



Stoke Newington School & Sixth Form

SEN Inclusion Policy and Information Report

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Part 1: SNS Inclusion Policy

1. Aims

Our SEN policy and information report aims to:

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

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.

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 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 coordinators (SENCOs) and the SEN information report.

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

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.

4. Roles and responsibilities

4.1 The Head of Inclusion/SENCO

The Head of Inclusion/SENCO is Samara Sherratt.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 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 students with SEN up to date.
- Be a Key Worker for a set number of students with EHCPs and those on SEN Support.

4.2 The Deputy SENCO

- To deputise for the Head of Inclusion/SENCO when needed, sharing responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Be a Key Worker for a set number of students with EHCPs and those on SEN Support.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Assist the Head of Inclusion/SENCO to ensure the school keeps the records of all students with SEN up to date.

4.3 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 Head of Inclusion/SENCO to determine the strategic development of the SEN policy and provision in the school.

4.4 The Headteacher

The Headteacher will:

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

4.5 Class teachers

Every class teacher is responsible for:

- The progress and development of every student 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 Head of Inclusion/SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

4.6 Teachers within the Inclusion Team

- The progress and development of every student 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 Head of Inclusion/SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- Be a Key Worker for a set number of students with EHCPs and those on SEN Support.

Key Workers

At SNS the Key Worker is a designated member of staff who ensures that the EHC is implemented for your child. They will be an advocate for them. They will also lead the Annual Review. The Key Worker will collaborate with the Head of Inclusion/SENCO, and other relevant staff to support your child's specific needs.

The role of the Key Worker

The specific actions of the Key Worker will be determined by your child's particular SEN needs. However typical actions could be:

- Hosting 'staff-shares' to remind members of staff of the needs of your child.
- Staying up to date with your child's medical needs.
- Suggesting new interventions and strategies to teachers.
- Staying in regular contact with your child's tutor and Head of Year.
- Staying in contact with outside agencies related to your child e.g. SaLT, Young Hackney or CAHMS

Contact time with the Key Worker

Your Key Worker will meet with you once a half term to check-in. However, you will have more time with the Key Worker around the time of the Annual Review.

Your child will see their Key Worker once a half term for a 1:1 session.

4.7 Senior Learning Support Assistants

- Working closely with The Head of Inclusion/SENCO and Deputy SENCO to plan and deliver Interventions.

- Track progress of students on Interventions and feedback to the Head of Inclusion/SENCO to review each student's progress and development and evaluate on when to change or stop interventions.
- Contribute to student reports around interventions and progress.
- Ensuring they follow this SEN policy.

4.8 Learning Support Assistants

- Support Teachers and students in class so that learners are reaching their potential.
- Feedback to the Head of Inclusion/SENCO and Key Worker to review each student's progress and development.
- Support 1:1 and small groups of students with SEND.
- Ensuring they follow this SEN policy.

5. Monitoring arrangements

This policy and information report will be reviewed by The Head of Inclusion/SENCO and the Governing Body annually. 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 links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting students with medical conditions

Part 2 SEN Information Report

1. The kinds of SEN that are provided for at SNS

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

2. Identifying students with SEN and assessing their needs

All students in Year 7, or those new to the school will be screened using Lucid Screening. If a student has not previously been on the SEN register and they receive a low score in the screening test, or there is a concern raised around them possibly having an additional need, this will be raised with the Inclusion Department who will observe the child and suggest adjustments such as differentiated learning tasks, adaptations to the curriculum or learning environment. If, despite these adjustments, the student is still not making progress, a discussion will be had with the parent or carer about the student being placed on the SEN Register so that the Intervention team are better able to support them.

Students can be supported by time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity. All interventions will be planned with clear objectives in mind; time constrained and reviewed by all involved in order to judge the effectiveness of the intervention.

Occasionally a student may need more specialist support from external agencies. If this happens, a referral will be made by the Head of Inclusion/SENCO with the parent or carer's consent and forwarded to the appropriate agency.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents.

The Key Worker will meet with the student once a term to discuss their outcomes and progress, this progress will then be fed back to parents/carers and class teachers. One of these meetings will be an annual review of the student's EHCP in which the parent/carer and other relevant professionals working with the young person will be invited to attend.

We will formally notify parents when it is decided that a student will receive SEN support.

Parents can arrange a drop-in session with the Head of Inclusion/SENCO on Friday afternoon for 15 minutes. These sessions are booked in advance and can be accessed via our website.

4. 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 Inclusion/SENCO and/or Key Worker to carry out a clear analysis of the student's needs. This will draw on:

- The teachers' assessment and experiences of the student.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, 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, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

All Students with EHCPs will have an outcomes meeting with their keyworker once a term. One of these meetings will be their annual review. If sufficient progress is not being made the Head of Inclusion/SENCO and Key Worker will discuss interventions to support progress. These will be shared with the parent or carer before being implemented.

5. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. Hackney Education arranges

opportunities for Primary and Secondary SENCOs to meet to exchange information and encourages someone one from the school to visit the student and meet with the family before the transition.

6. Our approach to teaching students with SEN

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 SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Maths (Smaller Intervention Groups)
- Word Aware
- Dfuse Programme
- Talk About (SALT)
- Study Skills

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

For further information please read the school's accessibility plan.

8. Additional support for learning

We have three Senior LSAs who are trained to deliver interventions such as Word Aware, Dfuse, Smaller Maths Groups, Study Skills and Emotional Regulation.

There are 15 LSAs who support students via in class support and/or small group basis both within lessons and out of lessons. The LSAs work closely with the teachers to identify areas of support.

9. Expertise and training of staff

Our Head of Inclusion/SENCO

Our Head of Inclusion/SENCO has five years' previous experience as a SENCO. She has the National SENCO award and is currently doing a Masters' degree in Special Education and has completed modules in Social, Emotional and Mental Health Difficulties, and Autism Spectrum Conditions.

Our deputy SENCO has worked with young people with additional needs for seven years. They have a reduced teaching timetable in order to run the Inclusion Provision at SNS. The Deputy SENCO is currently doing the National SENCO award and is a qualified Access Arrangements Assessor.

We have a team of 15 Learning Support Assistants (LSAs), including three Senior LSAs who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Dfuse, SCERTS, Word Aware and the Zones of Regulation. Our LSAs have fortnightly training mentoring sessions from a Specialist Teacher and from the Head of Inclusion/SENCO.

We use specialist staff for some interventions via in class support as requested in a student's EHCP.

10. Securing equipment and facilities

We work closely with OT and SEND Business for acquiring additional equipment and facilities for young people. This might be something that is stated on their EHCP or needs requesting for additional funding. We work closely with the Specialist Teacher for Assistive Technology when assessing the needs for specific equipment in this area.

11. Evaluating the effectiveness of SEN provision

All students on the SEN Register who are accessing additional support will be evaluated termly as to whether they are meeting their outcomes that are either set out in their EHC Plan or agreed on with the school. Students on Interventions will have an individual goal to achieve before coming off the intervention. Some interventions are a set number of weeks, but at the end of the intervention it may be deemed that some students require additional support in this area which will be arranged.

The Head of Inclusion/SENCO, Deputy SENCO and members of the Senior Leadership Team conduct a learning walk once a year, which helps to plan for staff training and student focus. Student voice is really encouraged within the school and we ask for students on the SEN Register to complete surveys where they are able to give feedback and suggestions once a year. Their voice is also heard at their termly outcomes meeting with their Key Worker.

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions after a set number of weeks (based on the intervention).
- Using student voice and questionnaires.
- Monitoring by the Head of Inclusion/SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for students with EHC plans.

12. Enabling students with SEN to engage in activities available to those in school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.

No student is ever excluded from taking part in these activities because of their SEN or disability, and we work closely with the PE department to modify any activities where needed for students on the SEN Register.

How we support students with disabilities.

- Ensuring communication with OT and Physiotherapists or any other professional working with the student is adhered to and kept open between professionals.
- Prior visits and assessments from professionals such as mobility officers or OT are conducted before student starts the school so that safety measures can be put in place.

- Consultation with parents and student about what they require, and adjustments needed before student starts school which is reviewed regularly.
- For further information around the specific facilities within the school, a link to the School's accessibility plan can be found at the bottom of this document.

13. Support for improving emotional and social development

As part of the Inclusion provision there is a Learning Support Centre where young people who may require additional support with their Social and Emotional Development can get extra support. Alongside this all staff are trained in Dfuse, which supports de-escalation and encourages reflection. There are mentors assigned to key stages who support young people who may be having difficulties emotionally regulating. The school also accesses *A Space*, which is a service that uses the arts to work with young people who need additional support in these areas.

The school works closely with CAMHS and WAMHS and has an allocated Psychologist who works with the school X days per week, advising staff on wellbeing strategies for both themselves and for students.

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council.
- We run Social Skills Groups for students in year 7 and year 8 who have ASD or those who need additional support in this area.
- We encourage young people to join the ASD forums set up by the Inclusion and Specialist Support Team at Hackney.
- We offer the opportunity to take part in wider borough initiatives around Student Voice in SEND, such as the SEND Magazine written by young people with additional needs, and the Education Youth Inclusion Team.

We have a zero-tolerance approach to bullying.

14. Working with other agencies

We work with the following agencies to provide support for students with SEN:

- Speech and Language Therapists
- Educational Psychologist Services
- Inclusion and Specialist Support Team (Including DPH and VI teams)
- Young Hackney
- A Space
- Medical Needs Home Tuition Service

15. SEN funding

There are three levels of funding for schools.

Element one funding

Element one funding is also known as base funding. All children in maintained schools regardless of their SEND status are base funded. This pays for the building, maintenance, staffing and equipment, for example.

Element two funding:

Level 2 funding is additional funding from Hackney Education and is allocated to the School using factors in the local funding formula that reflect the costs associated with students with higher needs.

A full list of allowable Local Authority (LA) funding formula factors can be found in the [ESFA's revenue funding operational guide](#). They include:

- Deprivation
- Low prior attainment
- English as an additional language
- Looked after children
- Pupil mobility

SEN is not one of the factors and this is why level 2 funding is called the 'notional SEN budget'. The School does not receive £6000 for every student on the SEN register; this would be impossible because SEN is not one of the funding formula factors. The local authority's funding formula results in a sum per student from level 2 funding that is significantly lower than £6000.

The government advises that this notional budget should, however, be used to fund SEN needs within the school and where the cost for any one particular student exceeds £6000, the school should access top-up funding for that student through an EHCP.

The notional budget is not ring-fenced in any way and is not linked to any individual. It goes into the School's central budget.

Element three funding:

Element three funding is also known as high needs top-up funding and is applied for through the Hackney Education SEND service. Element three funding is always in addition to full element two funding. This is funding for children and young people with additional needs who have met the threshold for an Education, Health and Care plan.

16. Complaints about SEN provision

Complaints about SEN provision in our school should be raised with the Head of Inclusion/SENCO in the first instance for resolution. If a parent or carer is not satisfied with the School's response they will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the School has discriminated against their children. 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

17. Contact details of support services for parents of students with SEN

Each local authority has a Parent Carer Forum funded by the Department for Education and overseen by a National Network of Parent Carer Forums and Contact. The benefit of a local forum is that parents are able to network with other parents of children and young people with SEND.

- HIP - Hackney Parent Carer Forum: <https://www.hiphackney.org.uk/>

You can also get advice from Hackney SENDIAGS who have an informal disagreement resolution service to help parents and Hackney Education SEND services reach an agreement.

18. Contact details for raising concerns

At the first instance, raise your concern with your child's allocated Key Worker or the SENCO.

19. The local authority local offer

Our local authority's local offer is published here: <https://www.hackneylocaloffer.co.uk/>