



Stoke Newington School
& Sixth Form

SEN Inclusion Policy and Information Report

Stoke Newington School

Approved by: Full Governing Body **Date:** 5.12.18

**Last reviewed
on:** [Date]

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by:** [Date]

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1. General statement and aims

Stoke Newington School believes that every student should have the opportunity to develop to their full potential. Educational experiences should be provided which develop students 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. However we are also aware that we cannot prioritise a student's individual needs above the safety, welfare or education of the majority.

This policy is to be read alongside the SEN information report (Local Offer) which can be found on the school website.

Our SEN Inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. 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 pupils 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 (SENCOs) and the SEN information report
- The Equality Act 2010 sets out the legal obligations that schools 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, 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
- Stoke Newington School is covered by the public sector equality duty and when carrying out its 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. It 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.
- This policy is also informed by: The Disability Discriminations Act (1995), Statutory Guidance on Supporting pupils at school with medical conditions (2014)

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (taken from section 20 of the Children and Families Act 2014).

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 or mainstream post-16 institutions

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.

We recognise that young people of secondary school age are growing and developing during their time with us. Special needs may become more or less apparent during this time. We will be alert to changes and respond rapidly to changing needs.

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mary Straw (Inclusion Leader) 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)

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020 7241 9600 ext 221

mary.straw@sns.hackney.sch.uk

she will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN Inclusion policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Ensure that every teacher that works with the young person has all the appropriate information to allow them to plan to meet the needs of the young person in their area.
- *Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching*
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils 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 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN Inclusion policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN Inclusion policy

5 Monitoring arrangements

This policy will be reviewed by **Mary Straw every 3 years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy is an umbrella policy: as such it covers and is inseparably linked to every other school policy (in particular the access arrangements policy) as well as the over subscription criteria for sixth form.

Further information is available from:

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

The Learning Trust website, <http://www.learningtrust.co.uk/specialneeds>
<http://www.teachernet.gov.uk/wholeschool/healthandsafety/medical>
<http://www.wiredforhealth.gov.uk>