



Special Educational Needs and Disability (SEND) & Inclusion Policy

1. Introduction

- 1.1 Swanlea School is a barrier free school and is committed to ensuring equality of education and opportunity for pupils or staff with a disability and all others receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in all aspects of school life.
- 1.2 This would include the celebration of achievements and the promotion of positive images of persons with a disability throughout the school. All students on the SEND register are effectively tracked and the impact of interventions are closely monitored and evaluated to optimise student progress. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will endeavour through all capital works to ensure that access is a priority. At Swanlea School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

2. Aims

This policy is intended to:

- Promote equality of opportunity for all
- Eliminate discrimination that is unlawful under the Equality Act
- Eliminate harassment of persons with a disability that is related to their impairments
- Promote positive attitudes towards people with a disability
- Encourage participation of persons with a disability in public life
- Take steps to take account impairments, even where that involves treating a person with a disability more favourably

3. Description

What are Special Educational Needs and Disability (SEND)?

- 3.1 At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:
SEN A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010: a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

4. Associated Policies

- 4.1 All Swanlea School's policies including the Admissions Policy, Equality Policy, Student Behaviour Policy (eg a differentiated policy or graduated response), Anti-Bullying Policy, School Trips Policy, Safeguarding Policy, Grievance Procedures, Recruitment



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Policy and Lettings Policy are to be read in conjunction with this policy. This document should also be read alongside the Swanlea School SEN Local Offer document.

- 4.2 In interpreting the above policies, account should be taken of the National Curriculum Inclusion Statement which has as its main principles:
1. Setting suitable learning challenges
 2. Responding to pupils' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils. This includes a duty on all staff to ensure that work is suitably differentiated

5. Partnership

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

- 5.1 Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- 5.2 Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. Through the use of Person Centred Planning, they will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Parents can also contribute through the Parent-Teacher Association and through the Parent Governor for SEND.

6. Roles and Responsibilities

6.1 *Role of Governing Body*

- Ensuring that the school complies with Disability and SEND related legislation, including the general and specific duties.
- Ensuring that this policy and its related procedures and strategies are implemented. This will be evidenced by visits (which could be by the link Governor, members of the curriculum sub-committee or members of the full Governing Body) and a subsequent report back, including documentation, to the Governing Body.
- Establishing appropriate staffing and funding arrangements.
- Ensuring that the admission policy of the school in relation to students with SEND is handled positively and sensitively, and that all parents and children are made to feel welcome.
- Considering and reporting, on at least an annual basis, the effectiveness of the school's work for students with SEND.
- The governing body delegates the role of responsible person to the Head teacher.
- Establishing the purpose and work of the governor for SEND.



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6.2 *Head teacher*

- Along with the governing body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Taking disciplinary action against staff or pupils who contravene the policy.

6.3 *Senior Leader/ Inclusion*

The Senior Leader for Inclusion, together with the Deputy Senco, work within the following key areas of responsibility:

- Overseeing the day-to-day operation of the school's SEND policy.
- Providing information on the above to the governing body through the head teacher.
- Liaising with and advising fellow teachers.
- Leading and managing the SEND team of teachers and learning support assistants.
- Coordinating provision for students with special educational needs.
- Overseeing the records on all pupils with special educational needs.
- Overseeing liaison with parents of children with special educational needs
- Contributing to the in-service training of mainstream teaching staff.
- Liaising with external agencies.

6.4 *Specialist Teachers in the Inclusion Faculty*

The Inclusion Faculty has a team of specialist teachers and teaching assistants, who have differing yet complementary roles and work together as a team to ensure the needs of the students are met.

Inclusion teachers specialise in the teaching of literacy and areas such as dyslexia, SEMH, autism, visual/ hearing impairment, speech, language and communication difficulties. They monitor the well-being and progress of allocated students as well as mainstream teaching, specialist teaching and support as well as developing individual programmes. They are also available to provide advice to colleagues about students as well as specialist educational advice.

6.5 *All Teaching and Support Staff at Swanlea*

All staff are involved in teaching and supporting students with SEND and must be aware of procedures for identifying, assessing and making provision for the students. To this end, information on students with SEND is provided via Pupils Profiles of Additional Need which are shared via SIMs.

7 **Admissions**

- 7.1 The requirements of Swanlea School's Admissions Policy determine the admission of students to the school. In accordance with the Code of Practice on School Admissions students with disabilities are treated equally in the Admissions Procedures.



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- Planning meetings, which include parents, will take place to ensure that reasonable adjustments can be made to include students as fully as possible.
- Swanlea School may not refuse to admit a student who has an EHCP, unless this interferes with the provision of efficient education of other students or if it is deemed that their needs cannot be met in the context of our mainstream setting.
- 'Other students' are those students with whom the student who has either an EHCP or additional needs will come directly into contact with on a regular basis, including the students in his/her tutor group, subject classes, withdrawal groups and year group.
- Swanlea School's Admissions Policy works within the context of the Tower Hamlets Secondary Schools' Admissions Policies. Swanlea School liaises with the LA, feeder primary schools and outside agencies in order to have clear information about students who may be coming to the School, and for whom the School has to plan reasonable adjustments.
- Liaison with parents and students, including in the form of Admissions interviews, continues to be an important part of the admissions and induction process and provides an opportunity to gather information so that the school can anticipate adjustments needed to support a student's inclusion.
- Part of the admissions and induction process includes training and familiarisation of staff in the special educational needs and / or disabilities of students. The training enhances staff knowledge and confidence and consequently supports the inclusion of all pupils. Ongoing support and advice from a range of specialist teachers and outside agencies is also available.

Mid Phase entry

The Head of Inclusion and Learning Co-Ordinator collaborate on assessing the needs of students joining the school intra-year or after Year7. Appropriate support is swiftly arranged to ensure students are integrated into school life and make progress.

8. All teachers are teachers of pupils with special needs.

Teaching pupils with additional needs is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

8.1 Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment noted on a concern referral form
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

8.2 English as an additional language

Our students are from a rich multicultural and multilingual background and we celebrate and include all of these in the ethos of the school.



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Lack of competence in English must not be equated with learning difficulties. At the same time, when students who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

The Inclusion Faculty assess and identify students who have English as an additional language who are not making expected progress and therefore may also have may also having under-lying unidentified special educational needs.

The identification and assessment of the special educational needs of young people whose first language is not English is initiated upon a pupil's arrival at Swanlea via pre-admission information or via a referral by the Learning Co-Ordinator to the EAL specialist teachers.

9. Looked After Children (LAC) and Young People

9.1 Swanlea School believes that in partnership with London Borough of Tower Hamlets as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children.

9.2 Our aim is to:

- provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- to support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning
- to fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, '**Would this be good enough for my child?**'

10. Responsibilities:

10.1

- We will nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them.
- We will nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- We will support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

The Designated teacher will:

- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. foster, respite, residential.
 - Name of Social Worker, area office, telephone number.
 - Daily contact and numbers e.g. name of parent, carer or key worker in children's home.
 - Stage on SEN Code of Practice – K/ EHCP if appropriate



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- Child Protection information when appropriate.
- Baseline assessment information and all progress attainment data
- Attendance figures
- Exclusions

- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. EHCP and associated Pupil Profile/Transition Plan, Pastoral Support Plan etc.

- Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.

- Liaise with the Virtual School for Looked After Children on a regular basis with regard to the performance, attendance and attainment of Looked After Children.

- Ensure that if/when the child transfers to another school/ alternative provision; all relevant information is forwarded to the receiving placement as a matter of priority.

- Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and early interventions are accessed to improve this in line with existing school policy.

- Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.

- Ensure that Looked After Children, along with all children, are listened to and have equal opportunity to pastoral support and counselling in school.

- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.

- Report to the Governing body annually on the performance of the looked after children who are on the roll of the school.

All governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of looked after children

10.2 Transition from primary to secondary

Swanlea School has a rigorous transition framework for SEND, EAL and LAC pupils. We visit our primary feeder school and collate comprehensive information on our successive cohorts to enable us to plan effectively for their transition. Information is also gathered through the Admission Interviews, the SENCO Conference, Learning Mentors Conference and through discussions with Outside Agencies. Additional visits are arranged for vulnerable pupils to ease the transition process.



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10.3 SEN Support

When a pupil is identified as having special educational needs, we provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN Support, (S). The triggers for intervention through SEN Support could be concern raised via SSP, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The Deputy SENCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. Inclusion staff, alongside the pupil's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, with the parent's permission, we will contact them.

11. Nature of Intervention

11.1 Inclusion staff and the LCO in collaboration with the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:-

- to provide different learning materials or special equipment,
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to LBTH support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies.



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When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting Profile or Pastoral Support Plan for the pupil will set out new strategies for supporting the pupil's progress

11.2 School Request for Statutory Assessment

For a few pupils the help given by schools through SEN Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- a history of support and intervention provided by the school
- pupil profile for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

11.3 Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health Care Plan. An EHCP will include:



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- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

12. Annual Review of a Statement of Special Educational Needs

- 12.1 All EHCPs will be reviewed at least annually with the parents, the pupil, the LEA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan. The information in this policy is taken from Special Educational Needs Code of Practice, 2014.

13. Improvements in Access to the Curriculum

The Inclusion Faculty gives guidance on improving the accessibility of the curriculum for students, including those with disabilities. All subject teams are required to include subject-specific guidance on accessibility to the curriculum and supporting individual needs in schemes of work and subject handbooks. These are monitored in the Lesson Observation Process during Performance management Reviews , Faculty Reviews, Learning Walks and through Pupil Questionnaires .The school works in partnership with the LA and specialist staff to ensure that particular needs are catered for e.g. students with PMLD have specialist equipment.

The complex needs Nurture Group follow a broad-based curriculum with mainstream links and we have links with outside providers e.g. Swanlea-Spitalfields Farm Project. At KS3 SEND Pupils receive Literacy, Numeracy and Speech and Language withdrawal lessons.

At KS4 we have the Study Support option and College Link Courses. We also enter pupils for ASDAN and Short Courses.

Inclusion teachers in addition to their specialist roles all teach in mainstream classes. Trained Teaching Assistants support pupils in class to fully access the National Curriculum.

14. Assessment and Monitoring of Pupil Progress

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will refer to the Student Support Panel to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or



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subject. Consideration will then be given to helping the pupil through SEN Support. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways.

It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation is likely to lead to participation in further education, training and/or employment

15. Medical Policy

This section adheres to the Department for Education guidance 'Supporting pupils in school with medical conditions' – September 2014. Please see this document for further details, if necessary.

15.1 Aims

- To Outline the systems in place to support children with medical needs.
- To safeguard against accidents arising from the storage and administrations of medicines.
- To clarify that it is the responsibility of parents to ensure correct administrations of medicines.
- To protect pupils and staff.
- To avoid unnecessary exclusion of any child who is fit for school but who is completing a course of medical treatment.

15.2 Medicine and Medical Care

- A medicine is defined as any substance used for the treatment or prevention of medical conditions.



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- **Parents must provide the school with up-to-date emergency contact details for all pupils.** Parents are requested to update this information via the school office whenever necessary.
- In the case of a pupil becoming ill at school, the child will be accompanied by an adult to see a First Aider or member of the Senior Leadership Team (SLT) and, if necessary, parents/carers will be contacted.
- In any instance of a bang to the head, parents will be notified after it has been recorded in the accident book in the school office.
- Should a child require a paramedic or ambulance, the emergency services are contacted first and the parents are called straight after this contact has been made.

15.3 General Responsibilities

- Parents/carers have prime responsibility for their child's health and are responsible for supplying information to the school about a pupil's medical condition. They must let the school know of any changes to information currently held by the school.
- The Head Teacher oversees the implementation the school's medical policy. The Head Teacher reports to Governors, as appropriate, regarding medical issues. The daily management of medical needs is overseen **by the Head of Inclusion**
- **The Deputy Head in charge of safeguarding and the Head of Inclusion** with the school nurse will ensure that class teachers and support staff have relevant information regarding the medical needs of children in their class. Care plans are made available in the staffroom and first aid room.
- It is the class teachers' responsibility to ensure that any necessary medication and a First Aid kit are taken on school trips.
- First Aiders are responsible for administering medical care in school. Only staff who have received Epipen training are able to use administer an Epipen to a child.
- Children with food allergies will be provided with a card to use at lunch time giving details of their allergy. This information is also shared with Antonia Newby who shares it with Kitchen staff and Middy Meals Supervisors.

15.4 Administering Medication in School

- There is no legal duty which requires school staff to administer medication. Parents (or a person designated by the parent) should attend the school at the appropriate times in order to administer medication where necessary.



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- The policy of the school is not to administer medication unless the pupil has a medical condition which, if not managed, could limit their access to education. Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.
- Only when it is absolutely necessary will the Head Teacher accept responsibility for school staff administering or supervising the taking of prescribed medication during the school day.
- It is not deemed necessary for the school to administer medicine where:
 - a) a child is prescribed to take medication three times a day - it can be administered by the parent before school, after school and before the child goes to bed.
 - b) the parent, or another responsible adult, can come to school to administer the medication themselves.
- If a parent feels that their child's situation differs to those above (for example, the child needs medicine four times a day) then they must discuss this with **the relevant key stage deputy SENCO** or a member of SLT and complete a 'Request for the administration of medicine in school' form.
- In situations where it is absolutely necessary for pupils to take medication in school, this will be authorised on the form by **the Head of Inclusion or the Deputy Head in charge of safeguarding**. **Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any individual healthcare plans)**. A first-aid certificate does not constitute appropriate training in supporting children with medical conditions.
- The school reserves the right to refuse to take responsibility for administering medication where they feel the involvement of a parent/carer or a person with greater medical expertise would be more appropriate in supervising the procedure.
- Administration of non-prescribed medication, e.g. painkillers, anti-histamines etc., will not be authorised in school.

15.5 Storing Medication in School

- To comply with DCSF guidelines for 'Supporting Pupils' Medical Needs', the pupil's doctor should provide written details of the medication that is being stored in school. This must include:
 - ❖ Name of person for whom the medicine is prescribed
 - ❖ Name of medication
 - ❖ Dose
 - ❖ Method of Administration
 - ❖ Time and frequency of administration
 - ❖ Other treatment required, if necessary
 - ❖ Any side effects



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- Medicines for Years 7-13 will be stored in the medical room, where they are not accessible to children (this excludes asthma pumps which children can use as necessary with adult supervision).
- All asthma medication/inhalers must be accompanied by an asthma card obtained from the school nurse / GP. It is the responsibility of the parent to monitor 'use by' dates of inhalers. Parents must notify the school when an inhaler, EpiPen or other medical equipment expires. It is the responsibility of the parent to provide the school with a new inhaler, EpiPen or other medical equipment.
- Schools should not store large volumes of medication. Parents should bring in the required dose each day.

15.6 Medical Fitness for Attending School

- Where pupils are unfit to attend school due to illness, it is expected that parents/carers make the necessary arrangements for the child to be collected from school and cared for off the school site.
- In the interests of other pupils and staff, it is expected that pupils are kept away from school in accordance with the quarantine recommendations set by the LA.

15.7 Health Care Plans

- Where the school is aware of a pupil with a chronic illness or a potentially life-threatening condition, the school nurse will draw up a 'Health Care Plan' for managing the medical needs in school, in agreement with the parents. The Health Care Plan will include the following information, where appropriate:
 - ❖ Definition and details of the condition
 - ❖ Food and drink management
 - ❖ Precautionary measures
 - ❖ Treatment
 - ❖ Emergency procedures to be adopted
 - ❖ Staff training where required
 - ❖ Staff indemnity
 - ❖ Consent and agreement
- A copy of each child's Health Care Plan is located in the first aid room, in the Inclusion Admin office. Where it involves emergency procedures, e.g. the use of an 'EpiPen', then a copy is also with the medication.



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15.8 Record Keeping

- Parents / carers must complete a medical form when the child starts school. This information will include their doctor's name and contact details, plus any medical information.
- A record will be kept of all medication administered in school, in the final section of the request form.
- Records of accidents occurring on school premises or on school visits will be kept in the accident book in the first aid room.
- A record of medication administered in school is kept in each child's medical folder in the first aid room.

Please see the school 'First Aid Policy' for more information.

16. Exclusions

- 16.1 The School follows the law and good practice on the proper use of exclusion and the reintegration of excluded students as described in Circular 10/99 and the Revised Guidance on Exclusion from School 2002.
- 16.2 It is unlawful for the School to exclude any student, whether for a fixed period or permanently, for any reason relating to the student's disability.
- 16.3 Through its differentiated Behaviour Policy we provide a range of strategies to students that supports social inclusion, develops moral awareness, and to set targets for appropriate behaviour. Staff training in behaviour management includes positive strategies for working with all students, both individually and within the classroom, in order to ensure inclusion.

17. The Learning Support Unit (LSU)

Rehabilitation of pupils who are at risk of being permanently excluded or moved under FAP (Fair Access Protocol) is delivered by a specialist inclusion team in a designated room within the Inclusion Faculty. Mainstream, specialist teachers and SME Mentors assist pupils in re-engaging with all aspects of school life. Parents are involved in the programme and collaborate with the school in deciding the next steps for their child usually via the PSP process.



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LINKS WITH OUTSIDE AGENCIES

Swanlea School has links with the following outside agencies whom we consult for assessment and advice as needed :

1. Educational Psychology
2. Speech and Language Therapy
3. Language and Communication Team
4. Specific Learning Difficulties Team
5. Phoenix Outreach Service
6. School Nurse
7. Specialist Nurses(Sickle Cell and Diabetes)
8. CAMHS
9. Sensory Impairment Team (for Vision and Hearing Impairment)
10. Occupational Therapy
11. Physiotherapy
12. Attendance and Welfare Service
13. Peripatetic Teacher for Medical Impairments
14. Beatrice Tate Outreach Service
15. Parents Advice Centre
16. Virtual School for CLA

GOVERNORS

The SEND governor position is currently vacant; when appointed they can be contacted via the school.

Guide to Acronyms and Abbreviations in the Document

CAMHS	Child and Adolescent Mental Health Service
CATs	Cognitive Ability Tests
CMIS	Computerised Management and Information System
EAL	English as an Additional Language Education
HCP	Health & Care Plan
EPS	Educational Psychology Service
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SLS	Support for Learning Service
FAP	Fair Access Protocol
SSP	Student Support Panel
LAC or CLA	Children Looked After
PSP	Pastoral Support Plan
SME or SEMH	Social, Emotional and Mental Health

SEN Code of Practice Stage Descriptions

COP Stage	Description
E	Education Health Care Plan
K	School Support
N	No SEN



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Types and categories of special educational needs

The 0-25 SEND Code of Practice (2015) identifies four broad areas of special educational need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Census categories of special educational needs include:

Specific learning difficulties (SpLD)

Moderate learning difficulty (MLD)

Severe learning difficulty (SLD)

Profound and multiple learning difficulty (PMLD)

Speech, language and communication needs (SLCN)

Social, emotional and mental health (SEMH)

Autistic spectrum disorder (ASD)

Visual impairment (VI)

Hearing impairment (HI)

Multisensory impairment (MSI)

Physical disability (PD)

'SEN support' but no specialist assessment of type of need (NSA)

Since the spring 2015 census, the 'Behaviour, emotional and social difficulties' (BESD) category is no longer an option.