

# PERRYFIELDS HIGH SCHOOL

*"Together We Achieve Excellence"*



## **Inclusion Policy** **(Including all aspects of SEND)**

Title: Inclusion Policy			
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# Perryfields High School

## Inclusion Policy

Perryfields High School values and recognises the abilities and the needs of all its students. Our aim is to maximise their potential: every teacher at Perryfields High School shares these responsibilities. The Special Education Needs and Disabilities (SEND) Code of Practice 2014 (CoP) makes clear that “class teachers are responsible and accountable for the progress and development of all students in their class”. Inclusion is fundamentally an issue of Equality of Opportunity for all.

In the updated Code of Practice 2014, Special Educational Needs and Disabilities are defined in the following groups

- Cognitive and Learning
- Speech, Language and Communication
- Physical and Sensory
- Specific Learning Difficulties - SpLD
- Social, Emotional and Mental Health

Sarah Thompson is our named SENCO and works closely with all personnel to manage and oversee SEND provision across the school.

### Our Aims

- To ensure students feel valued and benefit fully from their school experience
- To increase the levels of engagement for students who have difficulties in meeting the challenges of the national curriculum
- To extend and develop students' learning skills to fulfil their potential
- To accommodate and engage students in school, whilst issues of disaffection, poor attendance and under achievement of identified students are managed and addressed

### Provision – what does it look like?

At Perryfields High School, all KS3 students follow the National Curriculum (NC). In order to help students with SEND, we adopt a graduated response that includes a range of strategies in line with the CoP 2014. Students are identified as having no known SEND (N), Known SEND needs (K) or as having an Education Health Care Plan (E / EHCP).

A range of methods is employed to ensure access to and progression with curricular decisions, so that SEND students may be fully included alongside their peers, these include:

- Raising staff awareness of students' difficulties and providing strategies to meet their needs via the Student Focus Register and Student Profile sheets and Individualised Learning Plans.
- Professional Development opportunities for all.
- Placement of students in academic groups and classes, reviewing student progress half-termly and making group changes where necessary.
- Frequent parent/carer consultation to share support and strategies.
- Teacher differentiation, adapting resources and approach to lessons where necessary to include all.
- Short-term withdrawal sessions for individuals or small groups for targeted intervention to meet learning, social, emotional or behavioural needs.
- Focussed assessments to identify needs and pinpoint timed interventions.

- Specialist equipment
- In class support
- Outside agency support

In-class support is determined by need in accordance with the LA and Perryfields Local Offer. Support is initially targeted in the core NC subjects and reviewed regularly.

Students who hold an Educational Health and Care Plan (EHCP) will be allocated additional support based on needs and expected outcomes identified within the plan.

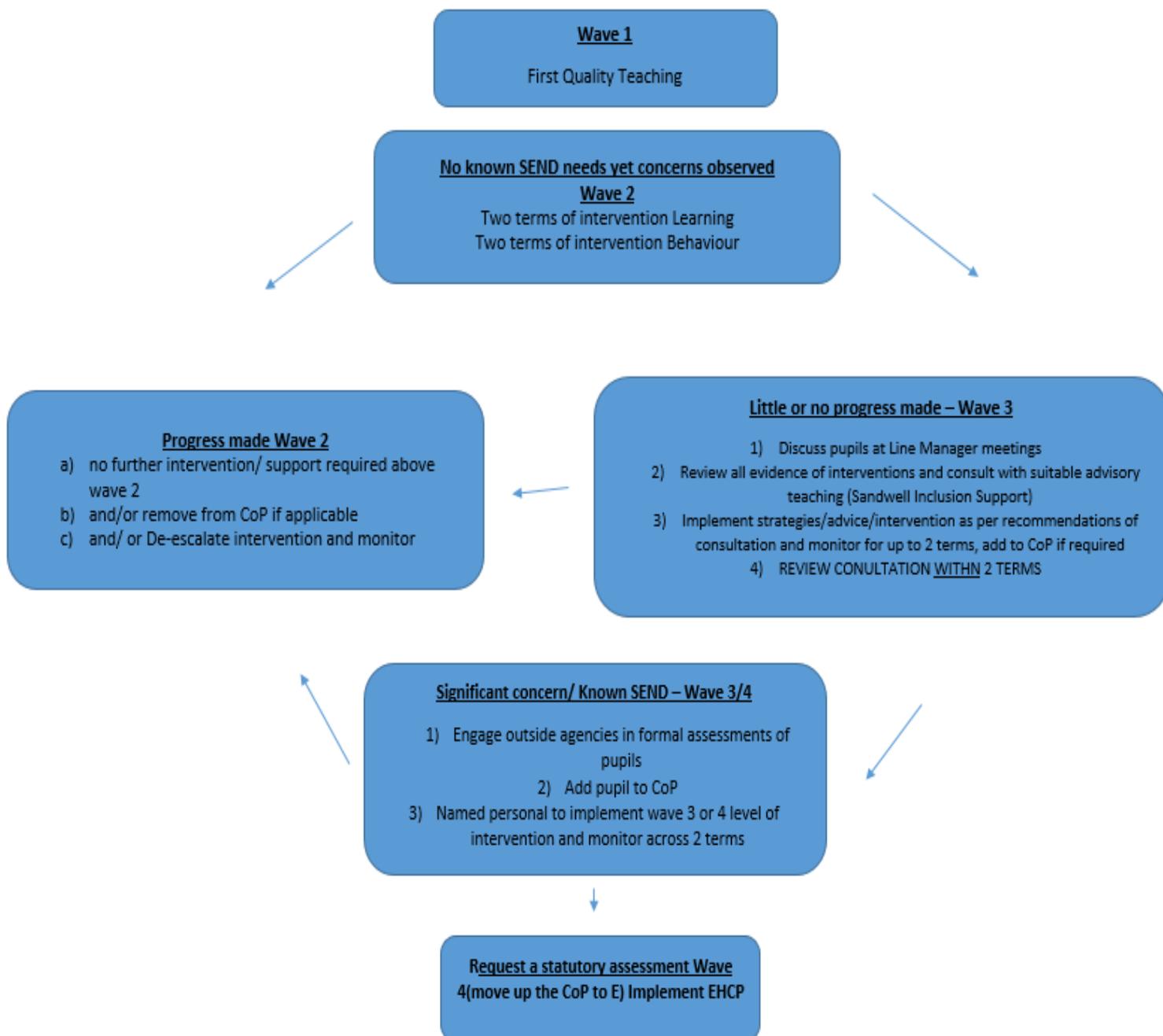
Provision will be managed and tracked by Mrs S Thompson (SENCo) and Mrs S Bradley (Assistant SENCo). Meeting weekly to review support and provision students are engaging in, evaluating student progress half termly and quality assuring the provision alongside the Senior Leadership Team (SLT), highlighting staff development needs to ensure first quality teaching and necessary differentiation is good quality.

Provision is delivered across the curriculum, in classrooms and within our Teaching and Learning Hub (based within the main block) and our Emotional, Behavioural, Social Development hub (the house at the bottom of the drive), currently provision is structured and delivered as follows:

The various specialist skills of the Inclusion Team enable the provision of tailored support packages to meet student need within the T&L Hub and EBSD Hub, further information relating to the various strands of provision is provided via our *Local Offer* which is available from our website.

## Monitoring and Evaluation

Individual students' academic and pastoral progress is regularly monitored and reviewed at data collection points throughout the year and at line manager meetings that occur weekly. Provision is evaluated across two terms to measure outcomes and students progress. Should the need for more enhanced provision be necessary, or if a child makes significant progress and therefore no longer require additional support, their classification as N, K or E will be amended in line with the CoP.



## Transition – Primary to Secondary

The transition from primary to secondary school is a life change that can bring with it excitement, challenge and a new start, but for some it can be overwhelming, frightening and a difficult process to deal with.

At Perryfields High school, we work closely with the SENCO and Class teachers from our local primary schools. We attend meetings such as ECHP reviews and multi-agency meetings where the student's future welfare is discussed, along with a handover of students' educational interventions with evidence of need and strategies to support the child. If a child is particularly nervous about transition, or has a significant need, further visits to the primary school with an allocated keyworker will take place. As a rapport is built we will invite the student to come and spend some time at Perryfields High School with their keyworker, additional to whole Yr7 transition days. The key worker will be the child's adult within the school being a reassuring face to help nurture and organise him / her as they settle into secondary school life and will remain available for the child for as long as is needed.

## Partnership with Parents

Partnership with parents is very important to us; it plays a key role in promoting a culture of co-operation between parents and Perryfields High School and supporting us in ensuring progress across the curriculum for your child.

We will invite parents into to review their son/daughter's provision. This provides the opportunity for quality discussion, to review your child's progress and Individual Learning targets and update strategies of provisions, making any changes needed to improve outcomes.

Further information regarding the various opportunities with parents/carers is specified with the *Local Offer* which is available on our school web site. A copy may be sent to enquirers on request.

## Queries and Complaints

Parents are welcome to query decisions made by the school. If a parent/carer feels that their child's needs are not being met, they may seek advice from Mrs Thompson (SENCo) in the first instance. If you are dissatisfied further, please contact the Head Teacher, Ian Barton and /or Chair of Governors, Carole Gallant.

## Useful Contact information

<p>Sarah Thompson (SENCO and Lead for alternative Provision)</p> <p>0121 421 7979 ext 179 <a href="mailto:Sarah.Thompson@perrys.org.uk">Sarah.Thompson@perrys.org.uk</a></p>	<p>Inclusion Support (Educational Psychologist, Advisory teacher for Learning and Social, Emotional, Mental Health)</p>
<p>Siobhan Bradley (Assistant SENCo)</p> <p>0121 421 7979 ext 123 <a href="mailto:Siobhan.Bradley@perrys.org.uk">Siobhan.Bradley@perrys.org.uk</a></p>	<p>Connor Education Centre, Connor Road West Bromwich</p>

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)  0121 555 1821	SEND Link Governor, Angela Daniels 0121 421 7979
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## GLOSSARY OF TERMS

**E – Educational Health Care Plan**  
**K- Known SEND needs**  
**N – No identified SEN**

**ESBD Hub – Emotional, Social, Behaviour Development (previously known as Inclusion centre)**  
**T & L Hub– Teaching and Learning base**

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorders

SEMH – Social ,emotional and mental health

C-CAT– Complex Communication Team

EP – Educational Psychologist

HI – Hearing Impaired

Vi – Visually Impaired

IC – Inclusion Centre

CLA – Looked After Child

LACE – Looked After Child in Education support worker

LM – Learning Mentor

LSP – Learning Support Practitioner

LSA – Learning Support Assistant

OCD – Obsessive Compulsive Disorder

ODD – Oppositional Defiance Disorder

OTH – Occupational therapist

SaLT – Speech and Language Therapy.

SEN – Special Educational Needs

SENAT – L – Special Educational Needs Advisory Teacher – Learning

SENAT SEMH – Special Educational needs advisory teacher for Social, Emotional and Mental Health

SLCN – Speech, Language and Communication Needs

SpLD – Specific Learning Difficulties (DYSLEXIA)