



# **Castle Rushen High School**

## **SEND & Inclusion Policy & Guidance**

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## 1. Aims

Our SEND/Inclusion policy and guidance aims to:

- Ensure that the education we provide for pupils is inclusive
- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Castle Rushen High School aims to support and empower staff, parents/carers, children and young people through the challenges of the education process. We aim to assist staff, parents or carers, children and young people to feel confident and have the information and support that they need to make positive informed choices and decisions about their lives in order to:

- Enable children and young people to realise their full potential throughout the educational journey
- Work together with statutory and voluntary agencies who also support children and families

## 2. Legislation and guidance

This policy and information report is based on the Equality Act 2017, Isle of Man policy, The Education (Special Educational Needs) Regulations 2004 and the Parental Guidance to the Isle of Man's Special Educational Needs Arrangements and Legislation 2014.

## 3. Definitions

Inclusion-related: Meaning all students, regardless of their ability, disabilities, or health care needs

Protected personal characteristics: Including age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Disability: An impairment that may be cognitive, developmental, intellectual, mental, physical, sensory or combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.

Harassment: Unwelcome and inappropriate verbal or physical conduct, or coercive behaviour, where behaviour is known or reasonably ought to be known to be unwanted or welcome

Discrimination (Direct and Indirect): the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age or sex.

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs. Helen Almond and can be contacted via the school on 01624 693500 or [CRHSEnquiries@sch.im](mailto:CRHSEnquiries@sch.im)

They will:

- Work with the headteacher to determine the strategic development of the SEND/Inclusion policy and related provision in the school
- Have day-to-day responsibility for the operation of this SEND/Inclusion policy and the co-ordination of specific provision made to support individual students with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2017 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

### 4.2 The headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND/inclusion policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND/inclusion policy

## 5. SEND/Inclusion information report

### 5.1 The kinds of SEND/inclusion needs that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Students that are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance.
- other vulnerable children including:
  - minority ethnic and faith groups
  - children in care/looked after
  - pregnant schoolgirls and teenage mothers
  - young carers
  - children who abuse drugs and other substances
  - homeless children
  - children with mental health needs
  - victims of abuse and domestic violence
  - Children with gender/sexuality issues

### 5.2 Identifying vulnerable students and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- failure to form positive relationships with their peers
- manifestations of anti-social behaviour
- non-attendance .

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this together with the COLI, to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the information provided on SIMs and through the Student Profile. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Students with HLN status and their parents are invited into school in Year 9 and Year 11 to discuss transition between Key Stages. Each student will offered a package that best suits their needs. These may involve bespoke pathways for KS4 or managed visits to other education establishments such as UCM.

#### **5.6 Our approach to teaching vulnerable students and students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have a need. This will be differentiated for individual students. Staff will be alerted to an individual's particular difficulties and preferred management strategies.

We will also provide the following interventions as needed:

- Access to SC1 before school, breaks and lunchtimes
- 20 minute withdrawal support sessions
- Additional support in classes as appropriate and possible
- Access to SC4
- Alternative curriculum provision if necessary
- work placements
- UCM

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- to acknowledge that there may be occasions when a child will be better served elsewhere.

## **5.8 Additional support for learning**

We have 9 teaching assistants who are able to deliver interventions a variety of interventions.

Teaching assistants may support students on a 1:1 basis or in small groups as appropriate.

We work with the following agencies to provide support for vulnerable students:

- Educational Psychologists
- The Children's' Centre
- ESC
- Social Workers
- Autism Initiative
- Ardwhallen
- Motor Youth Project
- CAMHS

## **5.9 Expertise and training of staff**

Our SENCO is an Assistant Headteacher at CRHS and has recently joined the SEN department. Mrs. Almond has previously worked at CRHS in the Science Department and has been Assistant Headteacher for 6 years. The SENCO is allocated 20 hours a week to manage SEN provision.

We have a team of 9 teaching assistants, including 2 level 4s, 5 level 3s and 2 level 2s.

All members of CRHS community are alerted to the school's commitment to social inclusion as an important feature of a forward thinking, aspirational, accepting organisation.

## **5.10 Securing equipment and facilities**

The department works closely with the Educational Psychologists and the SEN Service Manager to secure appropriate provision as necessary. We are also able to make referrals to the listening service in school, ESC, The Children's Centre and EHAS when necessary.

## **5.11 Evaluating the effectiveness of provision**

We evaluate the effectiveness of provision for vulnerable students by:

- Reviewing students' individual progress at regular data gathering points
- Reviewing the impact of interventions after appropriate periods of time
- Using student voice and questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with statements of SEN

## 5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on school trip(s)

All students are encouraged to take part in sports day/school plays, etc

No student is ever excluded from taking part in these activities because of their SEN or disability.

## 5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to be part of the school council
- Vulnerable students are encouraged to attend SC1 during break times to develop friendships with other students from across year groups.
- Students with SEN are encouraged to participate in our daily breakfast club
- Students with SEN are aware of the listening service available in school

We have a zero tolerance approach to bullying.

## 5.14 Contact details for raising concerns

Concerns about SEND/inclusion provision in our school should be made to the SENCO in the first instance Mrs. Almond 01624 693500 or [CRHSEnquiries@sch.im](mailto:CRHSEnquiries@sch.im) . If the concern is not resolved then a complaint should be made to the Headteacher Mr. Winstanley.

## 6. Monitoring arrangements

This policy and guidance will be reviewed by Mrs. Almond **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Headteacher and the school's governing body.

<b>Approved by:</b>	[Name]	<b>Date:</b> 3 <sup>rd</sup> September 2018
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<b>Last reviewed on:</b>	3 <sup>rd</sup> September 2018
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<b>Next review due by:</b>	3 <sup>rd</sup> September 2019
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