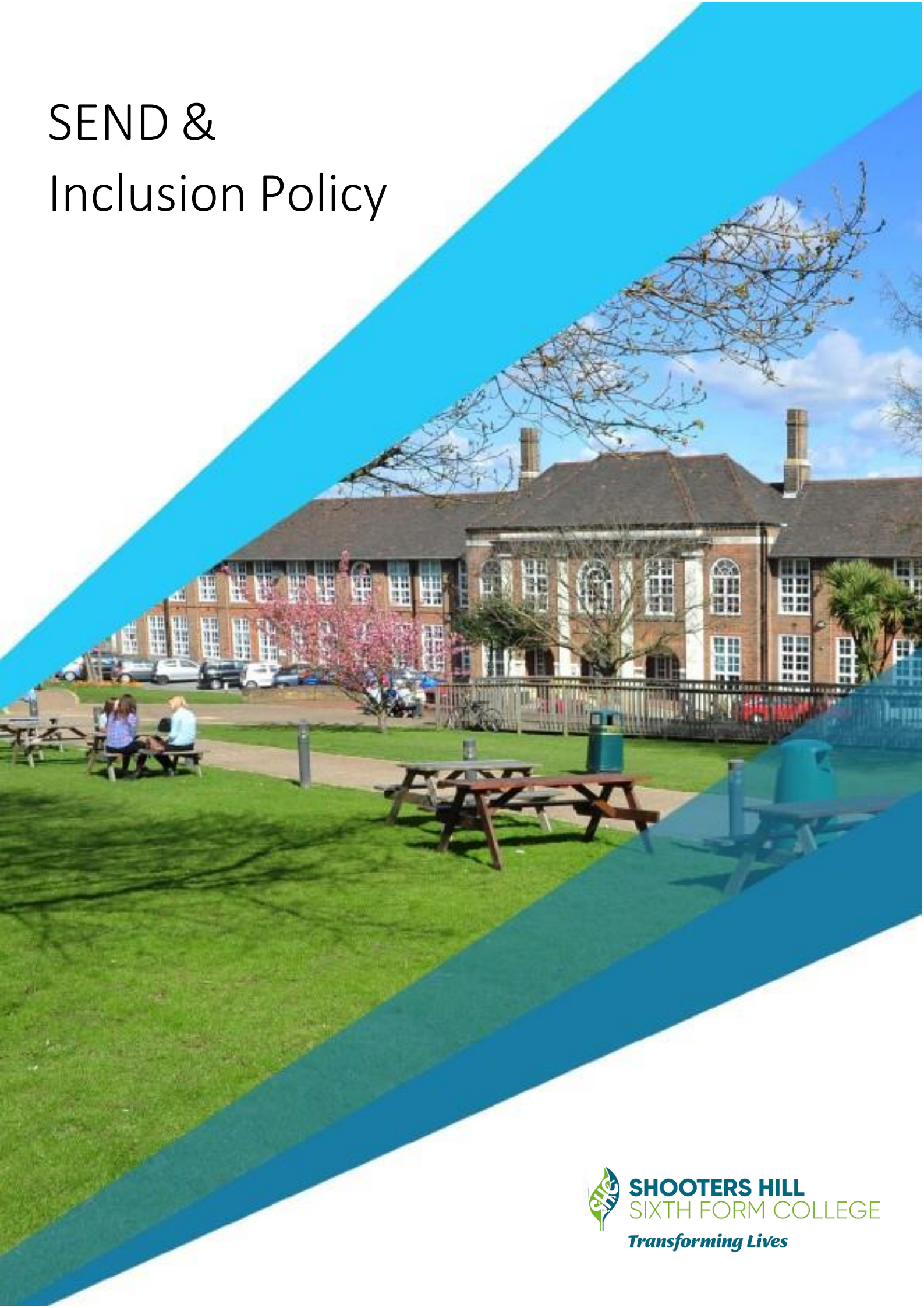


SEND & Inclusion Policy



SHOOTERS HILL
SIXTH FORM COLLEGE
Transforming Lives

Adopted and ratified by:	Full Governing Body
Review Date:	5 th July 2023
Accountability:	Assistant Principal- Inclusion
Responsibility:	All Staff
For Action By:	All Staff
For Information to:	All Staff

1. Introduction

Good practice in SEND and Inclusion are inextricably linked to good practice in the Equal Opportunities Legislation and guidance.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (HEAD OF LEARNING SUPPORTs) and the SEN information report
- Where the term 'Inclusion Need' is stated, the policy is referring to young people who have a SEND, High Need and those with an Education, Health and Care Plan (EHCP)

2. Vision

Our vision for young people with special educational needs and disabilities is the same as for all children in our college. We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all to educational excellence, in preparing young people for their futures and aspirations, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

3. Principles

- We shall ensure that we have regard for the lived experiences, wishes and feelings of the young person with SEND and their parents or carers.
- We shall work closely with and support the local authority and other local authorities for High Needs learners to assist them in fulfilling their obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- Every member of the College community has a role to play in Shooters Hill being inclusive. All staff have responsibility for students with an inclusion need.
- The College needs to have a learning culture in which staff can share expertise relating to inclusion, and training needs related to inclusion is given a high priority.
- Good practice in SEND and Inclusion are inextricably linked to good practice in equal opportunities. The college is committed to making sure all students are treated with respect, are valued and treated equally, so they can reach their full potential and aspirations.
- Inclusion and accessibility are central to effective planning of the College' physical environment, its course structure and teaching approaches and its provision of information to students. These should be student centred, designed in advance to cater for a wide range of inclusion needs and further modified for the students who apply to the College, rather than students with inclusion needs having to fit the structures that exist.
- For any development within the College, including relating to buildings and refurbishment, College procedures and communication and course design, the staff involved need to take account of Equality Act requirements.

- The College seeks to at least meet the requirements of the Equality Act, not just because it is law but because we would wish to demonstrate good inclusive practice, where all students are valued and have equal access to opportunity.
- Good practice in teaching and learning is key to effective inclusion. We expect all teachers to take a 'high quality teaching' approach.
- Students with inclusion needs will have a range of abilities – some aspects of skill being much higher/lower than others. This should inform course guidance, entry criteria, teaching and learning planning, support techniques, assessment and accreditation arrangements.
- Provision for students with an inclusion need should use the 'person centred approach'; the student should be central to the decisions made regarding support, with parents/carers participation.
- Students will be supported to make informed choices.
- Students with SEN should make good progress, experience achievement and have fun.

4. Shooters Hill Sixth Form College Inclusion Aims:

- ✓ To be **increasingly inclusive**, developing practice over time to cater more effectively for young people with a wider range of needs.
- ✓ To have study programme intents throughout the College, which takes account of students' inclusion needs and their aspirations, so individuals are not disadvantaged in comparison to their peers.
- ✓ To enable students with inclusion needs to voice their views and be at the centre of the support they receive.
- ✓ To provide suitable advice and guidance, which support students' transition into and out of the college.

5. Roles and responsibilities

5.1 Departmental

1. Assistant Principal for Inclusion
 2. Head of Learning Support
 3. Curriculum Leader for Specialist Provision (Foundation Learning)
 4. Senior Support Co-ordinator
 5. Support Co-ordinators
- The Assistant Principal for Inclusion will work with the Principal and High Needs Trustee to determine the strategic development of the Inclusion policy and provision in the college.
 - The Head of Learning Support will have day-to-day responsibility for the operation of this inclusion policy and the co-ordination of specific provision made to support individual students with inclusion needs, including those who have EHC plans.
 - The Assistant Principal and Head of Learning Support will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with inclusion needs receive appropriate support and high-quality teaching.
 - The Head of Learning Support will advise on the graduated approach to provide inclusive support to students.

- The Assistant Principal – Inclusion and Head of Learning Support will advise on the deployment of the College’s delegated budget and other resources to meet students’ needs effectively.
- The Head of Learning Support will be the point of contact for external agencies, especially the local authority and its support services.
- The Head of Learning Support will liaise with potential onward providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- The Head of Learning Support will work with the Principal and Trustees to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- The Assistant Principal – Inclusion will ensure the College keeps the records of all students with inclusion needs up to date.

5.2 The High Needs Trustee

The Trustee will:

- Help to raise awareness of inclusion issues at Trustee board meetings.
- Monitor the quality and effectiveness of inclusion and disability provision within the College and update the governing board on this.
- Work with the Principal and Assistant Principal – Inclusion to determine the strategic development of the SEN policy and provision in the College.

5.3 The Principal

The Principal will:

- Work with the Assistant Principal – Inclusion and High Needs Trustee to determine the strategic development of the Inclusion policy and provision in the College.
- Have overall responsibility for the provision and progress of learners with Inclusion needs.

5.4 Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any Learning Support Assistant (LSA), Communication Learning Support Assistant (CSLA) or specialist staff to plan for inclusion needs linking this to teaching and learning and assess the impact of support and interventions.
- Working with the Head of Learning Support / Coordinators/ LSAs/CSLAs to review and record each student’s progress and development and decide on any changes to provision.
- Ensuring they follow this Inclusion policy.

6. The kinds of inclusion needs that are provided for

Our College currently provides additional and/or alternative provision for a range of needs. The list below is not exhaustive; however, types of inclusion needs could include:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties (SEMH).
- Attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.

7. 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 Head of Learning Support to carry out a clear analysis of the student's needs.

This will draw on:

- ✓ The student's own views.
- ✓ The teacher's and LSA's/CLSA's assessment and experience of the student.
- ✓ Their previous progress and attainment and behaviour.
- ✓ The views and experience of parents.
- ✓ Advice from external support services such as Speech and Language or Educational Psychology reports, 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 through a range of sources. The Inclusion team (learning support) will provide support, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support with curriculum teams and tutors and evaluate interventions and their impact on the student's progress.

8. Supporting students preparing for adulthood

- Tutors, support staff and the Head of Learning Support work with students on formulating a suitable progression pathway
- All year 14 students have an Enhanced Careers Action Plan conducted by Prospects
- An interview with the Employability team
- Support with Transitions from Learning Support Teachers, ASD outreach and Speech and Language Therapy

We will share information with onward providers, or settings the student is moving to. We will agree with parents and students which information will be shared as part of this.

9. Our approach to teaching students with inclusion needs

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 inclusion needs. This will be differentiated for individual students.

We will also provide the following interventions:

- Specialist literacy teaching
- Dyslexia screening
- Study Skills
- Adaptive software
- Speech and Language therapy
- BSL
- Sign supported English
- Social Skills groups
- Sensory Circuit
- Preparation for Adult hood -Life Skills and Employability
- Mentors

10. Additional support for learning

The College works with the following agencies to provide support for students with inclusion needs:

- Educational Psychology
- ASD outreach
- OXLEAS Therapies Team
- Outreach learning mentors
- Advocacy

11. Expertise and training of staff

The Head of Learning Support holds a Masters in Education – Inclusive Practice

All communication Support workers have a minimum Level 3 qualification

12. Evaluating the effectiveness of provision

We evaluate the effectiveness of provision for students with inclusion needs by:

- Reviewing students' individual progress towards their EHCP goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the Head of Learning Support , Assistant Principal and specialist teachers
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

13. Enabling students with inclusion needs to engage in activities available to those in the college

All planned activities within the college will be inclusive and carefully chosen to ensure inclusivity. This includes activities on and off the College site, such as:

- ✓ After College clubs
- ✓ Residential trip(s)
- ✓ Workshops, etc.
- ✓ Enrichments
- ✓ Our admission policy for those with inclusion needs can be found on the website

14. Support for improving emotional and social development

The College provides support for students to improve their emotional and social development in the following ways:

- Students with inclusion needs are supported by the Interventions and Therapies Officer and a Student Welfare Officers
- The college tutorial strategy includes aspects of mental health, wellbeing and resilience building
- The College provides outreach learning mentors

15. Complaints about Inclusion (SEND) provision

Complaints about SEND provision in our College should be made to the Assistant Principal - Inclusion in the first instance. They will then be referred to the College's complaints policy.

The parents/carers of students with inclusion needs have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their young person. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is: [Shooters Hill Sixth Form College - SEND Local Offer \(shc.ac.uk\)](https://shc.ac.uk)

Our local authority's local offer is published here:

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

17. Monitoring arrangements

This policy will be reviewed annually by the Assistant Principal - Inclusion. It will also be updated if any changes to the information are made during the year.