

Inclusion Statement & Special Educational Needs Policy

Status: management policy pending Governor consideration
Review Date: - by Governors Dec 2021

Date: Sept 2021

Governor Leadership: SEN Link Governor

Executive Leadership: Headteacher

Key Manager:

Consultation/signing group:

What the pupils need to know:

- We will help you to feel comfortable and important in our school
- We will help you to understand what is expected of you
- We will help you to achieve what is expected of you

What every adult needs to know:

- Every pupil will be valued and well cared for at Cromwell
- Cromwell High School will meet each pupil's SEN as defined in their EHCP

What every member of staff needs to know:

- We will show every pupils unconditional positive regard at all time in all circumstances
- We will use Total Communication to enable our pupils to understand as much as possible
- We will differentiate and adjust learning so that each pupil is challenged to achieve success.



Aims:

We aim that all our pupils learn:

- as much about the world as possible
- to be as effective in the world as possible
- to grow to become, confident, caring and considerate citizens

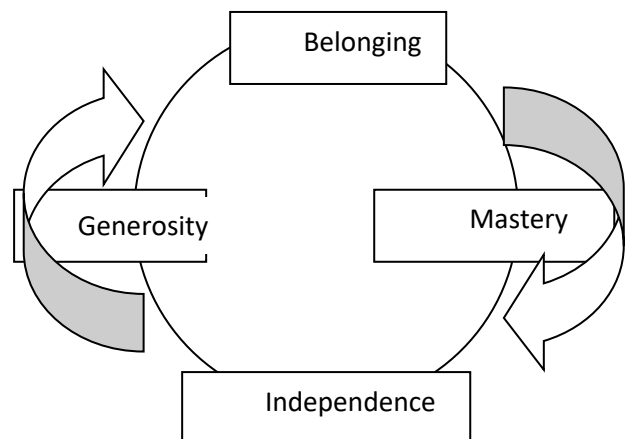
Inclusion Statement

Our aim is to provide the best possible progress and achievement possible based on the resources available to us for each pupil or student who attends our school.

In order to achieve this every pupil and student needs to feel fully included into our community and valued as a person. Our key principle – printed on the front of our staff handbook- is; every member of staff will communicate high expectations relative to individual need and “unconditional positive regard” for each and every pupil- as a person- at all times, in all circumstances. This is what professionalism means to us!”

Our understanding of what pupils needs are:

These are understood as; belonging, mastery, independence and generosity. This is a model borrowed from Native North Americans and begins with idea that every human being needs to feel that they belong and are valued for themselves before they can go any further. They then fulfil themselves through learning and mastering new skills, become able to practice these skills independently and then must build their concept of themselves as full and valued members of a community by being able to contribute to the good of others.




To ensure that all children are able to grow and prosper within this model of ‘Need’ all measures are taken to ensure that our children’s fundamental physical needs are met. In such situations where a child is unable to prosper due to illness, neglect or behaviour that threatens that access to learning an inclusion the school will seek the support of all relevant outside agencies and will take the required child protection actions.

That each individual pupil is able to maximise their involvement in this cycle of belonging may be defined as “Inclusion” rather than definition of “inclusion” that results in defining a simple presence in a mainstream setting. We believe that all pupils have an “individual need” to be included and that they are only “included” when we meet their individual needs.

“Including” pupils is therefore identical to meeting their Special Educational Needs providing “disability/SEN” is seen through a social definition.





The main ways we strive to meet pupils' SEN are:

- To welcome, care and value as a unique and worthwhile individual, each child or young person who attends our school- as defined as 'unconditional positive regard' required in the school's staff code of conduct.
- To integrate across the curriculum the Education Health Care plans that specify a pupils' priority key skill targets necessary to maximise opportunity in wider world and adulthood.
- To have a clear understanding of what each pupil/student can already do.
- To specify, share and deliver the highest standards for each pupil's health, physical and therapy needs to allow curriculum access, individual pastoral needs, and health needs.
- To specify guidance on how we address individual access needs in relation to:
 - Profound and Multiple Learning Difficulties
 - Autistic Spectrum Condition.
 - Additional communication difficulty
 - Sensory impairment/ Processing
 - Dyspraxia
 - Dyslexia
 - Cerebral Palsy and other physical disabilities
 - Other "conditions"; eg TS, Fragile X, Downs, Sanfilippo Syndrome...
 - English as an additional language (although not specified as an SEN by the 1981 act)
- To differentiate curriculum objectives so that each pupil can access the curriculum and achieve maximum progress. We provide guidance to this effect.
- To track pupil progress and act to provide additional support to address any underachievement relative to need.
- To provide motivating activities and reward systems to place achievement at the centre of everything we do.
- To provide the relevant support needed to allow access to mainstream educational and community based/social opportunities.
- To prioritise communication needs by developing a Total Communication Environment.
- To promote our duty to support pupils in the process of maturation through respecting them as individuals with a complex identity including both their chronological age, social identity and developmental level of understanding.
- To provide support to pupils to become effective in as wide a social environment as possible.
- For pupils experiencing extreme difficulties in the area of Social, Emotional and/or Mental Health needs and/or demonstrating challenging behaviour the school uses a range of approaches and any child with this additional needed is provided with a Promoting Positive Behaviour Plan (refer to schools behaviour policy) to enable the pupils to cope as independently as possible. For other pupils the pastoral system gives an emotionally secure foundation for achievement.
- We are co-located with a mainstream high school in order to promote access to mainstream environments and pupils and enable us to develop pupils' ability to thrive in these circumstances.
- To ensure that all pupils are challenged to successfully advocate for themselves, become as independent as possible, and to reach their full potential.



Special Educational Needs Policy

Aims

It is the aim of the Governing Body to provide an excellence of provision for all pupils and students at Cromwell High School. This is reflected in the school aims and mission statement.

Objective

It is the specific objective of the school to provide the education provision identified in the pupils Education, Health Care Plan (EHCP), including provision of equipment. It is the objective of the school to provide a broad, balanced and relevant access to the National Curriculum for each pupil and student. This is to be underpinned by an individual educational programme that will formulate via:

- Pupil EHC Plan
- The Annual Review process including interims
- Full assessment based upon the school's curriculum, including the Early Development Curriculum.
- Input from relevant therapists and professionals. Continuous assessment and evaluation through individual termly plans. It is the objective of the school to provide the best possible accommodation: classroom, (specialist resources, therapeutic equipment and physical provision for pupils, including safe and appropriate play facilities and school grounds.
- Ongoing annual assessment, recording and reporting using the school assessment documents and external procedures such as SATs, published reading tests and accreditation where this is relevant.

In the context of Cromwell High School the SEN coordinator shall be the Headteacher.

The Local Governing body will have a named SEN Governor who will liaise closely with the school to provide periodic reports to the governors.

It is the objective to provide an excellence of staff and expertise in the fields of SEN Policy, Special Education Needs theory and practice. This will involve teaching, TA, non-teaching and welfare staffing. The delivery of relevant INSET to ensure the development and maintenance of the excellence will operate throughout the school. Ref. Staff Development Policy

Pupil admissions

The pupils on role at Cromwell High School will require an EHCP where the main difficulty is a learning difficulty falling within the SLD-PMLD Continuum. Pupils and students may have additional sensory, physical or behavioural difficulties. In addition, the school will cater for pupils with Autistic spectrum disorders. Pupils aged 11-19 will be admitted to the school up to a total of 120 allowing for appropriate balances across all key stages and phases. Ref Our Local Offer. Any exception to this will require permission (or instruction) from the LA SEN Department and Educational Psychology Officer. Ref: Admissions Policy.

Exceptional need

All our pupils have an Education, Health and Care Plan (EHCP) and therefore each is considered individually and plans made to ensure that their needs are being met. Where needs are exceptional for the designation of our school – including additional complexity or relative Gifted and Talented areas of ability- school will make individual provision for these needs – where





necessary working with the Local Authority SEN department to ensure that the resources required are available without compromising the education resources available to other pupils.

Departments for pupil need

Our school is fundamentally organised around pupil needs in that we have 3 departments dedicated to the 3 broad cohorts of pupils for whom we provide education. Each department is lead by an Assistant Headteacher to continually develop the quality of provision, especially SEN strategies specific to the cohort of pupils concerned. The departments are:

- ❖ Sensory Department – for learners primarily learning through their immediate senses – usually with Profound and Multiple Learning Difficulties
- ❖ Structured Department – for learners who need a highly structured environment in which to optimize their learning – usually pupils with intensive Autistic Spectrum Condition and/or intensive social and communication needs
- ❖ Conceptual Department – for learners with Severe or Complex Learning Difficulties who thrive with more flexible social interactions

Resources

The school accommodation provides, and will maintain, a barrier free policy for all pupils/students. All teaching and play areas should be fully accessible to all pupils regardless of physical difficulty, including wheelchair users. Toilets and changing facilities should be readily available to all in each departmental area.

- Lifting equipment, hoists, and other specialist equipment, should be available as required in each departmental area.
- Resources will be allocated by the LA, Governing Body through the Headteacher via the Head of Department and Class Teachers.
- Physical resources will be allocated to class / subject groups, small groups or individuals through timetabling agreed appropriately by those coordinating the use of resources.

Where a pupil's EHCP indicates the need for a particular resource the school will take every step to secure that provision as soon as is practicably possible. In addition, resources requested by those concerned for the education and care of a pupil / student will be given careful consideration and acquired as soon as is practicably possible.

Where needs arise, following appropriate assessment and review, pupils and students are able to benefit from enhanced staffing levels to cater for particular educational or care needs. This may be funded through the school budget or through LEA support.

Support, advice and guidance

Access to visiting education professionals will be made on request in addition to regular visits including teachers for the hearing impaired, visually impaired, challenging behaviour teams and educational welfare staff. All pupils have access to Educational Psychology advice as required.

Health Support

Access to speech and language therapy, physiotherapy and occupational therapy, dietician, Community Disability Service will be agreed with those professionals and relate to prioritised needs throughout the school and to the pupil's EHCP. The school will liaise closely with health trust professionals routinely on a periodic basis and also in response to individual needs as they





may arise. Access to the school's Speech and Language therapist will be organized according to pupil/student need.

Social Care Support

In addition, the school will maintain and develop links with relevant Social Service Departments in relation to individual needs and generic issues effecting groups of young people or whole school issues.

Links with voluntary organisations will be fostered in order to develop the quality and relevance of the educational and care provision offered at the school.

Identification of Special Education Needs and Review

As a special school all pupils on role will all have an EHCP i.e.- At Stage 5 of Code of Practice Stages 1 -5. During the time spent at school further needs will be identified by class or subject teachers, parents or carers, of the staff and related professionals.

Through the process of interim and annual reviews based on the process of assessment, recording and reporting action will be taken to incorporate these needs into the pupil's, or student's, individual educational plan (Termly Plan) and provision.

Recommendations may also include an adjustment to, or the ceasing of, an EHCP (see Annual Reviews, Termly Plans and Code of Practice documentation).

Arrangements for National Curriculum

All pupils at the school will have optimum access to the National Curriculum with schemes of work being drawn largely from Key Stage 1 to optimise access for mastery. Cultural Capital will be sourced from later key stages as linked to sequencing for mastery. Ref Curriculum Overview Policy.

Schemes of work will be devised and developed by the school to meet the needs of the pupil and student population. Further modification will inevitably be required in terms of learning outcomes, depth of study and methods of recording the work and achievements of the pupils. The implementation of National Curriculum tests and assessments is not appropriate to our pupils by definition of our designation as a school. To ensure an age appropriate ethos and curriculum delivery the school is divided into departments - Secondary and Sixth Form. School policy will be to maintain a distinctive departmental approach in the Sixth Form. To ensure a prioritisation of pupil need and focus on effect strategies to optimize pupil progress the school is also organized into departments based on pupil need; Sensory, Structured and Conceptual. Many activities will be organized discreetly in departments, as with issues of behaviour support, pastoral care and recreation.

Some assembly, cultural activities and general school events will be conducted as whole school events to maintain and support a functional and appropriate educational community.

Links with other schools and transition between and beyond the school

Steps will be taken to discuss the relevance of, and opportunities for, inclusive learning. Depending on the cooperation of our mainstream partner school, Rayner Stephens, pupils attending Cromwell High School will be given opportunities to meet their mainstream peers on

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varying basis, regularly taking part in the life of another mainstream school on a weekly basis accessing the curriculum, periodic visits to mainstream schools and opportunities for mainstream pupils to attend Cromwell.

Particular notice will be taken of parental preference for inclusive learning opportunities or not and this aspect will usually be discussed during the annual review process. The above will apply to pupils and students in key stage 4 and beyond with links to post 16 education providers such as FE colleges and post school placements. In the majority of cases pupils attending other schools will do so with the support of additional staffing managed by Cromwell High School. This will ensure the appropriate nature of the provision including monitoring and evaluation. The school inclusion policy will underpin this work. Links with other schools and post school provision to effect transfer of pupils to or from Cromwell will involve the exchange of detailed documentation and wherever possible involve staff spending time in the relevant organisation to facilitate an induction of the pupil. In the instance of a transfer to Cromwell a phased induction/ sampling period will be arranged if at all possible to ensure a smooth and appropriate transition. Similarly, a transfer to another school / destination will be supported by the school including the provision of staff.

Evaluation of the success of Special Educational Needs Provision

The Governing Body will review the effectiveness of its provision on an ongoing basis through the following channels,

- Headteacher reports.
- SEN governor reports
- The annual report of the governing body and the annual parents meeting.
- Annual Reviews.
- School Inspections, visits from external advisors.
- Feedback from parents and carers.
- The school's procedures for assessment, recording and reporting.
- Analysis of pupil work and achievements.
- Ongoing classroom observation by senior staff'
- Teacher and support staff development and review.

Partnership with parents/carers

It is the policy of the school to work closely with parents/carers encouraging and respecting their input into the educational provision of their own children and also the life of the school in general.

Input from parents will take many forms;

- Annual review consultations and meetings with resulting recommendations.
- Parental consultation meetings twice yearly.
- End of year reports.
- Home visits by school staff.
- Interim meetings held at the request of parents or teaching staff as required.
- Set up of specialist provision / equipment.
- The school's willingness to develop contributions parents might make to the school by helping in class, with particular projects and routines within the school.
- The school will support and develop parents' meetings organised by school staff, supporting agencies and parent themselves.
- Parent teacher association 'Team Cromwell'.





Wherever there is a need to support parents in the area of language, literacy or mobility steps will be taken to provide practical support. The school will provide access to translation (written or verbal), make home visits or arrange to support transport to and from the school where this is practicable.

Parental dissatisfaction with Special Educational Provision.

Any parent or carer making a complaint to the school concerning the quality of provision will be dealt with firstly by the Headteacher. Should a resolution to any problem not be forthcoming parents may refer, or be referred, to the Governing Body to assist in resolving the problem and or to the LA through the SEN department and/or the Head of Special Educational Needs.

It is the objective of the local governing body to ensure that any complaints from pupils, students and carers be dealt with promptly, fairly and sensitively with the aim to achieve a satisfactory outcome to all involved. In the event of a complaint by a third party it is the responsibility of the school to inform the parent and take appropriate action.

