

SEND and INCLUSION POLICY
1 September 2022
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Aims

At In Toto Ed, our aim is for every child to be safe, nurtured and supported to succeed. To care and educate our children, empowering them to reach their full potential. As a place of learning, In Toto Ed recognises the importance that Special Educational Needs and Inclusion is managed so that the aims of the school can be achieved. The purpose of this policy is to support this process.

Our SEN policy aims to:

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

Many of our students at In Toto Ed have an Education & Health Care Plan or are in the process of being assessed for one. There will be an Annual Review, chaired by the Head of Centre to review the appropriateness of the provision and to recommend to the respective local authority whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. (In accordance with SEN Code of Practice 2014)

1. Legislation and guidance

This policy 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 co-ordinators (SENCOs)

2. 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 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.

In Toto Ed is committed to providing an appropriate and high-quality education for children and young people with special educational needs. We believe that all our students, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and fully includes all aspects of school life. We believe that all our students should be equally valued in school, and we strive to eliminate prejudice and discrimination, and to develop an environment where all our students can flourish and feel safe.

At In Toto Ed, we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our students. We aim to provide a sense of community and belonging, and to offer new opportunities to students who may have experienced previous difficulties.

This does not mean that we treat all students in the same way, but that we respond to students in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all students, whatever their age, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of students:

- Students from minority ethnic and faith groups, Travellers, Asylum Seekers and Refugees
- Students who need support to learn English as an Additional Language (EAL)
- Students with special educational needs
- Students with physical disabilities
- Students who are gifted and talented
- Students who are looked after by the local authority
- Students who are young carers and those who are in families under stress
- Students who are at risk of disaffection and exclusion
- LGBTQ+

This policy describes the way we meet the needs of children and young people who experience barriers to their learning, which relates to one or more of the following:

- Cognition and Learning difficulties
- Social, Emotional and Mental Health development
- Sensory and/or Physical Impairment
- Communication and interaction difficulties (Autistic Spectrum Disorders)

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture approach, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many students, at some time in

their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At In Toto Ed, we aim to address and meet the SEN EHCP outcomes and provide teaching and learning contexts which enable every student to achieve their full potential.

We recognise that in some cases, a full curriculum may not be the most appropriate route to maximise students learning and achievement. We provide two academic pathways for our students one which is formal and follows a differentiated Curriculum model and a semi-formal model (RARPA) which is delivered through an experiential, thematic based approach using the positive relationships; and enabling environments approach.

We identify a child's suitability for each curriculum and is never rigidly fixed. For many students, it will be the right curriculum to see them through their school lives. However, for others where barriers to education are removed, or such progress is made that they are viewed as more suitable for a formal curriculum, schools should facilitate a change from a semi-formal (RARPA) to a more formal curriculum.

We see the inclusion of children and young people identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives

1. To ensure the SEN and Disability Act, Children and Families Act 2014 and relevant Codes of Practice and guidance including SEN Code of Practice 2014 are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children and young people with special educational needs.
3. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the either curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision.
6. To ensure that students are perceived positively by all members of the school community, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable students to move on from In Toto Ed, well equipped to continue learning and social independence to meet the demands of their community.
8. To involve parents/carers where possible at stages in plans to meet student's needs.
9. To involve the students themselves in planning and in any decision making that affects them.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sally Smith, Head of Centre (Cambridge): sally.smith@in-toto-ed.com

They will:

- Work with all Head's of Centre 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
- Ensure that initial baseline assessments including therapy assessments are completed within the first term of a student's admissions
- 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
- Be the point of contact (along with the other Head's of Centre across the organisation) for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Director 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 students with SEN up to date

4.2 The Head of school

The Head of Centre will:

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

4.3 Subject teacher

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any support staff 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report – See separate document

Although In Toto Ed identifies as an Independent Specialist school for SEMH students, we recognise that there are often cooccurrences with other learning disabilities. Therefore, 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, dyspraxia, Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) attachment and trauma experience.

5.2 Assessing and reviewing students' progress towards outcomes

Students will be formally assessed using BKSB initial assessments to provide a baseline of their abilities. The SENCO will also assess all new students from their EHCP within their first term and identify SALT and OT needs or assessments. The SENCO will:

- Ensure regular meetings with teaching staff to discuss additional needs concerns and to review learning plans.
- At other times, the Head of Centre will be alerted to newly arising concerns through the subject teachers.
- The Head of Centre will discuss issues arising from these concerns with the subject teacher within one week.
- Where necessary, reviews will be held more frequently than once a year for some students.
- Targets arising from learning plan's will be used to inform and support whole class approaches to inclusion, e.g., differentiation, varied teaching styles.
- The Senior Leadership Team monitor the quality and effectiveness of provision for students through classroom observation, learning walk and book looks.
- Teaching is primarily delivered by class teachers through differentiated teaching methods.

Additional support is provided by TAs throughout the school. When requested, additional support is funded through individual allocations from the local authority. We will follow the graduated approach and the four- part cycle of assess, plan, do, review. The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and 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.

5.3 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/carers and students which information will be shared as part of this. Transition and induction will be individualised to each student.

5.4 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.

5.5 Adaptations to the curriculum and learning environment.

In Toto Ed is a three-site school based in London (Blackheath), Cambridge and Peterborough.

All centres have accessible toilets.

We have made sure that there are good lighting and safety arrangements for all. Our classrooms have large SMART TV's; all students have access to a laptop or iPad. We have invested in a VLE (Firefly) to support student's away from the classroom.

Reserved parking for pre-booked visitors and disabled visitors is available at all centres and a full curriculum can be provided to all students, across three provisions.

Arrangements for providing access to learning and the curriculum:

- The school will ensure that all children have access to a balanced and broadly based curriculum either formal or semi formal. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of students and will encourage peer working and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate.
- Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Access to Information

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that young people with literacy difficulties can access them and ensure access by pairing students/peer support/TA support.

- We promote the use of ICT across our provisions, recording where appropriate, and provide access through scribing.
- We use a range of assessment procedures within lessons (such as taping, photograph, video and drawing, observation and witness statements) to ensure students are able to demonstrate their achievement appropriately.

Differentiated Curriculum Provision

In order to make progress, a student may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a student's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily short-term planning by the subject teacher.

Monitoring of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning. The students' progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the young person is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Closes the attainment gap between the student and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the students' previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the students' behaviour

Enhanced Intervention

Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, enhanced intervention may need to be made. This extra provision would be indicated where there is evidence usually through the initial assessment that:

- There has been little, or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of young people recorded as needing extra provision:

1. Students, who have needs similar to other students but, with additional needs within the class
2. Students whom we consider having more severe or longer-term needs that are likely to result in an application for further professional advice such as CAMHS.

Where needs are similar, it is appropriate to support these young people within a group, focussing on the common needs. However, each student will retain individual targets. Both groups of young people will have provision for their common needs in a small

group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The individual or group will be taught by the subject teacher or Teaching Assistant. The responsibility for planning for these students remains with the subject teacher or specifically trained staff, in consultation with the Head of Centre and SENCO.

Learning Plans will be reviewed termly, although some students may need more frequent reviews. The Head of Centre will take the lead in the review process. Parents/carers and wherever possible, the student, will be informed and will be consulted about any further action.

5.6 Expertise and training of staff

Our SENCO is experienced in this role and has worked previously as an Assistant Head (SENCO). Each centre has a team consisting of: Head of Centre, Teaching Assistants and subject specific teachers. At SLT level, we have a Director, Head of Learning and Development, Head of Referrals, Head of HR & Compliance as well as each Head of Centre and Head of Pastoral.

In the last academic year, staff have been trained in:

Safeguarding, Prevent, Fundamental British Values, Equality and Diversity, De-escalation Training and Arts Award, EpiPen, Fire Marshal, Health and Safety

Arts Award, STEPS, AIG, SEND, Safer Recruitment, Manual Handling, Mental Health First Aider, Educational Trips as well as mandatory training: Safeguarding, Prevent, Fundamental British Values, Equality and Diversity, Allergywise and First Aid

We use specialist staff for Art Therapy, Counselling and Personal Training.

5.7 Arrangements for and Inclusion In-Service Training

The Deputy Head of School with SENCO responsibilities holds regular meetings to update and revise developments in Special Needs Education and Inclusion.

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan, In-Service training and individual professional development.

- In-house SEN and Inclusion training is provided through staff meetings.
- All staff have access to professional development opportunities and can

apply for SEN or Inclusion training where a need is identified.

- Support staff, such as LSAs are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.

No student is ever excluded from taking part in school activities because of their SEN or disability. Reasonable adjustments will be made to ensure all students can participate in activities offered at school

5.8 Support for improving emotional and social development

As well as maintaining a therapeutic approach, we provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to take part in Student Voice
- Robust PSHE programme
- On site Mentoring team
- Common Room/Social Room in every centre, equipped with sofas, mini-library, table football

We have a zero-tolerance approach to bullying but recognise the need for a wider understanding of communication disorders and difficulties which are evident within many students with an ASD diagnosis.

5.9 Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support students
- Parents/carers are involved where possible in stages of the education planning process
- At Annual review meetings with parents/carers we aim to ensure that the student's strengths as well as weaknesses are discussed.
- Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents/carers are always invited to contribute their views to the review process. All Learning plans and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers are provided opportunity to discuss concerns and progress on parent/carer reviews or are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by following our complaints procedure

5.10 Working in partnership with Health and Social Services, Education Welfare Services and any Voluntary Organisations (Children Families Act 2014)

- The school regularly consults health service professionals.
- Early Help Assessment (EHA) and the Education Welfare Service will be accessed through the Head of Centre.
- Social services will be contacted by the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) in each centre.

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head of Centre in the first instance. 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 our 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

5.12 Contact details of support services for parents of students with SEN

<https://www.kids.org.uk/sendias>

5.13 Contact details for raising concerns

Parents should contact the Head of Centre in the first instance:

Emily Gunton, Head of Centre (London), Emily.Gunton@in-toto-ed.com

Mark Venters, Head of Centre (Peterborough), Mark.Venters@in-toto-ed.com

Sally Smith, Head of Centre (Cambridge), Sally.Smith@in-toto-ed.com

6. Monitoring arrangements

This policy will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Equality information and objectives

Supporting students with medical condition

Behaviour Policy

Curriculum Policy

Assessment Policy and Anti Bullying Policy