



**INCLUSION & SEND
POLICY & PROCEDURES
MIDDLEWICH HIGH SCHOOL**

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Student Services - Inclusion

EFFECTIVE SCHOOLS ARE EDUCATIONALLY INCLUSIVE SCHOOLS. INCLUSION DOES NOT MEAN TREATING ALL STUDENTS IN THE SAME WAY BUT MEANS TAKING ACCOUNT OF THEIR VARIED LIFE EXPERIENCES AND NEEDS.

What are Educational Needs?

A student is described as having an educational need if he/she is finding accessing the mainstream curriculum an issue for some reason. This may be due to a special educational need (SEN), a medical need, a family matter (e.g., living with foster carers; CFC), or because the student is able or talented in one or more areas.

Students may have long or short-term educational needs and as such the number of students who are known to have a need will change on a regular basis.

Ethos and Philosophy

The Inclusion policy is based on the philosophy that all students are entitled to a broad, balanced and differentiated curriculum. Our aim is to be diverse and inclusive with students taught in their own community and amongst their peers.

Inclusion in Middlewich High School is about equal opportunities for all students, whatever their age, gender, sexual orientation, ethnicity, attainment and background.

In order to meet these aims it is essential that all staff acknowledge and strive to meet the needs of all students. This means not only using appropriate strategies to meet individual needs but also being seen to treat those with educational needs in the same way as their peers.

At Middlewich High School we will:

- Monitor progress for all students.
- Ensure all students receive respect and individual help from teachers.
- Value the student's well-being.
- Make sure all our students are happy at school.
- Make provision for students who are disadvantaged at school.
- Combat all forms of racism, sexism and discrimination.
- Promote mutual respect.
- Ensure that the school values are reflected in every aspect of school life (e.g., the curriculum, communications, procedures, sanctions, rewards and conduct).

We want every child to be the best that they can be, regardless of their background or circumstances.

As staff at Middlewich High School, we will:

- Help each student achieve the highest educational standards they possibly can.
- Deal with bullying and discrimination and keep our students safe.
- Promote healthy lifestyles through Food/Catering lessons, breakfast clubs and sporting activities.
- Encourage good attendance.
- Encourage students to behave responsibly, giving them a strong voice in the life of the school and encouraging them to volunteer to help others.
- Help parents in actively supporting their children's learning and development.

Middlewich High School has two specialist provisions:

- Provision for students with a Hearing Impairment
- Provision for students on the Autistic Spectrum

Resourced Provision for HI students

The Hearing-Impaired Resource is committed to the practice of total communication. The approach emphasises the maximum use of each child's residual hearing using relevant technology, developing spoken language and BSL as appropriate to individual needs, in order to develop fluent communication.

Entry to the HI Resource is based on a student having an Education Health Care Plan (EHCP) for a severe/profound hearing loss, which needs the use of hearing and radio aids to give amplification and aid access to the curriculum. Students will receive a high level of in-class support, 1:1 tutorials, Teacher of the Deaf (TOD) time and audiological support.

The Teacher of the Deaf is responsible for the audiological care of HI students, which is of primary importance and is seen, as integral to their educational needs. The provision is equipped to carry out testing and assessment procedures and to maintain and monitor the use of personal radio aids and cochlear implants daily. Staff from Leighton Hospital's Audiology department provide further assistance.

The specialist TA is responsible for coordinating the support for all H.I students including the planning of direct teaching of social skills, pre- and post-teaching of vocabulary which is of primary importance and is seen, as integral to their educational needs.

All students have an annual audiological assessment and the Teacher of the Deaf will offer advice and guidance on the implication of each student's hearing loss and on the use of audiological equipment.

Resourced Provision for Autistic students

The Autism Resource is committed to enabling all students to be included both within the school and the wider community. The approach focuses on supporting the academic endeavours of the students and the direct teaching of social skills in order to accomplish full inclusion.

Entry to the Resource for students with ASC is based on a student having an EHCP with a diagnosis of Autism as their primary need. Students may require an alternative curriculum but will be able to access most of the National Curriculum subjects at an appropriate level. Students will be expected to spend as much time as possible in mainstream classes, either with or without support. Some students may follow the curriculum

The Specialist TA is responsible for coordinating the support for all AS students, including the planning of direct teaching of social skills which is of primary importance and is seen, as integral to their educational needs. Cheshire East Autism Team (CEAT) also offer advice on support strategies and will monitor the ASC students. Speech Therapy will be provided by the LA and will take place in school.

STUDENTS WITH SEND

Teaching and Learning –

Students present with the full spectrum of needs: e.g., Communication and Interaction, Cognition and Learning, Behavioural, Emotional and Social Development, Sensory and/or Physical Needs and Medical Needs.

These students may need 1:1 or small group support. Systems need to ensure early detection and identification of special needs and plan appropriate responses which are communicated to all staff through a variety of support plans.

To be truly inclusive we must ensure all students are accorded equal value and given appropriate access to all areas of school life.

Strategies to overcome barriers to learning must be evidenced in classroom practice and documented in subject and departmental policies, tutorial programmes, work schemes and lesson plans.

What to do when a student fails to make adequate progress:

1. Learning: Pass your concern in writing to your HoD and decide on intervention actions. Complete a First Concerns form and if no improvement is made discuss with SENCo. (i-Drive\SEND\First Concerns)
2. Emotional/behavioural/social: Students who are not responding to tutor report, who are poor attendees or demonstrate persistent behaviours that create barriers to learning may be referred on to the Year Head

School Action

This involves interventions that are additional to or different from the normal differentiated curriculum or strategies. These interventions could include input for additional literacy and/or numeracy support, counselling, or behavioural support. Students on School Action will have specific targets set as part of their package of provision. This will be communicated to staff and parents via the School Focus Plan (SFP).

Provision could involve the Educational Psychologist, The EWO, Social Services, Motivational Placements, CAMHS, and YOS. Failure to make progress on a long-term basis at School Action Plus could result in the school, parents and student moving to request statutory assessment of SEND from the LA.

Educational Health Care Plan (EHCP)

Students who have an EHCP in Primary school will be allocated places at MHS via consultation when they are in Year 6. We are obliged under Cheshire East policy to take students recommended to this school unless their placement here would adversely affect their education or that of other students, in line with the Children and Families Act.

EHCPs are drawn up by the student's home area Children's Services Assessment and Monitoring Team. An EHCP will detail a student's SEN and strategies & provisions needed to meet the needs of the student. Provision for the student is also detailed. Levels of individual support are negotiated by the SENCO, any agencies involved in the support of the student and the Local Authority Assessment & Monitoring Team.

We are under a legal obligation to, as far as possible, meet the requirements and recommendations stated in an EHCP.

These students also have an Annual Review each year. The SENCO, or Specialist Provision Lead Teacher writes the Review report and leads the review meetings. Parents, students and relevant outside agencies are invited to these meetings and all are asked to contribute reports.

Students with EHCPs will also have detailed Provision Maps, detailing their needs and provision given.

Student Focus Plans (SFP).

Students will have a SFP if they are at School Action. It will detail:

- Description of need
- Provision put in place.
- The short-term targets set for or by the student. Reviewed termly
- Teaching strategies to be used

Targets will be set and reviewed by the relevant specialist teacher/SENCO and recorded on the SFP. Parents and students involved in the target setting process and reviews. SFP forms are reviewed each term.

SEN Provision

Students are included in mainstream lessons for a large proportion of their week, with support as appropriate. However, a result of their SEND students may be socially, emotionally and linguistically immature. The strongly developmental approach of the Educational Needs Team recognises both the existence of and the effects of these delays and endeavours to provide the time, opportunity and support for students to overcome the implications of their disability through regular contact with EN staff. This may include diapplication from some subjects to allow individual work to take place.

Support for Students:

The key to progress for all students is Quality First Teaching, where differentiation happens as routine for students. The nature of the differentiation will depend on the needs of the individual. Staff should keep records of all differentiation and support offered to students within their classes. The SEND Team are available to offer advice as required.

If students still fail to make progress the SENCO may decide to initiate further support. This may include:

Targeted in-class support resulting in:

- ◆ Increasing the self confidence of students
- ◆ Work with individual students
- ◆ Work with a small group
- ◆ Assessing and interpreting ideas
- ◆ Enabling the use of alternative recording methods

Other aspects of support:

- ◆ Withdrawal of students from class for specific needs, e.g. Literacy &/ or numeracy lessons, reinforcement tutorial sessions, Physiotherapy, Social Skills, SALT, Anger Management
- ◆ Access arrangements for examinations.
- ◆ Liaison and planning with staff
- ◆ Advice on differentiation of materials in line with the N.C.
- ◆ INSET for staff on Inclusion issues
- ◆ Listening to the views of the student
- ◆ Providing physical and emotional support to students
- ◆ Assessing the needs and learning preferences of students
- ◆ Offering advice on flexible learning
- ◆ Advice & support for parents/carers

Support on Educational Visits

Under the duties outlined in line with the Children and Families Act and Disability Discrimination Act careful thought need to be given to trips and visits. (see guidance on visits in I-Drive)

All students should be allowed to attend trips and every effort will have to be made to ensure present and potential disabled students can have the same opportunity to go on trips. Additional Individual Risk Assessments may be necessary for some students.

If you think you require support for a trip please ask the SENCo who will then ascertain who is best able to leave school to support, given their other support commitments. Support for trips will usually be TA who supports the student in that lesson or the TA from the relevant specialist provision.

STUDENTS WITH MEDICAL NEEDS

Students with medical needs can be identified on your set lists or in the Student Profile Summary. Please note that we are only able to share information about medical needs with the permission of parents and all information must be kept confidential. Students with significant health needs will also have a Health Care Plan. (This is different to the SEND EHCP!)

Most students with medical needs on roll at MHS will be able to attend school with little obvious difficulty. However, at certain times the medical needs of any student may have an impact on either their ability to take part in certain lessons or indeed to attend school at all.

If a student is unable to attend school for a medical reason the Medical Needs Team may get involved and may arrange for some home tutoring for that student until they are able to return to school.

Referrals to the Medical Needs Team must come through the named person with responsibility for students with medical needs. The student must be in receipt of direct medical intervention for home tutoring from the medical needs team to be arranged. Priority is given to those students who have been out of school for at least three months and each case is reviewed on a monthly basis.

The role of the school

- Ensuring the LA is aware of any student who is likely to be absent from school for more than 15 school days because of a medical need
- Supply the designated home tutor with information on the needs of the student and ensure that subject staff provide programmes of work

- The provision for a student with medical needs may also include the following agencies:
 - CAMHS (Child & Adolescent Mental Health Service)
 - Specialist Medical Teams
 - Consultant Community Paediatrician
 - Hospital
 - School Medical Officer
 - (EWO) Education Welfare officer
 - Social services

Parents/carers and students will also be involved in any decisions made. All/ any of the above must request school to make a referral to the Medical Needs Team, school will then refer via form MN1.

What the Medical Needs Team do

Following a referral from school the Medical needs team will do one of three things:

1. Refuse Referral:

- A meeting will be called with all involved to discuss alternative arrangements

2. Standard Case involvement

E.g., for pregnancy or where the timescale for intervention is to be less than one month.

- A home tutor is organised by the Medical Needs Team Consultant Teacher
- A PEP (Personal Education Plan) is drawn up on form MN4
- A review will be planned for one month's time. This will lead to:
 - Case closed & student returns to school
 - Case closed due to lack of further medical intervention
 - Tutoring is extended as the case has become complex

3. Complex Case involvement

E.g. No definable timescale for intervention but likely to be for more than one month. This may be due to variable inpatient attendance at hospital or because of long-term specialist medical involvement.

- An Action Planning Meeting will be called with EWO, Medical Needs Consultant Teacher, School, Health and Social Services. An Action Plan (MN3) will be written
- A PEP (MN4) is drawn up by the school, Home Tutor and Medical Needs Consultant Teacher
- Regular Reviews are held by the school, parent, student, Home Tutor and Medical Needs Consultant Teacher

Students with medical needs may be taught:

- On other educational premises
- In groups to maintain some social interaction
- In their own homes
- In their own school (only in exceptional circumstances and as part of a reintegration programme)

This policy belongs to the Pupil Wellbeing & Safeguarding Suite of policies. Other policies in this suite are:

- Accessibility Plan - MHSSAFEGUARDING002
- Child Protection & Safeguarding - MHSSAFEGUARDING001
- Children with health needs who cannot attend school - MHSSAFEGUARDING003
- Designated Teacher for Looked After & Previously Looked After Children - MHSSAFEGUARDING004
- Local Offer - MHSSAFEGUARDING006
- Supporting pupils with medical conditions - MHSSAFEGUARDING007
- Anti-Bullying - MHSSAFEGUARDING008
- Attendance (Students) - MHSSAFEGUARDING009
- Drugs Education - MHSSAFEGUARDING010
- e-Safety - MHSSAFEGUARDING011
- Emotional Health & Wellbeing - MHSSAFEGUARDING012
- Equal Opportunities - MHSSAFEGUARDING013
- ICT Acceptable Use - MHSSAFEGUARDING014
- Intimate Care - MHSSAFEGUARDING015
- i-Value & Life Skills (PSHCE) - MHSSAFEGUARDING016
- Young Carers - MHSSAFEGUARDING017

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