



ACCESS & INCLUSION POLICY

2016/2017

School **BEDALE HIGH SCHOOL**

Headteacher **SIÂN REES**

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2015/16	Siân Rees	Gerry Price	Gerry Price
2016/17	Siân Rees	Gerry Price	Gerry Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff

Date Ratified by Governors	Review Date
September 2016	September 2017

Philosophy The school community believes that:	Principles The school intends that:	Procedures The staff will achieve this in the following ways	Performance This will be monitored using these indicators
<p>All pupils are the shared responsibility of all staff. All teachers are teachers of pupils with Special Educational Needs</p>	<p>In the light of the school aims and current legislation, all staff will adhere to school policy on how it can meet the needs of pupils with a wide range of special educational needs (SEN)</p> <p>Teachers, with the support of the SEN Department will share responsibility for all pupils in the context of whole school provision</p> <p>The leadership of the school will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as personalised as possible</p>	<p>All staff will contribute to the completion of provision maps and ensure that Wave One provision is happening in their classroom. All staff will be consulted in an SEN audit to help Learning Support identify pupils requiring Wave 2 and Wave 3 support</p> <p>Regular communication will take place between form /subject teachers, the SEN department, parents and pupils</p> <p>All staff will have appropriate access to information about pupils with SEN</p>	<p>Provision maps</p> <p>Lesson observations</p> <p>Minutes of meetings</p> <p>Pupil records</p> <p>Pupil and parent feedback</p>

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<p>All pupils are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress</p> <p>Teaching and learning will be informed of and sensitive to the needs of all learners and recognise different routes to achievement</p>	<p>All teachers will differentiate within all planning (see teaching and learning policy)</p> <p>Appropriate support will be available for students, including adaptations to the environment</p> <p>The curriculum will reflect the needs of the current school community and will contribute to community cohesion</p> <p>The curriculum will be planned to promote independence</p> <p>Appropriate support will be provided to support pupils to access assessment and examinations</p>	<p>The SEN department will offer advice on differentiation and strategies for meeting needs and preparing differentiated materials</p> <p>Students will be supported whenever possible alongside their peers</p> <p>Homework clubs will be available for pupils who require this support</p> <p>The Assistant Headteacher (Inclusion) will work with other appropriate staff to request access arrangements for tests</p>	<p>Differentiated schemes of work, changes to the curriculum over time</p> <p>Pupils' work</p> <p>Attainment and progress shown by tracking</p> <p>Analysis of support to individual pupils</p> <p>Exam/ test arrangements</p> <p>Planning</p>

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All students are different and are equally valued	<p>All pupils are included as fully as possible into the educational and social life of the school</p> <p>A range of support strategies are employed. Support is targeted at developing independence</p> <p>School tries to remove all barriers to attendance and punctuality</p>	<p>Students will only be withdrawn from learning with their peers for specific educational or social purposes</p> <p>All staff will offer personalised approaches and Quality First Teaching</p> <p>All pupils will be encouraged and, where appropriate, supported to join in extracurricular activities</p> <p>Local Authority services and external agencies will be fully utilised to provide advice and support</p>	<p>Discussion with parents and pupils</p> <p>Publicly acknowledging different types of success</p> <p>Data on attendance</p> <p>Targeted use of outside agencies</p>

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<p>There should be a flexible and focused continuum of provision for pupils with SEN.</p>	<p>The SEN Department will maintain an up to date Inclusion Map of children requiring additional and different provision because of their SEN</p> <p>Children will be identified in line with the Code of Practice (CoP)</p> <p>Efficient communication will take place with all outside agencies who may be available to support these learners</p>	<p>The SEN Department will maintain records which will be continuously reviewed</p> <p>All students recorded as SEN will have their provision identified and clearly recorded on the SEN Intervention and Provision Map</p> <p>All students will have individualised targets in all subjects</p> <p>Some students will have Inclusion Passports</p> <p>Regular meetings will be held with pupils and their families and annual reviews held as required under the CoP</p> <p>Regular planning meetings will take place between SEN staff</p>	<p>Provision maps in place.</p> <p>Provision in line with provision map is identified in classroom practice</p> <p>Analysis of data and pupil progress and attainment, especially after a planned intervention</p>

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<p>Some pupils may need additional resources to meet their needs. This funding is fair and transparent</p>	<p>All pupils, including those with SEN, will have individualised targets in all subjects so they know what to do to improve.</p> <p>Inclusion Passports will be drawn up for some pupils. Provision maps will ensure quality first teaching and early intervention and support for all pupils</p> <p>Additional SEN support will be costed and accounted for to ensure pupils' needs are appropriately met.</p> <p>Governors and staff will be fully informed of spending for SEN</p>	<p>Class teachers/ departmental staff will set appropriate individualised targets for all pupils, including those with SEN.</p> <p>An information report will be on the school website so that staff pupils and parents know what provision is available.</p> <p>The SEN Department will ensure planned interventions or programmes of work take place</p> <p>SEN staff will have the expertise to make a request for assessment</p>	<p>4 Matrix</p> <p>Review and evaluation of interventions</p> <p>Consultations with parents and pupils</p> <p>Annual Reviews</p> <p>Records of support services involvement</p> <p>School's SEN profile</p>

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<p>All staff should be aware of the differing needs of the pupils they teach and should be proactive in developing their expertise and their practice</p>	<p>Staff will provided with appropriate training in line with the school's priorities</p> <p>Staff will receive regular updates on SEN legislation and policy</p> <p>Staff will be made aware of the learning needs of the current school population, so that staff can respond positively to diversity</p>	<p>Having available a transparent training budget</p> <p>SEN staff will maintain SEN information in the SEN Information folder.</p> <p>Reflecting provision for SEN throughout the school self-evaluation form (SEF)</p> <p>Using training materials (e.g. Inclusion Development Programme, IDP) to provide in-school training in SEN</p>	<p>Course attendance and dissemination to all staff</p> <p>Tracking of pupil progress to indicate impact of the training</p> <p>Classroom observations</p> <p>Pupil feedback</p> <p>Performance Management</p>

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<p>Parents should be involved as partners in their child's education</p> <p>Pupils should always be proactively encouraged to give their views on the quality of the learning experience</p>	<p>Parents' knowledge and views are utilised as fully as possible in assessing and meeting the learning needs of their child</p> <p>There will be ongoing consultation with pupils and their parents and their views will be respected and valued</p> <p>Parent's input will be encouraged in supporting their child's learning at home)</p> <p>Systems will be in place which enable all learners to talk about learning from their point of view</p> <p>Parents know how to make a complaint if necessary</p>	<p>There will be an 'open door' policy for parents, with the opportunity to make a further appointment for more detailed discussions</p> <p>Access to the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)</p> <p>Full engagement of parents in annual reviews</p> <p>TAs trained to ensure all pupils, regardless of their communication needs, can make their views known</p> <p>Making the complaints procedure transparent and available</p>	<p>Regular contact with families</p> <p>Parents written contributions at Annual Review</p> <p>Involvement of parents in policy review</p> <p>% attendance at annual reviews and parents evenings</p> <p>Pupil feedback through a range of mediums</p> <p>Complaints</p>

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<p>Early and accurate identification of learners needs is essential to meeting their individual needs</p>	<p>Assessments are accurate and consistent across school</p> <p>Assessments are moderated internally and with other professionals beyond the school</p> <p>Tracking identifies under achieving and under attaining pupils</p> <p>Identified pupils receive timely intervention</p> <p>Pupils are involved actively in assessing their own progress and knowing what are the next steps to achievement</p>	<p>Effective transition arrangements</p> <p>Progress monitoring</p> <p>Use of assessment materials throughout school</p> <p>Statutory testing as appropriate</p>	<p>Analysis of test results</p> <p>Analysis of teacher assessments</p> <p>Analysis of progress SEN pupils</p> <p>Reducing numbers of pupils at SEN statements</p> <p>Monitoring and evaluation of Interventions</p>

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<p>Governors should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEN policy</p>	<p>The SEN policy will be available and regularly reviewed</p> <p>The school's Inclusion Map will be available to the Governing body</p> <p>All school's policies will be anticipatory in nature so that the school is ready to admit pupils with a range of needs</p> <p>Governors will be welcome and be encouraged to take part in the life of the school</p>	<p>The Governors with responsibility for SEN will communicate regularly with the SEN Department</p> <p>Include Governors with responsibility for SEN in new initiatives</p> <p>Keep up to date with training and new initiatives and research on SEN</p> <p>Keep paperwork up to date and readily available in school</p>	<p>Governor minutes of meetings and feedback from monitoring visits</p> <p>Complaints re: SEN</p> <p>Numbers of pupils at SEN</p>

