



SEND and Inclusion Policy

‘Building for Successful Futures’

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Heads/Leads of Areas
Last updated	Summer 2023
To be Reviewed	Summer 2024



SEND and Inclusion Policy

'Building for Successful Futures'

Compliance

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

- ***Equality Act 2010: advice for schools DfE Feb 2013***
- ***Statutory Guidance on Supporting pupils at school with medical conditions April 2014-10-13 The National Curriculum in England KS 1 and 2 framework document Sept 2014***
- ***Safeguarding policy***
- ***Accessibility Plan***
- ***Teachers Standards***

Introduction

Fred Nicholson School was re-designated as a Complex Needs School for pupils aged 3-19 in January 2010. The school is currently funded for 174 places for pupils aged between 7 and 16 years. Included in this number are 19 places in our specialist ASD provision, Orchard.

The pupils will learn at a pace which is considerably slower than pupils of similar ages will and therefore they need a great deal more educational input and support within the classroom. Our pupils all have a defined learning disability and experience a variety of complex challenges including SEMH difficulties as well as delays in their physical and/ or interaction and sensory development, which require additional specialist support, resources and equipment to enable them to make appropriate progress.

At Fred Nicholson School we believe that everyone in our school has the right to inclusion in all aspects of their life. All members of the school community are supported to enable them to take an active and inclusive role in all aspects of their life.

Inclusion in education can be defined as 'the processes of increasing the participation of students in, and reducing their exclusion from, cultures, curricula and communities of local schools'.



Aims

All members of the school community will:

- Have access to a stimulating, happy, secure learning environment, enabling them to access the national curriculum at an appropriate level, relevant to the stage of their development;
- Be prepared for the opportunities, responsibilities and experience of adult life;
- Respect and value themselves and others;
- Develop greater self esteem and self confidence;
- Learn to respond appropriately to a range of personal, emotional and social situations;
- Build and manage relationships with their peers and all members of the school community;
- Develop appropriate communication and interaction skills in a range of situations.

This Policy embraces the statutory framework set out in the Special Educational Needs (SEN) Code of Practice and the Disability Discrimination Act.

- The needs of children and young people are at the centre of all that we do. Their views and involvement will be sought at all stages.
- The SEN Code of Practice highlights the importance of children and young people participating in all decisions about their education.
- Parents/carers are key partners in the identification, planning for, support and review of their children's needs.
- All children are entitled to access a broad, balanced and relevant curriculum.
- The needs of children and young people will be assessed and reviewed regularly. Informed and challenging targets for progress will be set.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
- All those working with children and young people with special educational needs will be trained and supported.

Broad Guidelines

The ethos of Inclusion is now firmly established and provides our pupils with opportunities to interact and work alongside their peers and, where appropriate, in the community.

Staff believe that this provision will enrich our pupils' experiences and lead to an increased awareness of our pupils' needs and the community's duty to help meet those needs.



Inclusion programmes consist of a variety of links developed between staff in FNS and teachers in other schools and colleges, relevant agencies and the local community.

These links are helping students at FNS integrate more fully into the local community.

There are several ongoing areas of development:

- To continue to breakdown prejudice and develop an understanding of the contribution that our students can make within a wider forum. Our KS4 programme looks to offer pupils opportunities to access work experience to broaden our pupils' experience and develop their confidence for a successful transition to the workplace.
- The inclusion of other young people, who are finding it difficult to achieve an inclusive programme in their current provision, but benefit from accessing the FNS curriculum and resources through S2S support countywide and our schools systems work with Encompass.
- The TITAN (independent travel) programme gives pupils the skills and the confidence to be more independent in the community.

As a staff we have high aspirations for our students and this also applies to attitudes toward their overall abilities. As a consequence, our students have higher expectations of themselves.

At FNS inclusion is promoted through:

- Personalised Learning Plans;
- The use of the Learning Support Centre to prevent exclusions and promote positive behaviour;
- Regular events at FNS attended by people from the community and external agencies;
- Social and educational visits to local places of interest and leisure facilities;
- Participation in sporting competitions.
- The use of EHCP's as a working evolving document reflecting the needs of the pupil.

Transition

Strategies will be in place to ensure efficient and timely exchange of information across age phases and Key Stages, between schools, parents, involved agencies and the LA. This information will be used to effect smooth transition, appropriate deployment of resources and accurate identification of any training needed in preparation for the coming year transition.



The Admission Process

Most admissions take place in September. The school is not its own admissions authority as admissions are the responsibility of the LA. Laid out below is a summary of the current LA admissions procedures in allocating places and school follow up procedures in ensuring a smooth transition:

1. The LA provides a list of possible candidates with relevant supporting papers (Summer and Autumn terms).
2. When and where possible we visit the schools so that we have a clear idea of the needs of the child and not just a paper summary.
3. Parents of pupils on the "possible" list are encouraged to visit the school and confirm their wish to secure a place for their young person.
4. A formal admissions meeting organised by the LA is held in early November each year and a list of admissions agreed.
5. A second round of admissions meetings is usually required in January to conclude the final admissions list.
6. Admission letters are sent out by the LA to parents in March/April.
7. Parents are invited to an initial transition admissions' meeting at the school at the end of May

The following topics are always included in this discussion:

- a. possible class the child will join;
 - b. arrangements for boarding if appropriate;
 - c. arrangements for transport
 - d. the school's policy on uniform and opportunity to purchase uniform;
 - e. opportunity to discuss school Policies, particularly with respect to behaviour, attendance and Child Protection;
 - f. home school agreement;
 - g. opportunity to meet with key professionals across the school;
 - h. opportunity to meet a parent governor;
 - i. parents and the prospective pupil are asked to share any information they feel we need to know, particularly with respect to medical needs. This is done through home visit paperwork
-
8. School staff will attend EHCP Reviews at the current school and the initial Personalised Learning Plan (PLP) is put in place on the basis of information gathered.
 9. Transition arrangements are put in place.
 10. August - the LEA writes to parents regarding transport arrangements.

Assessment on Admission

Within 6 weeks of admissions pupils will be baselined on the school assessment database.



Provision

The needs of the vast majority of pupils will normally be met through differentiated curriculum planning and varied teaching styles. Staff will be aware of the range of need within each class and will be advised on strategies that work best for individual pupils. These may include:

- Visual timetables;
- Individual schedules and reward structures;
- Individual Risk Management Plans (IRMP);
- Access to additional programmes to address physical or sensory needs;
- Access to specialist staff – sensory support service, speech and language therapist, occupational therapist, Trauma Informed practitioners

The Learning Support Team provides advice and guidance in meeting the needs of pupils and ensuring that they are able to make progress.

Where a pupil is identified as having more complex needs, interventions which are additional to or different from the schools usual strategies and differentiated curriculum are identified through a Personalised Learning Plan which is agreed with staff and parents. A child specific meeting or CAF may be called to discuss concerns with a range of professionals and further advice may be sought.

Disability Action Plan

The school has a Single Equalities Policy and Action Plan that addresses issues around access and equalities.

Annual Review of EHCP

A full EHCP Review is conducted for each pupil on an annual basis. Interim reviews may be held if there are concerns about progress or placement or by arrangement at the previous review.

A review list for the year is produced at the start of the academic year by the Transition & Review Team reflecting dates forwarded by the LA, these are shared with staff. The T&R Assistant is responsible for arranging meetings and collating, and sending out the paperwork, two weeks prior to the meeting. The member of staff with pastoral responsibility for the child is required to complete the sections of the review reflecting overall progress and a school data sheet is included and reflects subject progress for the year. There may also be contributions from Health professionals such as SALT, Physio, VSSS and/or Social Care.

The Annual Review process for each individual pupil (apart from the 14+ Annual Reviews) will normally be chaired either by the Head Teacher, Deputy



Headteacher or Assistant Headteacher at a mutually convenient time for staff, parents/carers and professionals. Professionals invited will include anyone currently involved with the pupil. Where there are concerns around progress or placement the EHCP coordinator may be invited if appropriate.

The Review is a review of the EHCP and the progress that the pupil is making. The pupil is fully involved in the Review and it is seen as an opportunity to celebrate areas of progress. In addition, parents/carers have the opportunity to raise issues and, where necessary, agree actions to be taken forward. The Review will consider if the EHCP continues to be appropriate, if further advice is required or amendments identified. The format of the Review follows guidance from the LA.

All paperwork is completed within agreed timescales and sent off to the LA and all invitees. A copy is forwarded by the LA to the Caseworker for comment and/or actions.

14+ Reviews

A 14+ Review will be conducted within the terms and conditions laid down. The Local Authority and the School Careers Guidance is always involved as the focus is on 16+ transition.

Professional Development

Staff will have the opportunity to further develop knowledge, skills and understanding of the diverse range of needs of children in the school. This will be delivered through in-house training, outside expertise or attending external courses and conferences, examples of which include:

- Norfolk Steps Training;
- Response to medical conditions eg Epilepsy, diabetes;
- Communication strategies – visual timetables, PEX, Signalong etc;
- Knowledge of and teaching strategies in response to a range of special needs and,
- Developing good practice through peer monitoring and links with other schools.

Partnership with Agencies

The school works in partnership with a wide range of agencies and is pro-active in seeking support and advice in order to ensure that pupils' needs are fully met.

Partnership with Parents

Parents are welcomed into the school as partners in the education and care of their children. Information to parents regarding SEN is given both verbally and, where appropriate, in writing. All pupils have an Annual Review meeting that



parents and professionals are invited to. In addition to this parents receive target's termly, as well as reports in March, July and December and are invited to attend access days through the year.

The responsibility to communicate with parents lies initially with the Class Teacher, who may call upon the Headteacher and senior managers and will occur through , informal meetings and, if necessary, specific meetings. Parents are encouraged to contact the school and arrange a meeting with the teacher if they are concerned about any aspect of school life or work.

Complaints

Parents who have concerns or complaints about the educational provision for their child should, in the first instance, speak to the child's class teacher. Failing a satisfactory outcome, parents should then contact the Headteacher. Finally, requests can be made to the Chair of Governors.

Governors

The Governors will meet their statutory responsibilities as set out in the Special Educational Needs Code of Practice (DfES, 2015).

The Governing Body should, in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body takes an interest in, and closely monitors, the school's work on behalf of children.

Success Criteria

- The SEN Audit is completed appropriately;
- Pupils are supported in understanding what their targets are and are working towards them, with support from parents/carers where appropriate;
- Annual Reviews are carried out on time, in line with LA and national requirements; Interim Reviews will take place as necessary;
- Where there is an identified need the pupil is actively involved with an external agency;
- Children have every opportunity to participate fully in the life of the school;
- Support staff are trained and deployed effectively to meet the specific educational needs of pupils;
- Liaison with external agencies inform Personalised Learning Plans and Individual Risk Management Plans (IRMP);
- 'Value-added' and pupil progress is monitored via regular work-sampling, moderation, accurate record keeping using Earwig



- Accurate data is collected via Earwig twice a year and shared on an annual basis. This data is used to analyse the progress that different groups of pupils make in a range of ways – Primary need, gender, LAC etc. .

The Policy will be reviewed by the Full Governing Body on an annual basis.

Links to Other Policies

Action Against Bullying
Admissions
Curriculum & Assessment
Attendance
Accessibility Plan
Gifted and Talented
Promoting Positive Behaviour

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by

Chair of Governors