



Stoke Newington School  
& Sixth Form

# Inclusion policy

# **STOKE NEWINGTON SCHOOL**

## **Inclusion policy**

Mary Straw (Inclusion Leader) is the school SENCo and is responsible for co-coordinating the provision for students with SEN, (under the Special Educational Needs and Disability Regulation 3a for Schools). Mary is a member of the school SLT

Mary Straw

Graduate Diploma for SEN (including National Award for SEN –NASNCo award (Clause 64 , C and F Bill 2014)

Contact details

020 7241 9600 ext 221

[mary.straw@sns.hackney.sch.uk](mailto:mary.straw@sns.hackney.sch.uk)

### **General Statement**

Stoke Newington School believes that every student has an entitlement to develop their full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The new Special Education Needs and Disability reforms have brought about some key changes for schools which includes the replacement of the categories of School Action and School Action Plus with one formal category of School Support, (School Action Plus students will be replaced with Support Plus) and the replacement of Statements of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway in liaison with HLT.

The guidelines and statutory requirements covering this policy are:

- The Equality Act 2010
- The SEND Code of Practice 2014. The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- School SEN Information Report Regulations 2014
- The DDA
- Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

This policy is an umbrella policy: as such it covers and is inseparably linked to every other school policy.

#### **Aims**

- To help each student reach their full potential
- To help students develop their personalities, skills and abilities
- To provide appropriate teaching which makes learning challenging and enjoyable
- To provide equality of educational opportunity
- To adapt systems and structures - curriculum, building, attitudes and values towards making SNS a more inclusive school

#### **Objectives**

- Ensure implementation of government and LEA inclusion recommendations
- Ensure the school's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- Ensure all students have access to an appropriately differentiated curriculum
- Recognise and value and celebrate students' achievements
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all school staff, governors and parents in inclusion issues.

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any students irrespective of age, gender, ethnicity, language,

attainment, disability, faith, emotional needs and physical or mental abilities, or background.

Inclusion means improving the school for staff as well as for students, and involves fostering mutually sustaining relationships between the school and local communities.

### **Implementation will be through:**

- Clear policies and procedures
- Teaching and learning
- National Curriculum
- Pupil Voice
- Student Support Network
- Pastoral Teams
- A range of outside agency support services
- SEN Code of Practice
- Impact onsite unit
- Pastoral Counsellors
- More Able
- CEAL
- Safer Schools Partnership
- Primary Secondary Transfer
- Special School links
- PRU links
- PTA
- Prospects

### **School Accessibility Plan**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. The duties cover discrimination in the provision of

**Aims:**

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the Equality Act (2010).
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities
- The school seeks to actively promote social inclusion

## **Education of Children with Medical Needs**

(This policy should be read in conjunction with the school Policy for Special Educational Needs, the Equal Opportunities Policy and the Accessibility Plan)

The staff at Stoke Newington School are committed to providing students with a high quality education whatever their medical need, disability or individual circumstances. We believe that all students should have access to as much education as their particular medical condition allows so that they maintain the momentum of their learning whether they are attending school or going through periods of treatment and recuperation. We promote inclusion and will make all reasonable adjustments to ensure that children and young people with a

disability, medical need or SEN are not discriminated against or treated less favourably than other students.

### Definition of Medical Needs

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purpose of this policy, students with medical needs may be:

- students with **chronic or short term medical conditions or a disability** involving specific access needs, treatments, support or forms of supervision during the course of the school day or
- **sick children**, including those who are physically ill or injured or are recovering from medical interventions, or
- Children with **mental health problems**.

### Named person

The member of staff responsible for ensuring that students with medical needs have proper access to education is **Mary Straw, Inclusion Leader**. She will be the person with whom parents/carers will discuss particular arrangements to be made in connection with the medical needs of a student. It will be her responsibility to pass on information to the relevant members of staff. This person will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enhance students' inclusion in the life of the school and enable optimum opportunities for educational progress and achievement.

### Partnership with parents/carers and students

- Parents hold key information and knowledge and have a **crucial role** to play. Both parents and students will be involved in the process of making decisions.
- Parents are asked to keep the school informed, via the school general office staff and the Inclusion Leader, about any **changes in the treatment** their children are receiving, including changes in medication.
- Parents will be kept **informed** about arrangements in school and about contacts made with outside agencies.
- Parents and students will be **consulted** before referral to the Home Tuition Service

### Absence as a result of a medical condition

- All parents are expected to inform the school on the first day that their child is absent. If an absence lasts for a full week or longer, parents must produce a medical evidence for the absence. This can be in the form of a doctor's note.

- In cases where students are absent for periods **less than 15 working days**, parents will follow the normal arrangements for informing the school. If the length of the period of absence can be anticipated, then it may be appropriate for the school to provide the student with a pack of work to do at home.
- Where an absence **exceeds 15 working days**, the YCC will inform the Education Attendance Service. Parents will need to provide the YCC and Inclusion Leader with a letter from a medical Consultant containing details of the medical condition or intervention and information about the estimated period of absence. The school will also contact the Home Tuition Service, to see if Personalised Learning is applicable.
- If a student is to be admitted to **hospital for a period longer than 5 working days**, then the YCC, in consultation with the Inclusion Leader, will contact the Hospital School and will consult with staff there about ensuring continuity of education.

### **Arrangements for access to education in the case of long-term absence**

- It is essential that **parents/carers inform the school** at the earliest opportunity if it is anticipated that an absence will be long-term (exceeding 15 working days).
- When an absence of more than 15 working days can be predicted, arrangements for continuing the student's education will be made by the Inclusion Leader or YCC. After speaking to the parents, she will **contact the Hospital School and/or Home Tuition Service**. She will then send on documentation that will inform staff about the student's needs, enabling them to plan appropriate provision. Information sent will generally include:
  - curriculum targets most recent progress check
  - a current Individual Education Plan (IEP) and/or personal education plan, if the student has either of these do's and don't's
  - extracts from the latest Annual Review (students with statements only).most recent annual review
- **Home Tuition** will start as soon as is practicable. Students educated at home can receive a minimum of 5 hours teaching per week. This is intensive one-to-one teaching and is normally as much as a young person recovering from illness, injury or surgery can benefit from. In exceptional cases the amount of tuition may be increased if the Home Tuition Service has the capacity at the time.
- In cases where a student has **recurrent or regular treatment** and is away from school for a number of shorter periods, the Inclusion Leader will alert the Home Tuition Service. The Home Tuition Coordinator for The Learning Trust will make every effort to organise special provision for the student in question.
- The school, with the parents/carers' cooperation, will **maintain contact with students** unable to attend. It may be appropriate for email to be used.
- The school will continue to **monitor the progress of students** unable to attend. This will be done through discussion with teachers working with the student out of school. In cases of extended absence the Inclusion Leader or YCC will arrange for a review to be held, attended by the student's parents/carers, the education provider and the form tutor.

## Reintegration following absence for medical treatment

- As with the notification of absence, it is very important that parents/carers give the school, via the YCC, as much notice as possible about the **student's date of return** to school.
- The school will draw up an individually tailored **reintegration plan** in advance of the student's return to school. This plan will set down any new procedures that need to be followed and will ensure that any additional equipment is in place. It is essential that all agencies involved with the student contribute to the drawing up of the plan. In some cases it will be necessary to have outside professionals on site when the student first returns.
- For some children, **reintegration will be a gradual process**. A student may start with a short visit to school and gradually increase the time spent in class as s/he builds up stamina. Where mobility and independence are reduced, or where additional medical procedures are involved, a preliminary visit will help to establish whether there are any safety issues that need to be resolved before a date is fixed for the student's return.
- If it seems that a student will have significant medical needs for the foreseeable future, it may be necessary to consider making a request for **statutory assessment** under the Code of Practice (Students with Medical Needs). There will be consultation with the parents/carers on this matter.

## Catering for student's medical and health needs in school

- The majority of children who have medical needs are able to **attend school regularly** and do not have to undergo extended periods of treatment. However, they may need to attend frequent medical appointments.
- Parents/carers of new students are required to complete a form which gives the school **information about individual medical needs**. It is the duty of parents/carers to return this form promptly so that any necessary preparations can be made.
- Information supplied by parents is transferred to the **Medical Needs Register**, which lists the students by year group. A summary of the Medical Needs Register is available on 'O drive/information/SEN/2014-15/medical needs' so that it can be referred to easily. Fuller details are given on a 'need to know' basis. Confidentiality is assured by all members of staff.
- Staff must familiarise themselves with the medical needs of the students they work with. **Training** will be provided in connection with specific medical needs so that staff know how to meet individual needs, what precautions to take and how to react in an emergency.
- The school has a number of **First Aiders** who regularly attend refresher courses.
- All **First Aiders** are trained to deal with First Aid incidents with protective gloves using universal procedures. There is no obligation for a student, parent or carer to disclose their HIV or hepatitis status to teachers, LSAs or other staff unless they feel this would be of help to the student. Any information shared will be

treated in confidence. All staff will receive awareness training about these conditions.

- Before taking **children off the school premises**, the member of staff in charge will ensure the guideline checklist is followed and that any medication or equipment needing to accompany students is safely packed. The school policy on educational visits will be followed along with the Learning Trust guidelines on 'Educational Visits and Students with SEN and Medical Needs'.
- **Medication** is kept in a locked cabinet in the office and is taken under supervision. Medicines are only administered in specific circumstances and parents/carers must reach an agreement with the school before sending in medication. It is the responsibility of parents/carers to ensure that medicines are not out of date. The school uses the agreement forms and advice recommended by the DfES and Dept of Health 'Managing Medicines in Schools and Early Years Settings'.
- Children with more complex medical needs may require a **care plan**. This will be drawn up in consultation with the student, parents/carers and outside professionals, usually the school nurse. A delegated member of the support staff will supervise the carrying out of the plan.

### **A Whole School Approach**

- The school will promote positive **emotional health** and well-being in the school community and help students understand and express their feelings to build their confidence, emotional resilience and capacity to learn.
- **Lifestyle health** will be promoted through the 'Healthy Schools Policy' and the Life Skills (Personal, Health, Social and Citizenship Education) curriculum. We will promote healthy eating and physical activity for students, parents, carers and staff. We will do this by monitoring students' menus and food choices, participation in physical activity and identify students who need breakfast. Support will be offered to vulnerable students who may be over- or under-weight. We will meet the need for a balanced diet in line with the DfES/DoH school food standards and provide the necessary support for individual needs.
- The **Life Skills and science curriculum** will address lifestyle issues including sex and relationships education and drug and substance misuse.
- Any **misuse of medicines or substances** will be dealt with under the school's procedures. All staff will receive awareness training on substance misuse and will be alert to symptoms and unusual behaviours.
- The school will promote **back care** for students and staff and support those with back pain by considering seating, work stations, lifting and carrying, locker provision, physical activity and awareness training.

### **Identification of medical needs**

- Most medical needs will be **identified by the parents/carers** in consultation with a medical professional outside school.
- Any **medical concerns the school has** about a student will be raised with the parents/carers and discussed with the school nurse. Most parents/carers will wish to deal with medical matters themselves through their GP. In some instances the

school, after consultation with the parent/carer, may inform the GP or an appropriate professional.

- **Information about medical needs SEN or disability** is requested on admission to the school. Parents and carers are asked to keep the school informed of any changes to their child's condition. Wherever possible meetings with the parents/carers and other professionals are held before the student attends school to ensure a smooth transition into the school.
- At any time during the school year students or their parents/carers can request a personal **interview with the school nurse**.
- The School Nurse will attend SSN meetings regularly where students with medical needs are discussed with relevant agencies
- The school will work closely with other professionals to ensure good **communication and liaison**

**Further information is available from:**

The Inclusion leader, *Mary Straw*: 020 7241 9600 ex 221  
*mary.straw@sns.hackney.sch.uk*

The specialist teacher for students with medical needs, The Learning Trust: 020 8820 7326

The Learning Trust website, <http://www.learningtrust.co.uk/specialneeds>

<http://www.teachernet.gov.uk/wholeschool/healthandsafety/medical>

<http://www.wiredforhealth.gov.uk>

Chair's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: Ms Caroline Stagg

For review - July 2017