



**A Business and Enterprise School**  
and Leadership Specialist

# Caludon Castle Business & Enterprise School

## SEND & Inclusion Policy

2011 – 2013



## **Special Education Needs and Disabilities Policy Statement**

### **Background Information**

We are a school of over 1500 students situated on the north-east of the city. Our intake reflects a range of SEND and these students are recorded at School Action, School Action Plus or with statements of educational needs. We have students with difficulties in the area of Communication and Interaction, Behaviour Emotional and Social Development, and Sensory and/or Physical difficulties.

Our Learning and Inclusion Centre is led by two Leaders of Inclusion: SEB Leader and Learning and Teaching Leader. This is line managed by an Assistant Head teacher. Furthermore there is a non-teaching Inclusion Manager and a Clerical Assistant for the faculty. There are also a number of Teaching Assistants and Learning Supervisors employed by the school to work with students with SEND. The faculty works as a team led by both Leaders and establishes close working relationships between students, staff, parents, governors and outside agencies so that all of our students are supported in a fully inclusive environment.

### **Aims**

The objectives of our policy are to:

- Organise our activities to ensure that all students are included in the life of the school
- Work with parents sharing information on students' progress, outcomes and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Meet the requirements of the Education Act (1996), the Special Education Needs (SEN) Code of Practice (2001), and the Special Educational Needs and Disability Act (2001)
- Encompass the LA Statement of Policy for students with SEND
- Facilitate a student's learning by identifying his/her needs and ensuring provision is matched to support each individual's attainment and well being
- Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs
- Support student's learning without making them feel inferior to their peers



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This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedures set out will be monitored and reviewed each year in order to build on best practice at Caludon Castle.

We are a pro-active school and believe in the importance of rigorous scrutiny followed by immediate intervention.



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**Responsibilities**

The CLIC Faculty:

Susan Webb  
Deputy Head

Alison Gallagher  
Assistant Head: Intervention

Sian Harris  
Senior Leader of Inclusion

Michelle Shaw  
Non-teaching Inclusion Manager

Elaine Wood  
Clerical Officer



### **Responsibilities**

#### **The CLIC faculty will:**

- Liaise with partner primary schools.
- Liaise with external agencies to support provision for our SEND students.
- Lead on and manage the day to day operation of this policy.
- Ensure that provision for all SEND students is arranged.
- Facilitate the tracking and lead on the intervention for students.
- Use the wave approach and student profiles to provide accurate and appropriate support for all students with SEND
- Manage the timetables of teachers, teaching assistants, GTP students and learning instructors assigned to the faculty.
- Report on the effectiveness of provision to the Leadership Team and through them to governors.
- Keep up to date with new initiatives to support students with SEND and share good practice with all teachers.
- Lead and manage arrangements for monitoring, tracking, reviewing and evaluating the effectiveness of SEND provision.
- Analyse the progress made by SA, SA+ and students with statements of educational needs in the school through Key Stage 3 and Key Stage 4.

#### **The Headteacher and Leadership Team will:**

- Manage and focus the work of the faculty in line with the whole school policy.
- Identify and allocate resources for SEND.
- Plan with the faculty on how resources are used to support students in the most efficient, effective and equitable way.
- Set the overall school policy for SEND & Inclusion
- Decide whether to put forward students for statutory assessment, in consultation with parents/carers.

#### **Subject Teachers will:**

- Identify students experiencing difficulties.
- Use the profiles to facilitate effective differentiation in lessons.
- Discuss students with SEND with the faculty and then parents/carers.
- Contribute to planning and provision to meet identified needs, including working with Teaching Assistants.
- Contribute to monitoring and review procedures.
- Seek to meet SEND within the overall framework of inclusion in the school.
- Track the progress made by students on the SEND register.
- Attend CLIC conferences regarding the students they teach.



Heads of Department/Faculty will:

- Liaise with the faculty concerning special arrangements for Examinations.
- Ensure Student profiles are used by staff and are consulted on a regular basis.
- Ensure curriculum plans and schemes for learning detail strategies for differentiation.
- Use departmental/faculty resources to develop the teaching resources available for SEND.
- Monitor teacher's plans to ensure they include appropriate differentiation for students with SEND and provide appropriate provision for the Wave approach.
- Ensure assessment procedures are appropriate for students with SEND and that rigorous tracking systems are in place to monitor and report on the progress of SA, SA+ and students with a statement of educational needs.

Year Leaders will:

- Liaise with the faculty over issues arising with students.
- Monitor and review, with the faculty, the effectiveness of provision.
- Support and contribute to the profiling of students.
- Take on the role of **key worker** for identified students and follow procedure outlined in the profiles to support identified students.
- Lead/contribute with CAFs

Governors will:

- Identify one governor with a special interest in SEND.
- Report on the effectiveness of the SEND & Inclusion policy at the relevant committee meeting and recommend changes as necessary annually.
- Use their best endeavours to ensure that students' special educational needs are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.

Tutors & Academic Mentors will:

- Take on the role of **Key Worker** for identified students and follow procedures outlined in the profiles to support identified students.
- Liaise with parents/carers to discuss progress made by SEND students and take an active role in setting targets.
- Set relevant targets for identified students whilst involving students, parents/carers and the CLIC faculty when relevant.



### Admission Arrangements

#### Before students come to Caludon Castle School the Faculty will:

- Visit our partnership primary schools, note students who have already been identified as having SEND and collect information about their educational history.
- Undertake follow up visits to discuss individual students in more detail as necessary.
- Collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers.

#### Once students arrive in school we will:

- Identify students with special educational needs and establish their strengths and areas of difficulty and identify strategies for staff to use with each student.
- Profile the needs of each student and share with staff.
- Discuss the student's SEND needs with parents/carers.
- Make sure that information about students' SEND is passed on to appropriate school staff.
- Liaise with parents and inform on progress made by students.

#### When students leave the school we will:

- Pass on information about the student's educational history to any receiving school.
- Complete other transfer documentation as required.

#### School Action

The first formal stage where:

- A profile is drawn up for the student, in consultation with the student's parents/carers
- Progress is reviewed termly through measuring targets set and attainment data using APPs where relevant

#### School Action Plus

The school makes arrangements at School Action Plus if a review at school action reveals insufficient progress on the part of the student, or if the Faculty believes the nature of the student's difficulties requires such action. The school will:

- Seek the involvement of external agencies to support the production of a profile for the student.
- Continue to work closely with parents.



- Continue to keep the student's progress under regular review

After 2 reviews it will be decided with the faculty, parent/carer and class teachers if a student will remain at School Action plus, go back to School Action or is to be considered for referral for statutory assessment.

Students can be moved down a stage and off the SEND register where reviews reveal satisfactory progress and appropriate levels of attainment.

Statement of Educational Needs

### **Statement**

The production of a statement of special educational needs is organised by Coventry Education Service, in close liaison with the school and the student's parents/carers.

The provision set out in a student's statement will be closely monitored by the Faculty and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

### **Building Adaptations and Special Facilities**

We have the following adaptations and special facilities:

- Wheelchair access to all teaching areas and blocks to ground floor classrooms.
- Toilets for students with disabilities including wheelchair access.
- A Learning Support Centre (CLIC), equipped with ICT, which offers pre and after school provision and a range of resources for students.

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and facilitate access for adults with disabilities.

### **Development**

[Information about Caludon Castle's Policy for Identification, Assessment and Provision for all students with SEND](#)

### **The allocation of resources to and amongst students with SEND**



The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements.
- Other budgetary pressures in the school.
- The resources identified (but not earmarked) for SEND within the whole school's budget.
- The availability of additional grants to the school.
- Priorities identified in the School Improvement Plan.

The Faculty works with the Leadership Team of the school to:

- Identify the pattern of need across the school.
- Establish the most cost effective means of meeting these needs.
- Allocate support to groups of students and individual students, including those with statements of special educational needs.
- Ensure that support is allocated to students on a fair and equitable basis.
- Monitor the progress made by students with SEND.
- Evaluate the effectiveness of provision for SEND.
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

## **Assessment**

The Faculty will refer students with special educational needs to the Learning and Behaviour Support Service or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Students are entitled to forms of assessment which are appropriate and recognise their achievement.

Heads of Department will ensure access for students with poor literacy skills when written formal assessment is required for NC purposes.

Reporting of a student's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

## **Student Participation**

Staff will seek to involve students (in an appropriate way) in discussions about their individual programmes.



## **Monitoring**

Head of Department will monitor student progress and report any concerns to the Faculty.

Heads of Year will monitor student progress and effort data and report any concerns to the Co-ordinator.

Subject Teachers can meet with the Co-ordinator to discuss any concerns over individual students.

CLIC conferences are an integral part of the monitoring system and function to support staff in meeting the needs of our students; when a CLIC conference takes place, a representative from each faculty will be present.

## **Review**

Profiles will be reviewed every term, in consultation with parents/carers. The school wants parents/carers to be active participants in students' education. The Faculty will update the school's SEND information.

The Faculty will work with the Leadership Team to review the overall pattern of SEND support on an annual basis.

Governors will include in their Annual Report to Parents information on the success of the SEND Policy over the year, and any changes made to the policy, as required by the SEN Code of Practice (2001).

### Arrangements for Providing Access to the Curriculum for Students with SEND

We support access through differentiation using the WAVE approach, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

### How students with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
- Ensuring that all students have appropriate learning targets which are challenging.
- Valuing the diversity of our students of which SEND are a natural part.
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.



- Seeking opportunities for students with SEND to work with other students .
- Developing links with special schools to extend students' experience of diversity.

#### Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND students.
- The number of students with special educational needs attaining specified levels in National Curriculum assessments.
- Average reading improvement of students receiving support with teaching.
- The number of planned programmes of intervention and support.
- The budget allocated to SEND by governors.
- The proportion of teachers' records which include information on the special educational needs of students in their classes.
- The proportion of schemes for learning which show planning for differentiation for students with SEND.
- INSET time allocated to staff development with reference to special educational needs and disabilities.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and contribute to documentation for profiling, Reviews, Reports and evaluations.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Students are confident and well motivated and are making measurable progress
- Movement between stages and the number of students on the register.

#### Arrangements for Considering Complaints about the SEND Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned, the Subject Teacher, Head of Department and then the Faculty. If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant.
- Undertake further investigations.
- Seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service.
- Take action to address the complaint.



- Decide that the complaint does not warrant any action, and advise complainants of further action they can take.

### **Information about the School's Staffing Policies and Partnership with Bodies beyond the School**

#### **The School's Arrangements for SEN In-service Training**

- All staff receive In-Service training or information about the SEN Code of Practice (2001), and issues relating to Disability.
- All staff have the opportunity to receive In-Service training on SEND Procedures in school.
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of students within their care.
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- The Faculty will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.



## **The Role of Caludon Castle Teaching Assistants**

### **Before the lesson, Teachers should:**

- Ensure TA's have copies of the medium term plans for subjects at the start of the scheme of learning
- Ensure TA's have tasks to complete during all parts of the lesson
- Ensure TA's have clear instructions as to the job/s you require them to do by the end of the lesson:

NB: In addition, it is beneficial if planning given to TA's includes any worksheets going to be needed and identification of your intended TA role within lessons.

### **Before the lesson, TA's should:**

- Read any plans and take up any queries/needs with staff.
- Arrive on time to aid teacher to begin the lesson punctually.
- Ensure they have knowledge of profiles and individual learning needs for the SEN students who they are responsible for.
- Ensure they understand the level of support/tasks required by the teacher for the lesson.
- Prepare SEN resources that are needed for particular lessons.
- Ensure the identified SEN students are able to access the curriculum through further differentiation/planning/preparation through modification of programmes/activities for designated individuals/groups of identified students.

### **During teacher introductions at the start of the lesson, TA's could be asked to:**

- Read through lesson plans/teachers previous notes/yesterday's achievements in teacher planner.
- Carry out planned starter activities for the lesson with identified students.
- Carry out speaking and listening observations of the whole class or targeted students.
- Read/introduce the lesson starter.
- Be a partner to a student.
- Ensure resources that are needed for the lesson are available in order to support targeted students.
- Further differentiate materials/resources to enable SEN students to achieve lesson objective.
- Support students to aid their understanding/answering of oral questions.
- Guide/support students through the reading/explanation of a text/worksheet.

### **In the main part of the lesson, TA's should:**

- Take a proactive role and use initiative within the classroom.
- Support/aid/track the learning of statemented students and those on School Action/Action Plus.
- Implement action written in profiles and support staff through discussion of student's individual needs with regard to their profiles.
- Further adapt/differentiate/extend/modify specific tasks/activities for SEN students in order for them to achieve success and meet their needs.



- Test identified students in order to provide evidence of progress: reading, spelling, phonic, memory test etc...
- Support a group of statemented/SEN registered student to achieve the task/objective set.
- Support/adapt the curriculum to meet the needs of SEN student.
- Teach/support students to achieve their profile objectives or Speech/Language Therapy targets.
- Lead/deliver specific teacher directed activities/programmes of work with SEN students.

**In the main part of the lesson, TA's could be asked to:**

- Team-teach alongside the teacher.
- Support group/individual-reading tasks.
- Use practical activities with small groups of students with a particular need outside of the classroom.
- Work with other students who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
- Support small groups of students to achieve the differentiated task/objective set.
- Aid students with organisational problems to become more organised and begin the task more quickly.
- Teach specific learning programmes of work: Speech and Language therapy programmes – when trained.
- Re-explain tasks/objectives to individuals/groups of students.
- Reinforce teacher's instructions or carry out assessments missed by SEN students due to absence.
- Support student's physical needs.
- Support and assist mobility between lessons.

**At the end of the lesson, TA's should:**

- Support students in order to help them pack away, reinforce home-learning, record home-learning.
- Support targeted students to help them participate in the plenary sessions.
- Provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with AIN/SIH/MSH/ASH if further testing/resources required.
- Plan and prepare activities/resources needed for subsequent lessons.
- Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
- Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific students
- Discuss/report any areas of achievement, written or verbally, for specific students.

**After the lesson, TA's should:**

- Record areas of difficulties/achievements/strategies/triggers for students assigned to work with and let AIN/ASH know so profiles can be updated.
- Ask if there are any additional needs/considerations that could be included into future lessons to help particular students achieve greater success.



- Try to give feedback to Teachers with regard to their support and identify the next stage of learning that students will be undertaking, where possible.
- Record evidence/test results of achievement/areas of concern/assessments for reviews & complete "Round Robins" as necessary for student's reviews.
- Attend reviews in order to aid the evaluation process

### The Use made of Teachers and Facilities from Outside the School Including Support Services

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school.
- External agencies will be used to identify specific targets for students in line with the school's procedures.
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Learning and Behaviour Support Service
- Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Child and Adolescent Mental Health Service and Social Services
- We have contact with personal advisers from the Connexions service who are regularly involved in work with students from year 9 onwards to help them plan their future after school.

### Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEN Code of Practice (2001). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

We seek to work in partnership through:

- Regular consultation and review procedure for the sharing of information
- Sharing of assessment and planning information through using the profiles as a tool to aid discussion and liaison.
- Discussing with parents/carers options when students leave schools
- Meeting the parents/carers of prospective new students to the schools to discuss SEND support



### References

Our policy is based on legal requirements. The framework for SEN Policies is set out in the Education (Special Educational Needs)(Information)(England) Regulations 1999.

The Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2001. The Special Educational Needs and Disability Code of Practice for schools was published in 2002.

Approved by: Mrs M Marr / Chair of Governors  
Date: January 2011  
Review Date: January 2012



## **Inclusion – A Policy Statement**

### **Aims:**

- At Caludon Castle we are committed to working towards the standards as defined by Coventry City Council in “Coventry Inclusion Standards”.
- We aim to promote ‘presence’, ‘participation’, and achievement for all our students (AFA).
- We aim to be classified as “leading edge” with regard to our work and practice for inclusivity.

### **Objectives:**

- I. To ensure that all students who belong to any of the key groups have been identified.
- II. To share such information from (I) with all staff so that needs can be fully assessed and met.
- III. To fully develop the work and practices which fall into the eight areas for INCLUSION. These areas being: Leadership, Management/Organisation, Ethos and Environment, Teaching and Learning, Pupil Progress and Development, Staff Development, Collective Review and Parental/Community Involvement.
- IV. To identify a member of staff to ‘lead’ on each of the 28 standards and to be responsible for further developments in the provision and practice for inclusivity.
- V. To place INCLUSION firmly at the centre of the school’s plans for development by making it a focus for School, Faculty and Pastoral Short and Long term Improvement Plans.

### **Methodology:**

- A member of the Leadership Team assumes overall responsibility for INCLUSION (Mrs Webb).
- All staff and Governors are made familiar with the Standards for Inclusion which are used to measure and achieve inclusive educational practices through Teacher Training Days, Leadership Team Meetings, Governors INSET and Subject/Pastoral meetings.
- The students who belong to the various vulnerable groups are identified using information from Primary Schools, parents, SENCO staff, Social Services, Connexions, the EWO, performance DATA, the Local Education Authority, EOTAS, LAC, SIMS records MGSS and the Young Offenders Team.
- Preferred learning styles are identified and recorded along with INCLUSION codes for all students, which are available on SIMS or hard copies in the tutor groups or subject lists.



- Information about students is shared appropriately and sensitively so that there is no infringement of the rights of the individual.

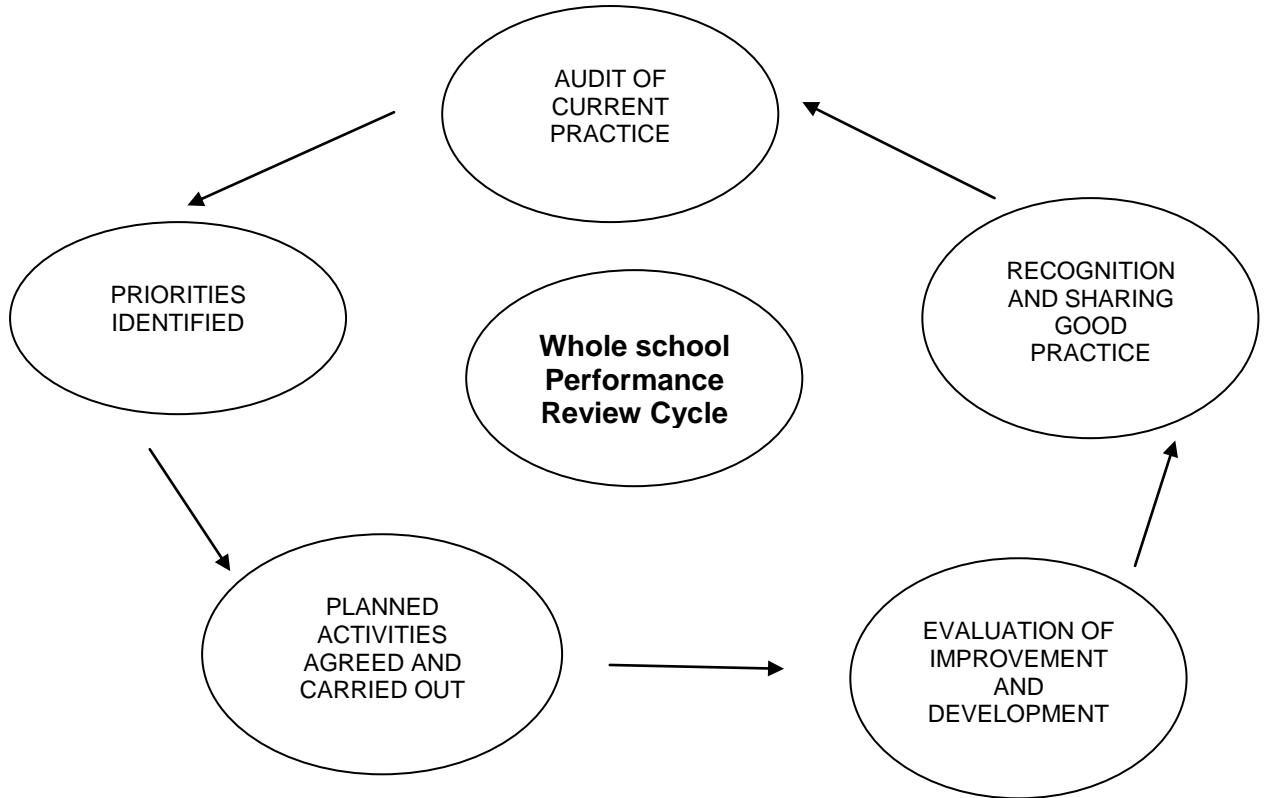
### **Monitoring and Evaluation**

- Information is updated regularly throughout the year and verified by the key staff responsible on a termly basis.
- Information is shared with all staff and the Subject and Pastoral Improvement Plans are reviewed throughout the academic year to ensure targets are being met.
- Performance Indicators are used to assess 'presence', 'participation' and 'achievement' of the identified groups of students.
- Members of the Leadership Team work with Subject and Pastoral to ensure that standards are being met.
- Existing inter-agency working principles are used to monitor and support vulnerable groups and individuals.

Approved by: Mrs M Marr  
Date: January 2011  
Review Date: January 2012



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## **Being a Dyslexic Friendly School**

### **What is Dyslexia?**

The British Dyslexia Association's (BDA) working definition of dyslexia refers to "difficulties that affect the learning process in one or more of reading, spelling and writing". The definition goes on to give "accompanying weaknesses", including short-term memory, spoken language and motor skills.

The BDA states that dyslexia is independent of social or economic factors or intelligence.

### **A Dyslexic Friendly School is one which:**

- Understands Dyslexic difficulties
- Understands Dyslexic strengths
- Has access to specialist expertise – in house and externally
- Has a whole school, cross curricular approach
- Is outstanding in its inclusive practice
- All students with difficulties are supported
- Students feel less frustrated with any difficulties they have and better self esteem
- Confident stakeholders

### **Strategies for Dyslexia in the Classroom**

- ◇ Do not pace backwards and forwards.
- ◇ Provide reading lists in advance.
- ◇ Place key points/phrases on OHP or white board / blackboard.
- ◇ Give both oral and written instructions.
- ◇ Provide new technical terms in advance.
- ◇ Lip reading and signing is tiring - consider frequent rest breaks.
- ◇ Use of white space - avoid continuous text.
- ◇ Prepare course materials early - to allow alternative formats to be produced in time.
- ◇ Repeat discussion questions while facing the class.
- ◇ Videos - provide a written summary of what the video shows in advance or transcript or have it sub-titled.

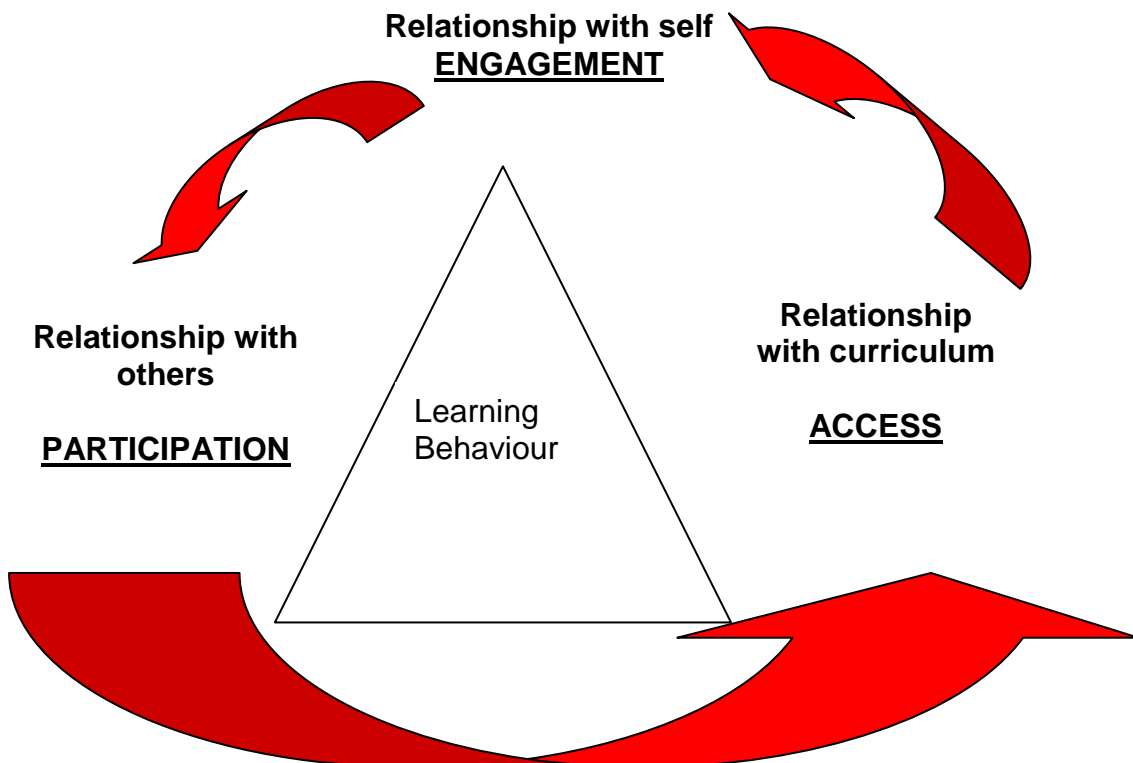
## **Behaviour for Learning and Supporting the SEND Student**

“Behaviour in classrooms and whole school settings does not occur in isolation. It is the product of a variety of influences and not simply the product of a student’s unwillingness to behave or learn.”<sup>1</sup>

The concept of behaviour for learning is taken from Bronfenbrenner’s work on Ecological Systems. He proposed that there are four states that influence a human’s behaviour. These are:

- Micro system – family/classrooms
- Mesosystem – 2 microsystems in interaction
- Exosystem – external environments that influence development
- Macrosystem – socio cultural context.

**What does this look like at Caludon?**



Students who have BES difficulties are supported academically and pastorally by the principles behind Behaviour for Learning as outlined in the Eppi review (2004).

<sup>1</sup> [www.behaviour4learning.co.uk](http://www.behaviour4learning.co.uk)