewed termly by Class teachers, Curriculum Leaders, Pastoral Leaders, SENCO/ASSISTANT SENCO and Assessment Coordinators and SLT in order to:

- check the progress individual students make against their targets;
- verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or syllabus / schemes of work or low attendance rates;
- provide a cross-check with teachers and teaching assistants regarding the students who are underachieving in relation to their prior attainment;
- monitor the progress of specific student cohorts, e.g. boys and girls, Gifted and talented, English as an Additional Language - EAL, Social, Emotional and mental Health - SEMH, Speech Language and Communication Needs - SLCN, Autistic Spectrum Disorder - ASD, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder- ADD/ADHD, Specific Learning Difficulties - SpLD, Physical Disability- PD, Visual Impairment - VI, Hearing Impairment - HI and looked after student's.

- identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage or subject area;
- collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence;
- check the progress of students on the Additional Need Register to inform and monitor ensuring that the students' needs are being met;
- show 'value added' in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected student performance/outcomes);
- compare the school's performance with other similar schools in the LEA via the School Information Profile, with their statistical neighbours and with national performance data.

In addition to the culture of support and praise which underpins the school ethos, the reward system of Merits, certificates of achievement, postcards home and letters of commendation for outstanding work and performance, effort and improved behaviour, contribute to raising student self-esteem and motivation.

## 7. Additional Needs provision

7.1 Carr Hill High School and Sixth Form Centre will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all students with additional educational needs, and ensure that parents/carers are notified when Additional educational Need provision is being made for their child.

To ensure that we meet the full range of students' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to students' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

Our teachers take specific action to provide access to learning for students with special educational needs by:

- providing for students who need help with communication, language and literacy
- planning, where necessary, to develop students' understanding through the use of all available senses and experiences
- planning for students' full participation in learning and in physical and practical activities
- helping students to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Early identification of learners with Additional Educational Needs is a priority. All teachers are responsible for helping to identify students with special educational needs. Where teachers decide that a student's learning is unsatisfactory, the SENCO/ASSISTANT SENCO is the first to be consulted. The SENCO/ASSISTANT SENCO and Class teacher will review the approaches adopted in the classroom. Where support additional to that of normal class provision is required, it will be provided through Additional Educational Needs Provision. If, after further consideration, a more sustained level of support is needed, it would be provided through a more intensive Additional Educational Needs Provision. It is usually at this stage that outside advice may be sought on how to meet the student's needs. Wherever concerns remain despite sustained intervention, the school will consider requesting Statutory Assessment with Lancashire Council for an EHCP. The school also recognises that parents have a right to request a Statutory Assessment.

The School will use appropriate screening and assessment tools, and ascertain learner progress through:

- evidence obtained by teacher observation/assessment
- standardised screening or assessment tools
- learners' performance in National Curriculum subjects judged against level descriptors and expected outcomes
- learners' progress in relation to objectives in the National Literacy/Numeracy strategies
- screening/diagnostic tests i.e. literacy reading age assessment, Accelerated Reading, Lexia,
- reports or observations, other outside agencies
- records from feeder schools, previous school etc
- information from parents/carers
- National Curriculum results
- external examination results

Whether or not a student is making progress is seen as a significant factor in considering the need for Additional Educational provision. The provisions listed above aim to allow your child to access the curriculum so they receive an inclusive education and they also promote independent learning.

## 8. Movement on or off the Additional Needs register and how a student is placed on the Additional needs Register

8.1 Additional Educational Needs provision is characterised by interventions that are different from or additional to the normal differentiated curriculum – wave 1 and wave 2 in most cases.

**Wave 1** - Inclusive quality first teaching for all which takes into account the learning needs of all the students in the classroom. This includes the provision of differentiated work and the establishment of an inclusive learning environment; setting suitable learning challenges; responding to students' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and

groups of students; providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of students.

When setting suitable learning challenges, we aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most students should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our students' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual students can make progress and show what they can achieve. Where it is appropriate for students to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study.

**Wave 2** - This is Wave 1 plus specific, additional and time limited, small group interventions targeted to remove barriers to learning and enable students to meet or exceed national expectations. Wave 2 interventions are not primarily Additional Educational Needs interventions. However, some students receiving Wave 2 intervention may be on the radar of the Additional Educational Needs Register and already be receiving other specific target provision that is specific to Additional Educational Needs and does not fall within 'normal classroom or school provision' but is a short term and time limited intervention as part of the plan do review process we have implemented in response to the SEN CoP 2014 reforms .

**Wave 3** - This is Wave 1 plus Wave 2 and incorporates additional highly personalised intensive interventions targeted to remove barriers to learning, accelerate progress and enable students to reach their potential. This may include one-to-one or interventions by specialists such as an external agency or by Cluster Mentors. Students receiving Wave 3 support are placed on the Additional Need Register and parents/Carers informed. If an external agency is involved in assessment, planning and review, this information is shared with parents/carers also.

Whichever Wave a student is receiving, when planning, we set high expectations and provide opportunities for all students to achieve, including boys and girls, students with special educational needs, students with disabilities, students from all social and cultural backgrounds, students of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking student achievement in order to ensure that students do not underachieve or fail to reach their potential. We respect and value students that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively.

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress (Two or more levels below National expectations in English and Maths)

- Demonstrate significant difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties for two consecutive progress attainment cycles, (resulting in a barrier to learning – below expected National Curriculum levels), which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- Have a comprehension reading age below 9.6 or a single word reading score below 85.
- Any student with a confirmed medical diagnosis that falls into one of the four SEN categories for provision will be placed onto the Additional Needs register if learning support is required, otherwise strategies and information about the student will be shared but their needs will be met at wave 2. Students who have dyslexia or dyslexic traits will receive intervention at Wave 2 via the English Department working on a specialist literacy computer programme designed for dyslexic difficulties - IDL. The SENCO/ASSISTANT SENCO will liaise with Clusters to ensure appropriate resources are made available, such as coloured overlays and coloured exercise books. IDL exit criteria is a reading and spelling age above 11.6.

If the school decides, after consultation with parents, that a student requires additional educational support to make progress, the SENCO/ASSISTANT SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

The school will request a Statutory Assessment from the Children's Services Authority (CSA) when, despite an individualised programme of sustained intervention within the School's Additional Educational Needs provisions, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. However, an EHCP will only be given if the young person is assessed as having complex life-long needs. Young people who would have met the criteria for a statement up to a band C previously will now be supported from within the schools delegated budget. A request for Statutory Assessment does not inevitably lead to a Statement.

A student will be referred for statutory assessment if, after being assessed by the Educational Psychologist/Specialist Advisory Teacher, they meet LA criteria. Again, we acknowledge a parent/carers right to seek statutory assessment independently of the School.

EHCP's must be reviewed annually – the SENCO/ASSISTANT SENCO will organise these reviews and invite:

- the student's parent/carers
- the student

- the College Leader and Care Leader
- any other person/specialist service deemed appropriate

The aim of the review will be to:

- assess the student's progress in relation to their targets and outcomes
- review the provision made for the student in the context of the National Curriculum and levels of progress in basic literacy/numeracy and life skills.
- consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue or amend it
- set new targets and outcomes for the coming year

Year 9, 11 and 13 reviews will be significant in preparing for the learner's transition to personalised pathways in Key Stage 4, 5 and further education. From Year 9, the Transition Plan will be reviewed and involve other relevant bodies, for example, where appropriate, Young People's Service - YPS. In y11 and y13 the Head of Sixth form and YPS will also be invited to reviews for those students in receipt of an EHCP. With due regard for the time limits set out in the SEN Code of Practice 2014, the SENCO/ASSISTANT SENCO will write a summary report of the annual review meeting and send it, with any supporting documentation, to the LA. The School recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP. Six weeks before the date of an annual review, advice forms are posted home to parents and students to complete and return, to inform the review process.

We closely monitor and review the students at wave 3 and their individual outcomes. When a student has made progress and is performing in line with their peers we may take the decision to remove them from the Additional needs register. At this point, a letter will go home explaining this but also reassuring you that your child will be monitored by the SENCO/ASSISTANT SENCO via their English and Mathematics data at each progress attainment cycle.

Our Local Authorities Local Offer can provide further help and advice for parents/carers, please follow the link: <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx> A link is also provided on our Schools local offer under 'Key information – Policies – Local Offer.

If the school decides, after consultation with parents, that a student requires additional educational support to make progress, the SENCO/ASSISTANT SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will

remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

## 8.2 HOW IS INCLUSION CO-ORDINATED WITH REGARD TO ADDITIONAL EDUCATIONAL NEEDS?

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. At Carr Hill High School and Sixth Form Centre this role is undertaken by Councillor and Special Educational Needs Governor, Mrs. Linda Nulty who will meet regularly with the Headteacher, the SENCO/ASSISTANT SENCO, Mrs Carol Keaskin.

The SENCO/ASSISTANT SENCO, in liaison with SLT, is the Additional Educational Needs inclusion co-ordinator. The SENCO/ASSISTANT SENCO's role is to:

- work positively with all members of the school community to promote inclusion;
- induct new staff in the school's commitment to inclusion;
- monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- monitor the inclusion policy and report annually to the governing body on its effectiveness;
- report annually on the efficient and effective use of resources for students who receive additional provision as defined in the SEN CoP 2014, or have an Education and Health Care Plan - EHCP;
- work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- work with key staff such as the Assessment Co-ordinator, Director of Learning, College Heads etc. to monitor student progress;
- analyse with key staff the recording of incidents which may relate to bullying or discrimination of students on the grounds of Additional Educational Needs or Disability;
- liaise with parents;
- co-ordinate cross-phase / cross-school transition;
- co-ordinate external specialist provision.

The SENCO/ASSISTANT SENCO in liaison with SLT is responsible for keeping the Headteacher and Governors regularly informed about inclusive Additional Educational Needs provision within the school. All teachers are also committed to meeting the needs of all students in their class and promoting the culture and ethos of inclusion within the school community.

## 9. INCLUSIVE PROVISION – ACCESS TO THE FULL LIFE OF THE SCHOOL

**9.1** The school offers a continuum of provision to meet a diversity of students' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is provided by teaching assistants (TAs) and Higher Teaching Learning Assistants (HLTAs). This additional support is targeted at individual students and small groups of students. A specialist teacher provides additional support to students learning English as an additional language. The specialist teacher and SENCO/ASSISTANT SENCO provide a voluntary after school club at certain points in the year where ALL EAL students including high achieving EAL students can attend. Additional specialist teachers are involved by school to assess and provide advice and guidance for individual and groups of student's. Access to learning is enhanced through technology including bespoke computer software, laptops, chrome books audiobooks, interactive white boards and personalised learning programmes.

Out-of-class provision is available to students with an EHCP, and where appropriate for students who are on the Additional Need Register, who require specialist personalised learning programmes that is not part of the Wave Two classroom interventions undertaken by the classroom teachers.

A range of extra-curricular activities are available to ALL of our students. These may be offered during break and lunch time and before and after school. The extra-curricular activities include Hub Club, breakfast club, film club, drama club, music club, art club, chess club, social club, homework club, EAL Club, school choir, school band, football, rugby, netball, rounders and hockey teams, gymnastics club, athletics club, inclusion club, cheerleading and residential adventure activity clubs.

## 10. INCLUSION PARTNERSHIPS WITH OTHER SCHOOLS

Carr Hill High School and Sixth Form Centre offer an Inclusion programme for specific students at Pear Tree Special School who attend appropriate pre-selected lessons. Pear Tree offer Carr Hill High School and Sixth Form Centre general advice on request for students in our School with Additional Educational Needs. We ensure this advice is gained without breaching confidentiality or the Data Protection Act.

## 11. EXTERNAL SUPPORT

**11.1** The school through its service level agreement buys in additional external specialist advice and support from the Inclusion and Disability Support Services (IDSS) or via private external specialist teachers, Alternative and Complimentary Residential Service (ACERS), Lancashire Schools Effectiveness Service, special schools and other independent providers. Specialist teachers from these services provide intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of students' needs and progress. The school also engages in

collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities. The school has access to a link adviser, two Young People's Service advisers, Inclusion (Additional Educational Needs) adviser and student access and social worker. In specific circumstances we also buy in the advice of an educational psychologist.

## 12. RESOURCE ALLOCATION

12.1 Curriculum Leaders submit curriculum resource bids as part of the annual school improvement planning process which takes account of the needs of all learners. The Headteacher and senior leadership team in conjunction with the governing body, approve the necessary curriculum priority spending, that supports moving inclusive practice forward.

The SENCO/ASSISTANT SENCO organises and plans the amount of additional in-class and external specialist support required for students on the Additional Need register. The majority of students on this register will be covered from within the School's existing budget, and receive appropriate support from teaching assistants and/or direct small group teaching from the specialist teacher and/or HLTA.

The SENCO/ASSISTANT SENCO reports annually on the efficient and effective use of resources for students on the Additional Need register.

## 13. DISAPPLICATION AND MODIFICATION

13.1 The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all of its students, without recourse to disapplication or modification. However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority and taking account of the most recent DCFS guidance. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

## 14. PROFESSIONAL DEVELOPMENT

14.1 The Assistant Headteacher responsible for Continued Professional Development - CPD, oversees the professional development of all teaching staff and teaching assistants. The SLT, Curriculum and Pastoral Leaders and SENCO/ASSISTANT SENCO liaise with the professional development co-ordinator to review staff skills related to Additional Educational Needs, disabilities, behaviour and student emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

## 15. WORKING WITH PARENTS

**15.1** The knowledge, views and first-hand experience parents have regarding their student's is valued for the contribution it makes to their student's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCO/ASSISTANT SENCO or Pastoral Team if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their student's progress. The home-school agreement outlines how parents can support their student's learning at home.

There are several opportunities to hold formal meetings and liaise with all parents. Parents of Additional Educational Needs students will have an opportunity to discuss their child, inclusion, and policies relating to Additional Educational Needs at Parents Evening and any reviews. There will also have further informal opportunities, for example, the Additional Needs Team intend to hold at least one additional Wave 3 parents evening each year where parents, carers and families can look at their students work and talk to the SENCO/ASSISTANT SENCO.

## 16. EVALUATING THE INCLUSION POLICY

**16.1** The inclusion policy is reviewed annually. Policy review and evaluation focuses on:

- Government, Regional and Local recommendations and changes to policies/Acts;
- establishing how far the aims and objectives of the policy have been met;
- how effective the inclusion provision have been in relation to the resources allocated;
- the attainment, achievements and progress of different groups of students, including reference to the PANDA, School Information Profile and value-added data;
- listening and responding to the views of students and parents;
- comments from the annual parent questionnaire and parental views expressed at any of the formal or informal opportunities School offer;
- the school's own self evaluation of the inclusion of students with Additional Educational Needs and behaviour difficulties using the LEA School Self Evaluation Toolkit for Additional Educational Needs and Behaviour.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- a stable and experienced teaching team working in collaboration with teaching assistants;
- strong support from parents, carers and governors;
- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all students;

- that students' views are valued, and the students' voices are listened to;
- clear and consistent whole-school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;
- regular inter-school collaboration; and
- the school is a community resource for learning and leisure activities for ALL.

To comply with the school's statutory requirement to provide an SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act please find our Local Offer and, after each submission, our SEN Information Report under policies on the school website.

We endeavour to promote inclusivity and value your comments. Should you wish to make a complement or complaint regarding any specific arrangements for your child regarding SEN, please contact Mrs Carol Keaskin - SENCO/ASSISTANT SENCO at [ckeaskin@carrhill.lancs.sch.uk](mailto:ckeaskin@carrhill.lancs.sch.uk). We value your opinions.

Policy Publication and Review Log			
Publication Date	Approval Date	Review Date	Reviewer
September 2015		September 2016	Mrs C Keaskin
		27th June 2016	Mrs C Keaskin

## 17. Purpose

This policy sets out the framework for school buildings accessibility of students, visitors and staff.

1.1 Carr Hill High School & Sixth Form Centre is a mainstream setting. Students with Special Educational Needs and or Disabilities will be admitted to Carr Hill High School and Sixth Form Centre in line with the school's admissions policy. The school is aware that the statutory requirements of the Special Educational Needs and Disabilities Code of Practice 2014, (SEN CoP 2014), and the Disability Act and the Equality Act 2010 and will meet the Acts' requirements.

## 18. Application

18.1. This policy applies to all students, visitors and staff.

## 19. Accessibility Ground Floor:

- 3.1 Head Teacher, Deputy and Assistant Head Teachers – are all ramped from front of the building but no wheelchair access to classrooms. Wheelchair access to the main building and classrooms is via the dining room from the entrance off Carr Road.
- College and Pastoral Care Leaders
  - Finance and Exam Office
  - Site Management
  - Male and female toilets, accessibility bathroom facility
  - Indoor seating and recreational area
  - Hall
  - Dining room
  - Sixth Form Common Room
  - Food Technology
  - Textile
  - Dance studio
  - Boys PE changing room and Gym
  - Maths rooms 1 and 2 and the Maths studio
  - Science
  - Performing Arts studio
  - Sixth form toilets
  - Disabled toilet near benches
- The 'Garages' are accessible by wheelchair.

For users of wheelchairs, access to the main building classrooms is available from the dining area. Exterior steps have white edges and steps in the newer part of the school have anti-slip edges.

Visitor car parking spaces are available in front of reception and are clearly marked for accessibility

## 20. Accessibility First Floor – requiring stair access as there is no lift

- 4.1 English and Religious Studies corridor  
Maths  
Isolation

Girl's PE changing rooms

## 21. Accessibility First Floor – lift and/or stair access

- 5.1 Sixth Form classrooms in sixth form building – lift and stair access  
 Head of Sixth Form office - lift and stair access  
 Conference Room – lift and stair access  
 Hub, SF6 and SF7 lift and stair access  
 Meeting room 2 - lift and stair access  
 IT Office - lift and stair access  
 Reprographics - lift and stair access  
 Male and female toilets - lift and stair access  
 Art and Drama and photography – stair access only

## 22. Accessibility Second Floor – Stairs only

- 6.1 Art  
 Drama  
 Photography

## 23. School's responsibility

- 7.1 To ensure access to the building and grounds is met for all students in our school the Governors, Head Teacher and SLT work closely with the site supervisor and the SENCo to monitor needs of students in the school and ensure that where ever practical and possible within them means of the school, access to buildings can be achieved. At times, due to circumstances, students might have lessons delivered in alternative buildings if their access is limited by the design of our school.

## 24. Parent/carer/Visitors responsibility

- 24.1. To inform school if their child or themselves might require physical access or access difficulties within our school. SENCo: Mrs Carol Keaskin on 01772 682008  
[ckeaskin@carrhill.lancs.sch.uk](mailto:ckeaskin@carrhill.lancs.sch.uk)  
 or Site supervisor: Sean Johnson on 01772 682008 [sjohnson@carrhill.lancs.sch.uk](mailto:sjohnson@carrhill.lancs.sch.uk)

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# CARR HILL HIGH SCHOOL & Sixth Form Centre

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