





Ash Villa School

**SEND AND EDUCATIONAL
INCLUSION POLICY**

SEND AND EDUCATIONAL INCLUSION POLICY

Policy review date and contact:

Member of staff responsible for policy:	Leigh Bentley
Approved by the school's Governing Body	
Headteacher:	
Chair of Governors:	
Date policy reviewed:	Autumn Term 2016/2017
Next policy review:	Autumn Term 2017/2018

SEND and Educational Inclusion Policy

This policy should be read in conjunction with Ash Villa School's Diversity and Equality policy, the Equality and Diversity strategy, the current Equality Action Plan, the Supporting Pupils with Medical Conditions policy, the Safeguarding policy and the policy for Able, Gifted and Talented Pupils.

This policy has been written with reference to the following guidance and documents:

- Equality Act (2010): Advice for Schools DfE May 2014
- SEND Code of Practice (2015)
- Teachers Standards (2013)

The statutory duties on schools remain: schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

NB throughout this policy the term parent is used to refer to all parents/carers.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... 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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a young person's behaviour should be described as an underlying response to a need which in this instance Ash Villa School, in liaison with the young person's main educational provider, or the relevant Local Authority for single-rolled students, will need to investigate and identify.

Aim

This policy explains how Ash Villa School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010).

Educational Inclusion

Ash Villa School is a Special Hospital School that provides educational support to young people aged 11-18 who are admitted to the Ash Villa Mental Health Inpatient Unit. Admissions can be planned or on an emergency basis. Ash Villa School liaises with the young person's educational provider to ensure a continuation in their education while they are inpatients. For those who are NEETs (not in education, employment or training) Ash Villa School offers a range of courses with the aim of re-engaging the young person during their admission. The school offers three teaching groups; Key Stage 3, Key Stage 4 and post-16 provision.

Ash Villa School aims to have one of three outcomes in place for all students at the point of discharge; a return to their main educational provider, attendance at a new educational provider or continuing support at another specialist setting, for example Pilgrim School, the Young Persons Learning Provision or Recovery College in Lincolnshire or local equivalent if the young person is an out-of-county placement.

Ash Villa School offers all young people on the inpatient unit access to school for 25 hours a week. The exceptions to this are when the medical team indicate a young person is too unwell to attend full-time or when a young person is sectioned and does not have section 17 leave in place.

All lessons, events and off-site visits are planned to include all young people on roll. No lesson, event or visit will be planned by Ash Villa School that prevents a young person from taking part due to their SEND needs.

Identification and Assessment of SEND

At the point of admission the Headteacher/SENDSCO of Ash Villa School liaises with the young person's main educational provider. One of the key pieces of background information requested is whether the young person is on the SEND register. If the young person is on the SEND register Ash Villa School will request a copy of their statement or Education, Health and Care Plan (following statement review) and discuss with the main provider the support required.

Through assessment and observation of a young person's work and behaviour Ash Villa School staff may raise concerns that a young person has SEND needs. Through liaison with the main school, for example checking if tests have already been carried out and/or requesting specific tests, Ash Villa School will support the process to ascertain the level, if any, of SEND need.

For young people on the SEND register Ash Villa School will monitor progress against their statement/EHC Plan ahead of each multi-agency review meeting held during the admission (these usually take place every 6 weeks).

Provision

Throughout a young person's admission Ash Villa School will ensure that all their SEND needs are met, either through adjustments to routines, resources and/or the environment or through designating specific staff support.

Ash Villa School will liaise with the medical team on the Inpatient Unit, and the main educational provider, to ensure that evidence is provided to support specific requirements for examinations, such as access arrangements and special consideration.

Effectiveness of SEN Provision

Ash Villa School will provide a written report on the progress of each young person on roll at the end of the Autumn and Summer terms. It will also provide a written report when the young person is discharged. This report will be sent to the educational provider the young person will be attending following discharge and to the young person's parents.

The Headteacher monitors progress across the curriculum for all young people on roll ahead of each multi-agency review meeting. This allows for early identification and intervention for any young person who is not achieving as expected. Young people with SEND needs are clearly identifiable within this procedure.

Progress against any statement/EHC Plan is also monitored every six weeks ahead of multi-agency review meetings.

The Headteacher carries out a data review of the school's performance every term and, within this, the progress of young people against a range of SEND criteria are monitored. This information is reported to, and discussed by, the Governing Body of the school.

Social and emotional well-being

Every young person at Ash Villa School is allocated a member of the teaching staff who acts as their tutor throughout admission. This role involves providing pastoral support for the young person and work closely with them on areas of personal development.

For details of how Ash Villa School manages the administration of medicines please refer to the Supporting Pupils with Medical Conditions policy.

Please refer to the school's Safeguarding policy for details of how the school ensures the safety of the young people on roll.

At unstructured times of the day, such as break and lunch times, all young people on roll at Ash Villa School return to the Inpatient Unit.

Ash Villa School works closely with the Inpatient Unit to ensure that young people can access extra-curricular therapeutic groups.

Due to the specialist nature of the school, a member of the school staff holds a specific responsibility of Mental Health and Well-Being coordinator.

No lessons, events or off-site visits will be planned to take place at Ash Villa School that would prohibit a young person taking part due to their SEND needs.

Training in SEND

Ash Villa School has a CPD programme in place to enable staff to meet the specific and specialised needs of the school. When a young person is admitted with needs not previously supported in school Ash Villa School would ensure that priority training and advice is given to all staff through the main educational provider or, another specialised service, such as the LA Educational Psychology service or Specialist Teaching Team.

All teaching staff have the opportunity to raise with the Headteacher/SENDCO areas of SEND that they feel they require training in. Depending upon the area identified this will either be provided as individual training or, as part of wider whole staff training.

On taking up a post, all teachers and support staff undertake induction, this includes a meeting with the Headteacher/SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Involvement of Parents

The school works closely with parents in the support of those students with SEND. We encourage an active partnership through an ongoing dialogue with parents. We provide written reports at the end of the Autumn and Summer terms and a report upon discharge. The school holds Parent Meetings every term. A representative of Ash Villa School attends the multi-agency review meeting held every six weeks.

We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with SEND.

We also liaise with the main educational provider to ensure there is no repetition and/or miscommunication of information to parents.

Involvement of Pupils

We encourage pupils to take responsibility, make decisions and play an active part in setting personal targets.

All pupils are invited to attend termly School Council Meetings and offer their views on what works well and what could be improved in the school.

The Headteacher/SENDCO will meet with each young person at least once a week to discuss their progress and any concerns or issues they may have. The young person's tutor also provides this service in the weekly tutorial session.

Pupils are made aware of progress and achievements, for example objectives achieved, through comments and marking in their planners.

Transition

The main transitions that a young person at Ash Villa School will experience is reintegrating back to their main educational provider, commencing attendance at a new educational provider or commencing employment/traineeship (post-16). In each case prior to discharge this process will be carefully managed. Staff at Ash Villa School will work closely with the medical team on the inpatient unit, the young person and their parents and the educational provider/employer involved ahead of discharge to ensure that a realistic and practical plan is in place to maximise the chance of the transition succeeding.

Accessibility

The DDA 1995, as amended by the SEN and Disability Act 2001, and further replaced by the DDA 2005 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Please refer to the current Equality Action Plan for further details of how Ash Villa School continues to meet this requirement.

The school site is wheelchair accessible. The recent renovation of the school garden was carried out with a 'sensory' theme considered at all stages of the design.

Complaints procedure

The Headteacher is the first point of contact for any parent wishing to discuss concerns. If the concern relates to the Headteacher then the point of contact is the Chair of Governors.

All school staff are available to talk to parents about any concerns they have about their child.

Please refer to the complaints policy for the procedures relating to a formal complaint.

Local Offer

Details of the school's local offer can be found on the Lincolnshire County Council Family Services Directory website at:

<http://search3.openobjects.com/kb5/lincs/fsd/organisation.page?id=UK9n8eYqwT0>

More detailed information about the school's local offer can be found on the school's website at:

<http://www.ashvilla.lincs.sch.uk/documents/AVS%20Local%20Offer.pdf>

This policy has been written by the Headteacher/SEND/CO of Ash Villa School and will be reviewed on an annual basis.

