



The City of Leicester College
 A Specialist Business & Enterprise College

INCLUSION POLICY

2014-15

	TO BE REVIEWED BY GOVERNORS' SUPPORT COMMITTEE
Reviewed in:	October 2014
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The College SENCo is Miss Nicola Trolley. Her qualifications include BSc, PGCE, NASENCo Award, CPT3A (competence in educational testing and access arrangements), Dyslexia Leadership and Intervention Award.

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Vision

One Vision

To develop an inclusive, dynamic, high achieving learning community, where all students and staff are happy, whilst being supported and encouraged to be ambitious, achieve personal success and make a positive difference to their world.

Be happy, be ambitious, make a difference.

Four themes

Teaching and Learning
Experience
Support
Leadership

Eight Priorities

1. Increase literacy levels
2. Identify and address underachievement
3. Teaching and learning is good
4. Create a motivating, inspiring, flexible curriculum
5. *All* students make good progress
6. Good behaviour supports good learning
7. Leadership is good at all levels
8. Make BSF work for us

Rationale

At The City of Leicester College we are committed to offering an inclusive curriculum to enable the best possible progress for **all** of our students whatever their needs or abilities.

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Inclusion focuses on raising achievement for all students. However, we acknowledge that there are some groups who may be more vulnerable to disengagement/disaffection than others, and so there needs to be close monitoring and identification of support for young people who have Special Educational Needs and/or who are:

- Looked after Children
- Gipsy/Roma/Traveller
- Minority Ethnic
- Gifted and Talented
- Victims of abuse and/or domestic violence
- In other vulnerable categories
- Placed in the broad areas of SEN need categories
 - Communication and Interaction (SLCN)
 - Cognition and learning
 - Specific learning difficulties (SpLD)
 - Social, Emotional and Mental Health Issues
 - Sensory and/or Physical Needs

Related Policies (provide links for electronic version)

This policy should be read in conjunction with:

- The Behaviour For Learning Policy
- The Equality and Diversity Policy
- The Child Protection Policy
- The Looked After Children Policy
- The Gifted and Talented Policy
- The Minority Ethnic Achievement (MEA) Policy
- The Medical Policy

This policy outlines the practices in place to ensure all students have access to quality first teaching and includes specific details of provision for students with Special Educational Needs.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2011.

Students with medical conditions each have an Individual Healthcare Plan (IHP) which details their specific needs, provides an emergency plan and names designated key workers. All IHPs are kept up to date by the college medical officer.

The aims of the Inclusion policy sit comfortably alongside the college vision. They are also consistent with the 2014 Special Educational Needs Code of Practice 0-25, the SEN and Disability Act 2001, the 1996 Education Act and with the Local Authority's recommendations with regards SEN.

A student is considered to have Special Educational Needs (SEN) where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

For students with SEN, the policy aims to enable them to realise their potential by improving access to education, raising standards of teaching and learning; through the dissemination of vital information and strategies to colleagues; strengthening partnership with parents and carers; effective liaison with supporting services, and, most importantly, by listening to and valuing our students.

The wellbeing, progress and attainment of all pupils, including those with SEN, are carefully monitored each term by college leaders, including the SENCo. This is evaluated through a variety of means, including student & parent voice, learning walks, performance management related targets and data scrutiny.

The policy is informed by the general principles set out in the 2014 SEN Code of Practice 0-25. In order to meet the needs of all of our students, including those with SEN, they will be offered full access to a broad, balanced, and relevant curriculum. The students' views will be sought and taken into account when personalising their provision. The City of Leicester College SEN department recognises that parents/carers have a vital role to play in supporting their children's education, therefore SEN staff actively seeks to work in partnership with parents. An open door policy is operated, with e-mail and voice mail messaging facilities advertised to parents.

Those students with SEN will exit the register based on the following criteria:

- They have been discharged from any external agency input.
- They are making good progress in lessons and no longer require additional support.
- They no longer require support that is additional to and different to pupils of the same age.

Middle Leaders will, however, continue to closely monitor the progress of all pupils who have exited the SEN register.

Aims

- To ensure full access and entitlement for all students, including those with SEN, to a high quality education within a broad and balanced curriculum, including the National Curriculum, so that they can reach their potential.
- To teach the knowledge, skills and understanding set out in the National Curriculum programmes of study in ways that suit all our students' abilities, whilst bearing in mind that our students bring to school different life experiences, interests, and strengths that influence the way they learn.
- To encourage and develop in our students an interest in learning and the confidence to share their views and opinions.
- To enhance the individual student's self esteem and encourage them to have a vision of themselves as a positive member of society.
- To ensure that students with SEN are identified as early as possible and suitable personalised provision, where appropriate involving external agencies, is put in place.
- To develop the SEN provision as part of The City of Leicester College's full range of support mechanisms contributing to raising standards over the whole college.
- To educate students with SEN, wherever possible, alongside their peers within the normal curriculum of a mainstream classroom.

- To provide mentoring to support students with behavioural, and/or social and emotional difficulties.
- To provide counselling to those students with specific emotional needs.
- To provide support for vulnerable students including Looked After Children, and liaise with external agencies to ensure appropriate academic provision.

Objectives

- To support staff in school to carry out their responsibility for the delivery of a differentiated curriculum to meet the diverse learning needs of our students, including those with SEN.
- To provide a range of strategies to support students' learning, including in-class support by teaching assistants, behaviour support workers, mentors and appropriate withdrawal for individuals or small group teaching.
- To identify and facilitate appropriate training for staff to enable them to meet individual needs.
- To provide up to date, relevant information for staff through the Inclusion Update and IEP spreadsheet for identified students so staff can tailor support.
- To enable students with SEN to view their provision positively and engage with support in order to access the curriculum in a meaningful way.
- To involve parents/carers in the support arrangements for their children and in the reviewing process.
- To ensure that effective administration systems are in place to assess and communicate, to staff and parents/carers, information about individual students' needs and the provision being made.

Responsibilities

The Headteacher has delegated responsibility for the day-to-day management of provision for students with SEN to the Deputy Headteacher (Support) and the Special Educational Needs Co-ordinator (SENCo). The SENCo has responsibility for the coordination and monitoring of appropriate and timely provision for students with SEN. This includes responsibility for quality assuring classroom provision for SEN students, ensuring that all relevant assessment information is communicated to appropriate staff and liaison with external agencies. There will be regular Progress 8 meetings, chaired by the SENCo, consisting of middle leaders who will identify underachievement, ensure quality first teaching and ensure the needs of all SEN students are met.

The Strategic Inclusion Team, consisting of Deputy Head (Support), SENCo and Lead Learning Mentor, works alongside the College Leadership Team (CLT) and colleagues across the college, on the strategic development of the Inclusion policy and its provision.

The Strategic Inclusion Team has responsibility for overseeing the identification of learning, behavioural and/or social and emotional needs and providing access to appropriate support within the college and through external agencies.

The Minority Ethnic Achievement (MEA) coordinator has responsibility for supporting students who have recently arrived in the UK, or those who have limited experience of using English as an additional language. The MEA team provide a range of support to ensure these students can access quality first teaching, and deliver effective pastoral guidance.

Achievement Coordinators (ACHCo) are responsible for the development of SMSC and for monitoring the behaviour, safety and achievement of students in each year group. Through

this monitoring, the ACHCo identifies appropriate support and interventions for individual students. This process relies on liaison with the SENCo, Mentor team, Attendance Officer, MEA Coordinator and Deputy Head (Support).

All teachers and support staff are aware of the Inclusion policy and are actively encouraged to seek support and advice from the ACHCo, Mentor team, MEA Coordinator and SENCo in order to fulfil the expectation that all teachers share the responsibility for meeting the needs of all students. The quality of teaching for pupils with SEN, the importance of meeting students' individual needs and the progress of pupils, is a core part of the school's performance management arrangement.

The Deputy Headteacher (Support) keeps the governing body informed on Inclusion and SEN matters through the Governors Support sub-committee, while the SENCo reports annually in writing to the governing body.

Identification and Assessment of SEN

Admissions Policy

The City of Leicester College is guided by Leicester City's admission criteria, which does not discriminate against pupils with SEN or disabilities. We adhere to the Local Authority local offer to ensure parents are well-informed over their choice of school.

For new students transferring to The City of Leicester College from primary schools

Data for individual students is collated from all feeder schools and the Local Authority, (LA). Analysis of this data is used when tutor and teaching groups are formed.

During the first half of the autumn term all students in year 7 are observed and assessed using cognitive ability tests for the whole year and further targeted assessments for identified students are completed if concerns are raised.

For new entrants other than Year 7 at the start of the academic year

When an application for new admission is made to the college, parents/carers are asked for information and contact is made with the previous school to gather and confirm information, including SEN information. Further to this, the transition team carries out initial testing in order to identify individual needs and ensure access to appropriate teaching.

If the student has had identified SEN at the previous school the SENCo is notified and assessment/provision is arranged as appropriate. The SENCo will liaise with the LA in the case of a student who is subject to a Statement and ensure statutory duties are completed.

For students already at the College

Subject teachers and /or tutors may refer concerns for students directly to the Inclusion Team. A decision on what action to take to clarify and support the students' needs will be made once appropriate assessments and advice are sought.

Allocation of resources

Mentoring resources are allocated on the basis of identified needs in discussion with the Lead Learning Mentor and are funded through the school's own budget. The Inclusion Team also provides access to centrally funded provision such as the Secondary Behaviour Support Service (SBSS), Special Needs Teaching Service (SNTS) and Educational Psychologist where needs are identified.

The SEN department is resourced from the school's own budget and a range of LA devolved funding that is based on the levels of identified SEN within the school. For students with a high level of need, there is now a 'top-up' fund, known as Element 3 funding, available which is allocated via the Education, health and Care (EHC) plan. SEN funding provides for Teaching assistants (TA) who support SEN students across the mainstream curriculum and in

small groups. It further provides for SEN resource materials, specialist training and identified support initiatives for identified students.

In-Service Training for staff in relation to Inclusion / SEN

Staff training needs are identified through the Performance Management system and prioritised through normal Hub planning procedures. Whole staff training opportunities are taken on training days and disaggregated to raise staff awareness on SEN issues. The current whole staff training priorities are differentiation, literacy and training to become a Dyslexia friendly School.

Support and training is given to NQTs and other new staff members. This is co-ordinated by the Teaching and Learning Team and delivered in collaboration with the SENCo/Inclusion team.

Working in partnership with parents/carers and involvement of students

We recognise and value the crucial role parents/carers play in their children's education. We seek to work in partnership with parents/carers and take account of their perspectives on their child's development.

To help fulfil their crucial role in their child's education parents/carers need to be well informed with clear information.

As part of our commitment to working in partnership with students and parents we will:

- Identify clear and appropriate learning targets in discussion with the student e.g. through termly SEN reviews, PSP meetings, PEP meetings, parents' evenings, Student Review Day.
- Ensure communication is timely and relevant.
- Make college policies available for students and parents.
- Provide opportunities for parents to meet the inclusion staff who work with students.
- Share information about specific learning needs.
- Communicate and celebrate achievements.
- Support students and parents with interpreting information about specific learning needs.
- Provide opportunities for students to express their feelings.
- Ensure that students' views are valued.
- Give students appropriate information, advice and guidance about their options.
- Provide support for students and parents engaging with external support services incl. accessing funding through the EHC plan.
- Respond to communication from parents within twenty-four hours.
- Endeavour to meet parents' needs when it comes to arranging appointments.

Parents/carers can support their child by:

- Showing an interest in, and ask questions about the work and activities their child is currently engaged in at college.
- Supporting learning targets at home through ensuring their child takes an active role in meeting their targets and accessing support available in college.
- Supporting and checking use of the student organiser.
- Communicating with college staff to identify any concerns as early as possible.
- Doing everything possible to help their child attend college and take an active part in college life.
- Promoting a positive attitude to college life and ensuring their child follows the Behaviour for Learning policy.
- Attending review meetings (Annual Reviews, SEN Support meetings, PSP meetings etc.), parents' evenings, Student review Day and relevant college events.

The student's role

To work in partnership with parents/carers and college staff by:

- Taking an active role in meeting identified learning targets.
- Showing parents/carers letters/messages from school, and teachers letters from home.
- Showing the organiser to teachers and parents.
- Using the organiser to write down homework (or asking for help to do so) before leaving the classroom.
- Contributing to learning targets set in PSPs and Annual SEN Reviews.
- Accessing support systems available within college.
- Communicating with their tutor or SEN staff if they have concerns or positive news to share.

When getting in touch with the college you may wish to contact the following people:

Form tutor	Your child's day to day well-being.
Achievement Co-ordinator	Your child's progress and achievement.
Behaviour Support Worker	Behaviour issues involving your child.
Mentor Team	Learning / behaviour / well-being issues involving your child.
MEA Coordinator	Support for learners who are new to English.
SENCO	Special Educational Needs Co-ordinator for your child.
Deputy Head Support	Overall responsibility for support and inclusion systems for your child.
Attendance Officer	Issues with your child's attendance.

Link with support services and outside agencies

Support and advice is received from a range of outside agencies, including Connexions, Children and Young People's Service, the Secondary Behaviour Support Service, the Education Psychology Service, the Educational Welfare Service and the Physiotherapy and Occupational Therapy Service.

The SENCo co-ordinates the school's use of the Educational Psychologist's time in school, the Special Needs teaching Service, the Speech and Language Therapy Service and links with Connexions for Statemented and students with SEN.

The Inclusion Team liaises with pastoral staff in relation to the school doctor, the School Based Services (weekly drop in service for physical/sexual/mental health), Social Services, Educational Welfare officer.

The SENCo liaises with all agencies about the actions taken in support of students, with the aim that parents/carers and students perceive the provision as "seamless".

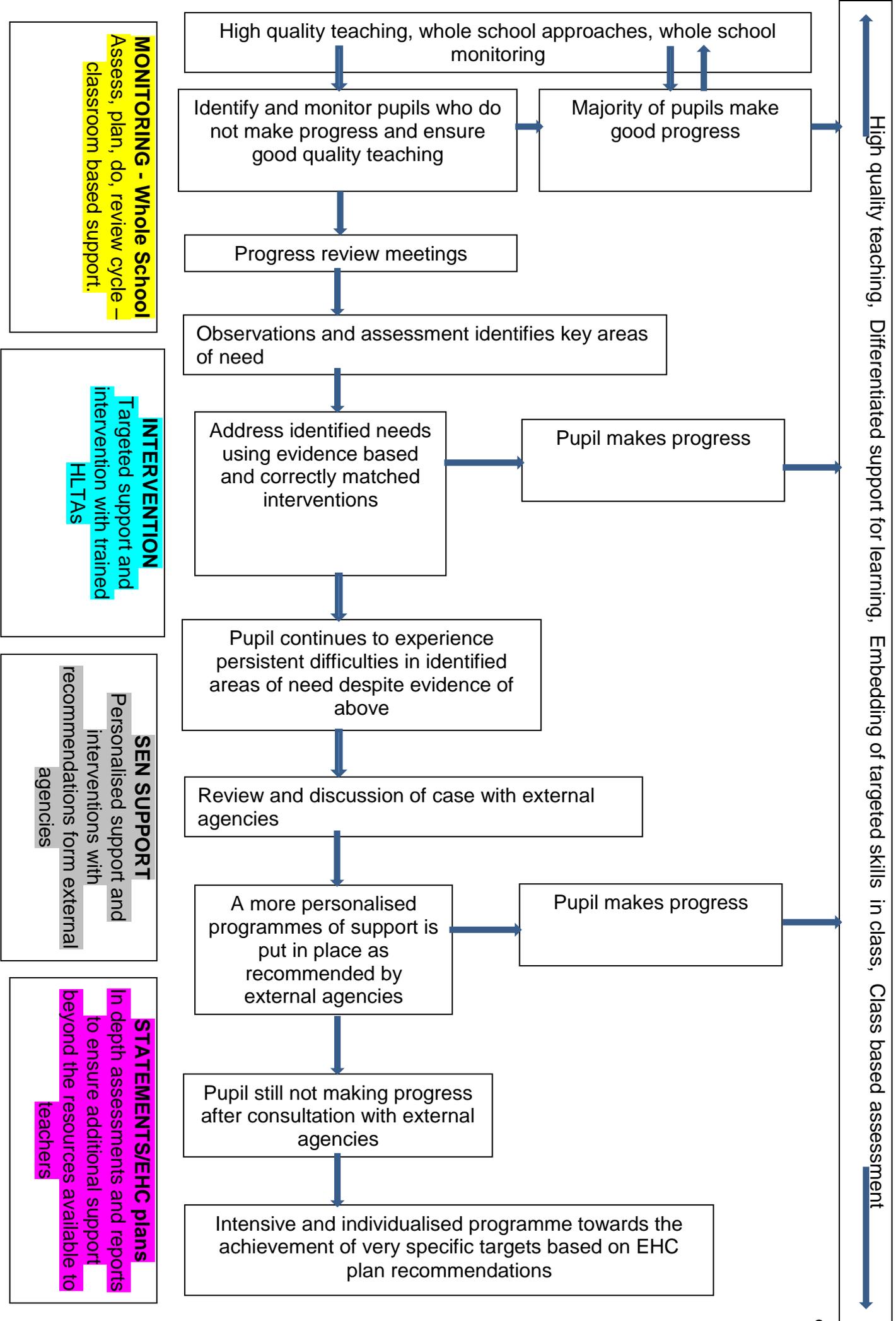
Information about the LA Local Offer can be found on the College website: www.cityleicester.leicester.sch.uk.

Reviewing & monitoring

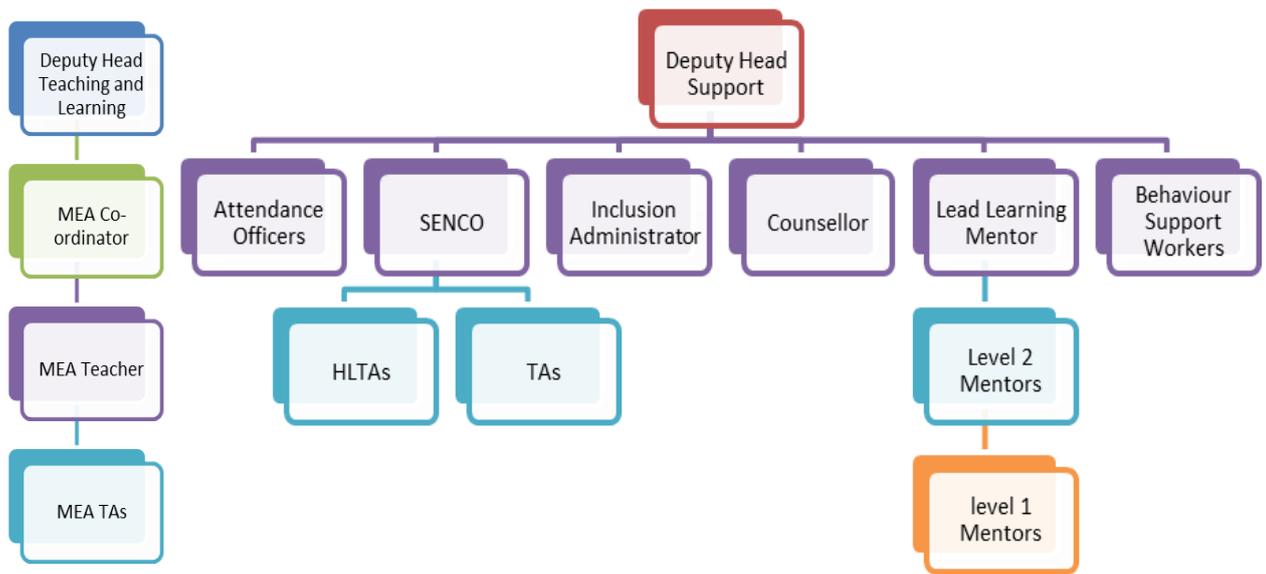
The policy will be reviewed annually by the Governor's Support Committee. The success of the policy will be judged through the impact of provision on students' attainment, progress and emotional health and well-being and through an annual questionnaire to parents and students.

Complaints procedure

In the event of the normal systems of communication proving insufficient, parents may make a formal complaint. This can be done by writing to the Headteacher with concerns clearly stated.



Support Structure - 2013-14



Glossary of abbreviations:

MEA – Minority Ethnic Achievement
SENCO – Special Educational Needs Coordinator
SEN - Special Educational Needs
TA – Teaching Assistant
HLTA – Higher Level Teaching Assistant
BSW – Behaviour Support Worker