



Inclusive Education Policy (Including SEND)

Aims and Objectives

Inclusive education is at the heart of an inclusive society, and works to ensure that all teaching and learning opportunities provide for a diversity of need. Eastbrook School values difference and strives to create an environment, which is enriching and beneficial to all. Inclusivity is a fundamental component of development at Eastbrook School.

All students regularly set and review personal targets and students with additional needs benefit from an additional and more detailed 'assess - plan – do – review' process.

It is the responsibility of the Inclusive Learning Team to ensure that the statutory support requirements of individual students are met and that all staff are able to share the responsibility for developing styles of teaching and learning which benefit all students, ensuring success within the National Curriculum and nationally accredited qualifications at the appropriate level.

Individual student records and staff handbooks ensure that clear procedures are followed which have regard for the DfE Code of Practice for Special Educational Needs while promoting inclusive practice and learning from the proven excellent practice of others (SEND Review).

The development of good communication and a sharing of skills and expertise support specialists and subject teachers to work together in partnership. All staff Inset and training opportunities have standing items to share good practice between teaching and support staff.

Sharing Information with Staff

- All staff have access to the student's Profiles of Need and background information through ICT systems. The ILT support staff timetables are updated and available on the staff intranet.
- Hard copy files containing the current Profiles for students with SEND are available as requested.
- Involvement and support from additional professionals and outside agencies is recorded centrally and updated by a dedicated Inclusion Administrative Officer.
- Essential medical information, including Health Care Plans and specific risk assessments are held with the school First Aider and in the school office and circulated on a need to know basis.
- Profiles of Need for all students with an EHC Plan or a statement of special educational need are available on the staff intranet, regularly updated and circulated to Curriculum and Year Teams.
- Other information is disseminated through the staff bulletin, staff briefings and when necessary confidential information sheets.

Support Provision and Responsibilities for Co-ordination

- Admission interviews and transition arrangements ensure awareness of prior needs and support arrangements so that provision can be mapped and reviewed timely.
- Each student follows a curriculum appropriate to his or her needs.

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- The Headteacher, Assistant Headteacher, ARP Co-ordinators and SENCO are responsible for leading support provision and co-ordinating the Inclusive Learning Team.
- The Inclusive Learning Team includes SEND, EMAG, ARP, Literacy and Numeracy Leads and Teaching Assistants.
- Students who have an entitlement to speech therapy receive some specialist support or advice from the Local Health Authority speech and language service who work in school as part of the Inclusive Learning Team.
- Students who have an entitlement to support from the Occupational Therapy Team receive specialist support or advice from the Local Health Authority who also work closely with the school, providing advice and guidance to staff.
- The Educational Psychology Service works closely with the school to provide guidance, assessment and direct work with staff and students.
- Heads of Year, Year Supervisors and the SENCO liaise with the School Nurse to ensure student medical needs are met.
- The SLT lead the Year Supervisors, Heads of Year, the SENCO, ARP Co-ordinators and the EMAG coordinator to ensure that all staff work in partnership regarding inclusion, attendance and welfare issues.
- The Headteacher oversees the provision for Looked after Children and oversees those on the Child Protection register.
- The Community Police Liaison Officer works in the school and liaises with SLT, the Year Supervisors, Heads of Year and Safeguarding Designated Officer

Specialist Support Provision may typically include:

- Partnership teaching
- In-class support, individual or small group support from a Teacher
- In-class support, individual or small group support from support staff or Teaching Assistants
- In-class observation, individual or small group support from a Speech Therapist
- Support from an external mentor; individual or group work.
- Support from an external counsellor; individual or group work.
- KS4 Key Skills options in place of one or more GCSEs
- Youth Achievement Award
- ARP 'guest' placements for specialist assessment or temporary support
- Individual timetables including, where necessary a modified day.
- Curriculum development and differentiation of access
- Access and support whilst attending external specialist provision

All students have a full access to the National Curriculum and work at a level appropriate to them. Where students are withdrawn from mainstream classes for specific support projects they maintain their NC entitlement in all subject areas across the Key Stage. Disapplication is sought where appropriate.

Assessment

The assessment of all students at Eastbrook School follows the philosophy and procedures set out in the Whole School Assessment, Recording and Reporting Policy.

How do we measure attainment and achievement?

All students with additional needs are included in the whole school programme of assessment and student profiling. Further information may be gathered through: -

- Classroom observation
- Gathering information from relevant staff
- Interviews with students
- Interviews with parent / carers in preferred language
- Student self-assessment
- Whole cohort detailed literacy and language assessments – each year for screening and progress measures
- Diagnostic assessment, in or out of lessons, to determine the nature of difficulty and appropriate action
- Sampling students' work
- Teacher assessment
- Educational Psychologist assessment
- Speech therapist assessment
- Assessment of audiological need
- CAMHS reports

Monitoring, Review and Evaluation

- Subject teachers monitor progress through National Curriculum Teacher Assessment procedures.
- ILT teachers support this process and monitor progress against Profile targets.
- Profile targets and support timetables are monitored regularly and reviewed at least twice a year.
- Profiles of need are reviewed yearly.
- The review process is a key element in the development of appropriate provision and raising achievement.
- GCSE and National Curriculum Test analysis is undertaken by Subject Leaders; addressing the success rate of students with SEND.

How do we know if the Inclusive Learning Team is effective?

- Whole school self evaluation
- School Spotlight Reviews
- Success Criteria established at regular intervals within the school development planning cycle
- Students achieve targets on Profiles.
- Schemes of work require minimal additional materials as differentiation is built in to curriculum development.
- Positive feedback from staff through evaluation questionnaires and reports
- Positive feedback from students verbally and through the student report for the annual review meeting
- Positive feedback from parents / carers at parents' evenings, through the parent / carer report and at annual review meetings
- Issues of inclusivity being regularly raised by all staff at departmental and whole school level.
- Reduction in the number of permanent and fixed term exclusions
- Increase in individual student attendance and the raising of whole school attendance.

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- Monitoring within the ILT and all subject areas in accordance with whole school monitoring programs and procedures along with regular analysis of the SEN register.
- Progress measures are positive for students with SEND

Staff Training

The Inclusive Learning Team plays a full part in developing and benefiting from staff development programs at Eastbrook School.

This will be achieved through: -

- Planning and running formal and informal INSET with the whole staff.
- Being part of working groups planning and running INSET for the staff ensuring inclusivity is always an issue.
- Working with departments during INSET and meeting time.
- Referral to the Access PANEL and regular review meetings in order to decide upon approaches to best meet students' needs or draw up detailed Profiles and behaviour modification programs.
- Working as Co-Tutors.
- Passing information regarding appropriate courses to the Senior Teacher responsible for Staff Development.
- Working collaboratively with Governors to ensure that they are able to fulfil their role with regards to legislation on Special Educational Needs as laid down in the Code of Practice, the Education Act and the Disability Discrimination Act.

External Services

Where external staff are allocated to students at Eastbrook School they work as members of the ILT and the school. The Headteacher and the Senior Team are responsible for the appropriate use of outside services. The Attendance Team works in partnership with the Year Supervisors and Heads of Year in liaising with Access and Attendance working with particular educational needs in addition to a low attendance rate. Students are only referred to external services with parent / carer permission (with the exception of the Access and Attendance Service).

Partnership Links

Eastbrook values the importance of working closely with other schools, outside agencies and voluntary organisations to meet the needs of pupils and works to ensure that pupil referrals are appropriate, timely and regularly reviewed through the Access Panel, SENCO and Pastoral Teams.

Links with Medical and Social Services

Students who experience medical conditions, disabilities or receive support from Social Services may or may not have related educational needs.

Responsibility is shared between the ILT and the Heads of Year / Year Supervisors:

- Keeping student medical records and establishing Medical Plans as necessary
- Drawing together further information from health services
- Transferring relevant medical information between phases
- Identifying early signs of depression, abnormal eating patterns, substance misuse and child protection issues.
- Referral for counselling
- Monitoring the progress of Looked after Children.
- Liaising with Social Workers
- Attending Social Services Case Conferences

Working with Parent / Carers

- Involving parent / carers positively in their child's learning is invaluable. An appropriate home / school relationship has a crucial bearing on a student's educational and social progress and the effectiveness of school based interventions.

We seek to involve parent / carer involvement in the following ways: -

- ILT staff are fully involved in reporting procedures and available at parents' evenings and Academic Achievement Days.
- Providing named keyworkers for pupils with statements of SEND or EHC Plans to support parental engagement and support.
- Regular phone contact is maintained where necessary and appropriate.
- Parent / Carers are consulted and encouraged to be involved in drawing up and reviewing Profiles.
- Code of Practice guidelines for annual review meetings are followed while maintaining a welcoming and supportive arena for discussion.
- Parent / carers are encouraged to contribute to any review process. If they wish they are supported in writing parental statement when their son / daughter is being formally assessed. We are aware that formal assessment can be a particularly anxious time for parent / carers and we aim to keep them fully informed, involved and where appropriate supported.

We aim to actively develop an open and confident working relationship with parent / carers by:

- Sharing good practice to develop consistency between home and school environments.
- Communicate with parents / carers by the most appropriate method. This may involve the use of an interpreter, welcoming an advocate, translation of meetings and written communication, home visits or making contact by phone.
- Being flexible in arrangements and the timing of meetings to enable the involvement of the family in planning and decision making at all stages.
- We value the knowledge of parents / carers.

Involving Students

Review meetings at Eastbrook School are arranged so that all students can have input into the discussion of progress and planning for the future. Predominantly this takes the form of a student friendly review meeting with the student present. Where appropriate a smaller meeting is set up in advance of the review meeting to enable the student to have a positive experience.

Student views and experiences are collected through discussion and questionnaires. Students are involved in the development and review of these processes.

Monitoring Processes

	Activity	Referral Route	Review Cycle	Purpose	Staffing	Target Students
1	Dept Referral	Referral Rota in each department	Each half term As part of QA with Line Manager	To enable the lesson to continue at the appropriate pace	All staff	Students presenting challenging behaviour in a lesson – slowing the pace of learning
2	'On Call'	Message sent to reception	Each month Brought to SLT	Remove students who prevent the lesson continuing	On Call Support Worker SLT	Serious incidents in class which prevent the lesson continuing
3	Pastoral Support	PANEL	Each Term Access Panel	Prevent exclusion	Inclusive Learning Team SLT, HoY, Year Supervisors	Students presenting very challenging behaviour and/or who are vulnerable / at risk
4	Exclusion	SLT	Each half term Brought to SLT	Fixed term exclusion	SLT – SENCO	Serious unacceptable behaviour
5	Permanent Exclusion	Headteacher and Governing Body	Each incidence	To ensure safety within the school for all students	SLT - SENCO	Behaviour which seriously threatens the safety of others within the school

Roles and Responsibilities

A Class Teacher:

- monitors student progress and undertakes half termly reviews
- plans and produces differentiated materials
- works in partnership with the subject or SEND specialistS
- plans the curriculum with subject specialists
- provides feedback to the student
- assesses student attainment and achievement with other subject specialists
- writes reports for annual review meetings and is present at parent/carer meetings
- contributes to PROFILE targets

Teaching Assistants and Support Staff:

- monitor student progress and provide feedback to the subject teachers and SENCO
- produce and use differentiated materials
- work with students
- support access to the differentiated curriculum
- give verbal feedback to students
- pass on information about progress and concerns to teachers
- attend annual review meetings
- contributes to PROFILE targets

The choice of model of support will vary according to: -

- the needs of the students
- the strengths of the staff
- the content of the curriculum
- the environment of the lesson (space, time of day etc)

Some examples of good practice: -

- One teacher leads every lesson the other supports the class
- The lead role is alternated between lessons or during a lesson
- The lesson is lead by a team teaching partnership
- The class work in groups with both staff circulating
- Either teacher targets particular students
- Withdrawal by either teacher, the reason for which may be skills related, curriculum related or needs related - short term or long term - as appropriate
- Halve the class and develop two equitable 'student teams' – useful for injecting pace and competition or rotating tasks or resources
- One teaches, one observes students with a specific purpose – useful as an assessment tool, particularly with regard to challenging behaviour
- Both teachers plan and prepare materials and teach together
- One works on materials which the other uses

Assessment, Recording and Reporting responsibilities will vary according to the style of support undertaken. Marking can be shared in a variety of ways as can the monitoring of Profiles and detailed assessments of progress.

It is important for the teachers to discuss the style of support and to ensure that it is an active choice. Negotiation is essential.

How a Teaching Assistant may work with students.....

- Supporting the whole class
- Supporting mixed ability groups of students
- Supporting groups of targeted students
- Supporting individual students
- Breaking down tasks into achievable steps
- Acting as a scribe
- Demonstrating activities and joining in role plays
- Taking part in assemblies
- Promoting a positive image of learning
- Supporting students in moving towards greater independence

How a Teaching Assistant may work with staff.....

- Liaising with teachers to give information on students' progress
- Writing positively phrased comments on students' work to inform the teacher of the context of the attainment and awarding merits
- Raising possible concerns about the expectations in some lessons
- Discussing alternative approaches to certain concepts with the subject teacher
- Contributing to Annual Reviews
- Attending department and ILT meetings

How staff should work with Teaching Assistants.....

- **Ensure that the Teaching Assistant is provided with the S.o.W. and the aims of the lessons**
- Ensure that there is appropriately differentiated work for all students
- Check the progress of the targeted students
- Discuss any withdrawal work with SLT
- Discuss your preferred ways of working with the TA
- Do not let the presence of an SSW prevent you from developing a relationship with the targeted students
- Ask the TA how the student works in other lessons

Induction Information for all staff

Identification of Student Need

How do you know who has additional needs in your class?

- SEND Record of Need and EMAG information on staff drive
- Profiles of Need / Strategies for students with a statement of special educational need and EHC Plans circulated to all curriculum teams and year teams

How does EASTBROOK SCHOOL identify students who need extra help with literacy?

- Literacy, Language and Communication skills screening
- MIDYIS Autumn Y7 – (plus in the first half term of entry)
- Previous school records / primary liaison – KS2 outcomes English
- Subject teacher referrals to PANEL
- Student referrals / Parent/carer referrals to SENCO

How do we identify students with English as an additional language?

- Admission interview with Head of Year and EMAG specialist teacher
- MIDYIS Autumn Y7 – (plus in the first half term of entry)
- Previous school records / primary liaison – KS2 outcomes
- Subject teacher referrals to EMAG Co-ordinator
- Student referrals / Parent / carer referrals to EMAG Team / Pastoral Team

How do we identify students who are Gifted and Talented?

- MIDYIS – Y7
- KS2 outcomes
- Primary liaison / previous school records
- Subject teacher / tutor referrals
- Internal assessments

How do we identify students with S.E.N.D (previously unidentified needs)?

- Admission interview / previous school records – K.S.2 outcomes
- MIDYIS Y7, Literacy, Language and Communication screening
- Subject teacher referrals to Access Panel leading to assessment of need
- Student referrals / Parent / carer referrals, Subject teacher referrals to Pastoral or SEND Team

How do we decide what additional support is allocated and who monitors the PROFILE?

- All referrals go to the Access Panel which meets every week to discuss new referrals and review existing provision
- The Access Panel is a multi-disciplinary group whose invited audience may include ; Headteacher, Assistant Headteacher – Inclusion, EYFS Lead, SENCO, EMAG Co-ordinator (when relevant), Heads of Year, Year Supervisor, Attendance Officer, Safeguarding Designated Lead and ARP Co-ordinators
- Teachers only need make one referral to the Access Panel who then decide which team will lead the support.

How do you refer a student if you are concerned?

- There are two referral routes in the school
- 1 – Referral to Access Panel – email to SENCO
- 2 – Child Protection referral – CONCERN referral form on staff drive (see Child Protection Procedures)

Meeting Student Needs

How do you encourage students with SEND and early stage English learners to take an active part in the day-to-day life of the school?

- All activities open to all students – transport / support arranged where necessary
- Verbal information given in tutor time and assemblies – written information in appropriate languages – group call text messages – targeted communication and through the website
- Students asked individually – parent / carers contacted as necessary
- Participation in school activities built into PROFILE targets

How do you promote positive role models and counter negative attitudes towards disability, race, gender, sexuality and income?

- Restorative Justice is at the heart of all procedures
- Encourage students to reflect upon why they have the expectations they have?
- Challenge offensive language – highlight the issues sensitively – redirect from the victimised student(s) to yourself (e.g. “I find that offensive” rather than “How do you think feels?”)
- Remove any offensive graffiti immediately and investigate
- Use display / resources to reflect the range of ability and diversity within society
- Promote abilities of all students in the class
- Answer questions about disability etc. or refer to someone who can – always address and respond issues raised in some way

How do you encourage regular attendance?

- Use of electronic registration to look for patterns
- Welcome low attenders to lessons sensitively
- Reward improved attendance
- Discuss the next lesson enthusiastically
- Liaise with the tutor when concerned

(See attendance procedures for more detail)

How does the school encourage regular attendance?

- Regular Individual target setting
- Regular tutor group target setting
- Posters highlighting the amount of learning time lost
- Letters to parent / carers in appropriate language
- Same day contact through Group Call text messaging service
- Discussion of importance of attendance at all parents’ evenings and meetings
- Termly attendance reports sent home
- Regular liaison with Access and Attendance
- Rigorous follow up to poor attendance patterns with challenge and support

How do you deal with insolent behaviour around the school?

- Non-confrontational approach taken backed up by following through later, alongside tutor / parent / carer / Pastoral Teams / Inclusive Learning Team / SLT as appropriate

How do you include students with very challenging behaviour?

- Follow the School Behaviour for Learning Policy
- Each lesson is a new start – do not carry on issues from previous lessons
- Have clear seating plan(s)
- Be positive – make them welcome - assume they will work well this lesson
- Watch your body language – it is easy to unconsciously sigh and drop the shoulders

- Follow any guidelines produced and their PROFILE
- Have clear targets and expectations for the lesson which are positively phrased
- Liaise with the tutor, Head of Year, Year Supervisor, ILT teacher as appropriate
- Postpone publicly dealing with individual minor defiance immediately at the start of the lesson. Deal with it later (e.g. gum / coat / lateness).
- Use departmental procedures or 'on call' if they are preventing the lesson continuing at an appropriate pace or if they are being offensive to other students or to you.
- Use 'on-call' if they are preventing the lesson continuing at all or if they have walked out without permission

How do you differentiate objectives within cover lessons?

- When the aims of the lesson are given at the start of the lesson, try the use of ALL MUST– MOST SHOULD - SOME COULD model to identify differentiated objectives.

What methods do you employ to aid effective learning for all students?

- Identify the use of differentiated resources, tasks and groupings
- Encourage partnership teaching with support teachers
- Clarify how Teaching Assistants can support the learning within the classroom

What resources do you have to support students with additional needs?

- Teaching Assistants are a resource in themselves. Discuss how you work together in order to get the most out of the support allocation
- Ask SEND Teachers for guidance even if they are not in the classroom with you –
- Use ICT, the blank screen is often less threatening than the blank page. Identify suitable ICT software in S.o.W.
- Writing frames – cartoon blanks – often start the more able off as well as provide an essential structure for lower attainers
- Provide practical objects, pictures, display of previous students' work, videos, tapes

How can you check the PROFILE targets of students with additional needs?

- ICT network staff drive
- SEND Office
- Ask ILT staff supporting in your lesson

How do you include quiet students with additional needs in class discussion?

- Ask rhetorical questions
- Ask for agreement or disagreement
- Check whether they agree with a correct answer
- Reframe an incorrect contribution and praise the student for contributing
- Be alert for very small signs of wishing to contribute
- Be alert for specific skills and build on these potential areas of self - confidence

How do you group / seat students to support those with additional needs?

- This will vary according to the needs of your lesson and the subject
- Check class list for any physical/sensory needs (e.g. hearing loss on one side)
- Question – if in mixed ability groups – why?
- Question - if in similar ability groups – why?
- Set up different fixed seating plans e.g. home groups – mixed ability and expert groups – similar ability (check gender / race balance)
- If a student has a TA allocated make use of the resource for other students requiring additional support

How do you reflect PROFILE targets in your lesson planning?

- Encourage the students to share their targets with you. You may wish to group them accordingly (*either separating or keeping together students with similar targets*).
- PROFILE targets for students with SEND can be found on the network and on the staff drive
- Select the most appropriate target for the term and include in your mid term planning. **You are not expected to try to address all the targets for one student in your subject area.**
- If you have support in your lesson share the planning, resources and ideas
- Identify students with similar needs
- Common targets will refer to literacy / concentration / working with others. Include differentiated work in your planning to meet these needs

Monitoring Student Progress

How do you differentiate assessment for students with additional needs?

- Subject marking and feedback policy
- Inclusive assessment methods progress measured against target based upon prior data and at least expected progress
- Partnership teaching with support teachers
- Ask for support from student's PROFILE co-ordinator
- Take care when writing written comments in books – can they be understood?
- SMART targets as part of diagnostic marking
- Plan tests or modular assessments with support teachers or TAs

How do you contribute to the annual reviews of students with additional needs?

- The majority of annual review meetings follow the production of the school report so that subject teachers' assessment and feedback are included
- Where this is not possible support teachers will request information from subject teachers for inclusion in the report. Expected GCSE / Level 2, Level 1 or Entry Level grades are essential and will be taken from centrally held data
- Tutors will be invited to the review meeting and where cover allows, are encouraged to attend.

How do you know if students with additional needs are making progress?

- Monitoring performance data, as with other students
- Ipsative assessment (against previous performance not the performance of others)
- Against subject set goals and targets
- Against PROFILE targets

How does the performance data help you to meet students' particular needs?

- Hidden needs can be highlighted e.g. girls who often have protective peer support in lessons
- Hidden abilities can be highlighted, particularly where students present challenging behaviour or have become disaffected
- Performance across all subjects can be useful when looking for ways to re-engage or motivate disaffected students

How do we monitor the progress of students with additional needs?

- Inclusive whole school ARR Policy and Practice
- PROFILE targets – Half termly feedback and review for statemented students or those with EHC Plan
- Access Panel review process
- School, Subject and specialist team analysis of exam results
- Inclusive Learning Team analysis of whole school progress tracking and teacher assessment

How do you plan to meet the needs of students with additional needs?

- S.o.W. created with all abilities in mind
- Implicit differentiation built in to S.o.W.
- Following planned S.o.W. so that ILT staff can produce additional support materials which can be shared across the department
- Sharing planning with ILT staff
- **Stating the aims of the lesson at the start**, to benefit both students and support staff
- When reviewing S.o.W. invite key members of ILT to contribute with regard to differentiation
- Use student data to build a profile of the class / generalise issues for differentiation
- Time for liaison with TAs is an issue in all schools. Share written plans and allocate 10 mins at the end of one shared lesson each week.

What is an annual review?

Who has them and how do you contribute?

- It is a yearly meeting to review the statement of special educational needs of students with statements or EHC Plans
- Attendance varies – usually included are; student, parent carers, SENCO, support teachers, main TA, Tutor / Head of Year, Year Supervisor other professionals involved from Health and Social Services
- The outcome of the meeting is sent to the LA
- The EHC Panel make any decisions regarding any changes based on the outcome of the meeting
- At EASTBROOK SCHOOL students with SEND without a statement or EHC Plan may also have review meetings in order to review the allocation of support. The same procedure is followed but the outcome of review does not go to the LA – these review meetings are often held on whole school Academic Achievement Days
- To ensure all staff can contribute, annual reviews are timed, as far as possible, to follow school reports. If this is impossible the teacher compiling the report will gather information from subject teachers and school data
- Tutors or Heads of Year / Year Supervisors are invited to the review meeting
- The dates for the annual review meetings are set at the start of the school year. They are circulated to staff.

Where can I receive additional information about behaviour support and the use of physical restraint?

- Refer to the School Behaviour for Learning Policy and use of physical restraint

What is the procedure for complaints?

- Complaints may be addressed in writing to the Headteacher or Governing Body.

