



## Inclusion Policy

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<b>Statutory Policy</b>	Yes
<b>Review Cycle</b>	Annually
<b>Last Review</b>	June 2025
<b>Next review</b>	June 2026

<b>Date of Review</b>	<b>Section/Subheading</b>	<b>Details of changes</b>
June 2025	1. Vision, Values and Aims	2. Vision, Values and Aims changed to reflect the school's Inclusivity vision from the SDP; and the Inclusion Team's vision
	5. Roles & Responsibilities	3. Additions to staffing: Deputy SENDCo; SEND Teacher 4. Omission of SEND Governor's name 5. Changing of the term SEND Register to Inclusion Register
	7. Approach to supporting young people with SEND	6. Not all young people on the SEND Register will have a Pupil Passport in place: this section now explains the graduated response to need in line with Hackney Education's <i>Right Support, Right Time</i> framework 7. Changing of the term SEND Register to Inclusion Register
	9. Monitoring and Evaluating the Inclusion Team	8. Changing of the term SEND Register to Inclusion Register



## Contents

1. Vision, Values and Aims .....	3
2. Definition of SEND.....	3
3. Legislation and Guidance .....	4
4. Policy Development and Implementation .....	4
5. Roles and Responsibilities.....	4
6. Identification of SEND .....	7
7. Approach to Supporting Young People with SEND .....	7
8. Staff Training .....	9
9. Monitoring and Evaluating the Inclusion Policy .....	9
10. Monitoring and Evaluating the Inclusion Team .....	10
11. SEND Information Report .....	10



## 1. Vision, Values and Aims

Stoke Newington School aims to understand and meet the needs of young people with special educational needs and those who are made vulnerable to close the achievement gaps, enhance a sense of belonging and minimise any lost learning through strong relationships and high-quality teaching. We believe that:

- all young people including those with support needs and disabilities (SEND) are entitled feel safe, included, listened to and valued as members of our community
- our SEND community are individuals and are not a distinct, separate or homogenous group and are entitled to be understood and supported as individuals with unique strengths, needs and ambitions
- all young people including those with SEND are entitled access and progress through a broad and balanced curriculum that reflects their needs, aspirations and interests
- all of our teaching staff are teachers of young people with SEND and are accountable for the attainment and progress of all students, including young people with SEND
- it is important that staff hold high expectations of all young people inclusive of those with SEND and provide opportunities for them to achieve and experience success

Underpinned by the same CARE values, the Inclusion Team aims to:

1. create a school that welcomes and is safe for everyone. We understand that we can all create or support barriers – and that barriers can be different, they can be:
2. physical barriers
3. ideas or attitudes that hurt others
4. ways that we share information that confuses or excludes some people
5. We work to remove barriers that already exist and to make sure we don't create more.

Our Inclusion policy aims to:

- share with families and the wider community what support and services are available for young people with SEND at Stoke Newington School
- explain the roles and responsibilities of everyone involved in supporting students with SEND
- share how we identify students who have support needs and access requirements
- share how we track and monitor the progress of SEND students
- share how we support staff training and development
- share how we review and work to improve our support provision
- address other questions families may have about SEND support
- inform families of the local authority's Local Offer

## 2. Definition of SEND

A young person has SEND if they have an impairment or disability which calls for special educational provision to be made for them.

A person has a learning difficulty or disability if they have:

- **An impairment:** a functional difficulty someone experiences in their body or mind. If someone has a hearing impairment, for example, they might need sounds to be louder for other people to hear them, or they may not be able to hear them at all.
- **A disability:** the experience of not being able to take part in society because of barriers a person might face with their impairment, for example, if an audio-visual resource doesn't have subtitles, people with hearing impairments may not be able to hear what is being said.

*(this definition is taken from the Sense website and based on the social model of disability)*



Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 3. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care plans (EHCPs), SEND coordinators (SENDCos) and the SEND information report.
- Equality Act (2010): advice for schools DfE (Feb 2013)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (2014)
- Ofsted Education Inspection Framework (2019)

This policy applies to students with special educational needs and disabilities (SEND), their families, the wider student community and all staff. This policy should be read alongside the following policies:

- Access Policy
- Equality Policy
- Admissions Policy
- Medical Needs Policy
- Access Arrangements Policy
- Child Protection Policy
- Anti-Bullying Policy
- SEND Information Report

### 4. Policy Development and Implementation

This policy has been developed by the SENDCo and reflects feedback from our young people, their families, colleagues and outside agencies. It is shared with our school community and those interested in our school through our school website; it is also shared with our SEND young people and their families through our SEND Parent/ Carer Forum. The SENDCo is responsible for developing and implementing the policy in collaboration with the school community and outside professionals.

### 5. Roles and Responsibilities

#### Structure of the Inclusion Team:

- Assistant Headteacher & Head of Inclusion/ Special Educational Needs & Disabilities Coordinator (SENDCo)
- Deputy SENDCo
- Deputy SENDCo & Designated Teacher for Looked After Children & Previously Looked After Children
- SEND Teacher
- Higher Level Teaching Assistants (HLTAs)
- Learning Support Assistants (LSAs)
- SEND Administrator

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- work with the Headteacher and Head of Inclusion/ SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher is Zehra Jaffer who will:

- work with the Head of Inclusion/SENDCo and SEND governor to assess, plan, apply, review and develop the SEND policy and provision within the school
- have overall responsibility for the provision and progress of young people with SEND

The Head of Inclusion/ SENDCo is Alex Bell who will:

- work with the Headteacher and SEND governor to assess, plan, apply, review and develop the SEND policy and provision in the school
- have day-to-day responsibility for putting this SEND policy into practice and coordinating specific provision to support individual young people with SEND, including those who have Education and Health Care Plans (EHCPs)
- be part of the school's Senior Leadership Team
- provide professional guidance to colleagues and work in partnership with staff, families, the wider school community and other agencies to ensure that ~~students~~ young people with SEND receive appropriate support and quality first teaching
- advise on the graduated approach to meeting young people's support needs
- advise on how the school's delegated budget and other resources should be used to meet young people's needs effectively
- work in partnership with young people, teaching staff and other professionals to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements for assessments and exams
- maintain and update the Inclusion Register
- ensure the school keeps the records of all young people with SEND up to date
- ensure smooth transition for young people with SEND between key stages, school settings and colleges
- oversee bespoke careers support for young people with EHCPs
- be a Key Worker for a number of young people with EHCPs and those identified as SEND Support
- attend Student Support Network (SSN) meetings for an assigned year group
- advise the Headteacher and the Senior Leadership Team on matters related to special educational needs nationally, within our local community and in relation to individual young people
- be the point of contact for external agencies, especially the local authority and its support services

The Deputy SENDCos are Leila Alkunshalie and Ruby Samuels who will:

- Deputise for the Head of Inclusion/ SENDCo when needed, sharing responsibility for putting this SEND policy into practice and coordinating provision to support individual young people with SEND, including those who have EHCPs
- provide professional guidance to colleagues and work in partnership with staff, families, the wider school community and other agencies to ensure that young people with SEND receive appropriate support and quality first teaching



- advise on the graduated approach to meeting young people's support needs
- assist the Head of Inclusion/ SENDCo to ensure the school keeps the records of all young people with SEND up to date.
- oversee the administration and implementation of Access Arrangements for assessments and exams
- be a Key Worker for a number of young people with EHCPs
- attend Student Support Network (SSN) meetings for an assigned year group to ensure holistic approaches to identifying and supporting needs

The SEND Teacher is Ruth Doyle who will:

- be a Key Worker for a number of young people with EHCPs
- attend Student Support Network (SSN) meetings for an assigned year group to ensure holistic approaches to identifying and supporting needs
- assist the SENDCo and Deputy SENDCos in helping monitor the work of LSAs
- teach mainstream lessons
- teach Supported Pathway lessons
- run individual/small group wave 2/3 interventions for young people with a range of SEND

Higher Level Teaching Assistants (HLTAs) are responsible for:

- assisting the SENDCo and Deputy SENDCos in helping monitor the work of LSAs
- running individual/small group wave 2/3 interventions for young people with a range of SEND
- being a Key Worker for a number of young people with EHCPs
- attending Student Support Network (SSN) meetings for an assigned year group

The Role of the Key Worker:

- The SENDCo, Deputy SENDCos, SEND Teacher and HLTAs are Key Workers for young people with EHCPs
- Key Workers act as a main point of contact for Key Students and their families alongside Heads of Year, Form Tutors and Pastoral staff
- Key Workers check-in with Key Students regularly so that young people have space to reflect on achievements, share concerns and problem-solve issues
- Key Workers are responsible for organising and leading on Annual Review meetings for Key Students
- Key Workers attend SSN meetings to ensure holistic approaches to identifying and supporting needs and effective communication between the Inclusion, Pastoral and Child Protection Teams
- Key Workers meet with external professionals to make sure we have a joined-up approach to supporting Key Students

Learning Support Assistants (LSAs) are responsible for:

- provide in-class support for young people with SEND, as directed by the SENDCo, Deputy SENDCo and HLTAs
- supporting adaptive teaching in the classroom
- contributing to discussions around young people's progress with their families when appropriate

Class Teachers are responsible for:

- the attainment, progress and development of every young person in their class including those with SEND



- working with the Head of Inclusion/ SENDCo to review each young person's attainment, progress and development and decide on any changes to provision
- ensuring they understand the strengths and needs of all young people in their class and the strategies shared by the Inclusion Team to support them in meeting young people's support needs
- ensuring they understand and follow this policy in their practice

## **6. Identification of SEND**

We work in partnership with primary schools, families and outside agencies to ensure that we know and understand the young people who transition to SNS in Y7. Through the Summer Term, members of the Inclusion Team attend Y6 Annual Reviews and host a Y6 SEND Family Forum to give incoming families the opportunity to meet key members of staff and understand the systems and practices in place to support young people with SEND. In cases where potential support needs are raised through assessment results or primary schools regarding a student transitioning into Y7, and there is no additional supporting evidence available, the student will initially be added to our SEND Monitoring List in the Autumn Term. This will be reviewed during the subsequent data tracking period, and a decision will be made at that point regarding whether to include the student on the SEND Register.

We use a range of methods to ensure we identify any potential support needs not raised through the transition process as early as possible. Our SSN meetings are an opportunity for Heads of Year to raise and discuss concerns with members of the Inclusion Team. In addition to teacher input, reading, spelling, and Cognitive Ability Tests (CATs) results are utilised to identify young people who may have support needs. Collaboration takes place with the Assistant Headteacher responsible for literacy, and our EAL Coordinator to investigate the possibility of a bilingual learner in the early stages of learning English also having support needs.

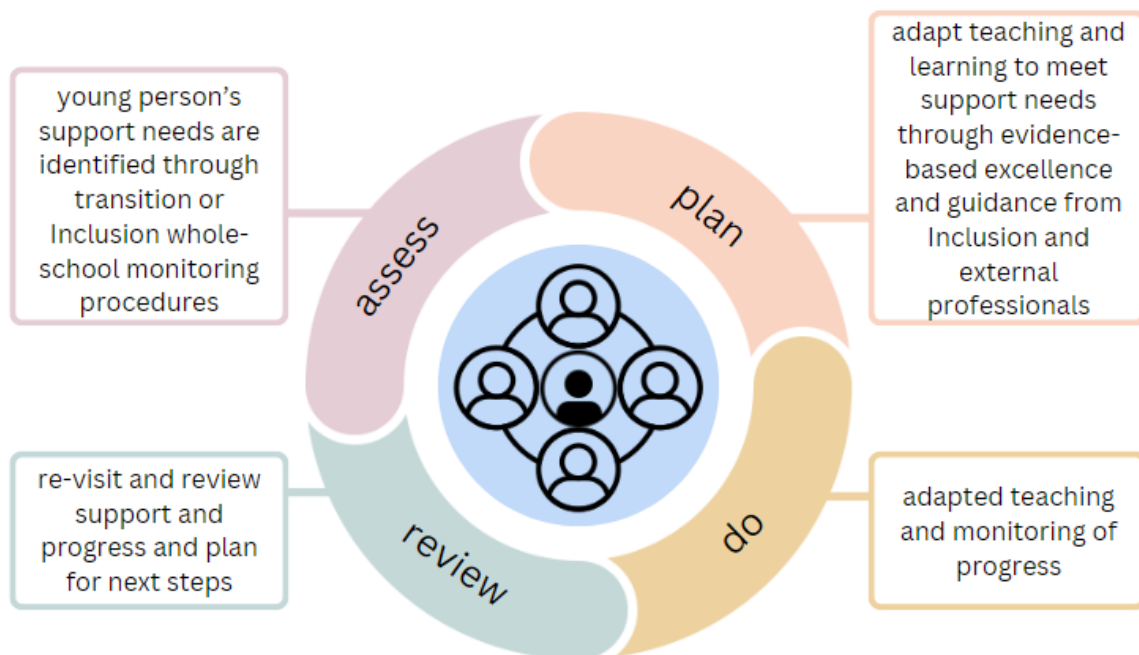
## **7. Approach to Supporting Young People with SEND**

### Assess, Plan, Do, Review

We have a whole school approach to inclusion and in line with the SEND Code of Practice, we follow an Assess, Plan, Do, Review process. A continuous cycle of planning, teaching, assessment and reflection for every practitioner which consider all abilities and interests of our young people is key in meeting support needs. Underpinning all our provision in school is the graduated approach cycle of:



## ASSESS PLAN DO REVIEW



### Assess:

Young people's support needs are assessed through different avenues including: the Access Arrangements Team, Educational Psychologist, Speech and Language Therapists and other outside professionals including psychologists and psychiatrists. For young people identified as having support needs, the Inclusion Team and class teachers will explore needs and identify barriers to supporting them effectively in the classroom through:

- information obtained from previous school records
- information shared by outside agencies
- information from parents, carers and the young person
- Cognitive Ability Tests (CATs)
- Accelerated Reader tests
- group spelling tests
- individual diagnostic tests
- classroom observation
- reports and referrals from subject teachers
- Progress Check (PC) data on attainment levels (teacher assessment without levels)
- cases raised and discussed at SSN meetings
- observation feedback from outside professionals

### Plan:

Students on the Inclusion Register are identified as receiving varying levels of support (*Universal, Most, Some, Few*) in line with the *Right Support, Right Time* graduated response to needs framework from Hackney Education. Those young people whose needs are met through evidence-based excellence (*Universal, Most*) will have universal strategies in place to support adaptive teaching. Those young people who receive support which is different from and/ or additional to their peers (*Some, Few*) will have a Pupil Passport in place which is co-created with young people, their families, colleagues and the advice and guidance from outside agencies and professionals. These Passports





outline each young person's strengths, support needs, access requirements, strategies to support class teachers to adapt teaching and learning, and targets. Appropriate interventions in line with resources available will be identified, planned and communicated with the young person and their family.

Do:

Identified and agreed support is put into place by staff.

Review:

Support and interventions are reviewed regularly with young people, their families and key staff.

The Inclusion Team offers support within the resources available and in line with a young person's support needs. If it becomes clear that support from within the school is not enough to ensure that support needs are met, external professionals are consulted, for example from the Educational Psychology Service (EPS) and the Speech and Language Therapy Service through termly multi-agency planning meetings led by the SENDCo. All requests for additional support must be supported by clear evidence of strategies that have been tried and reviewed within the school, along with evidence of lack of appropriate progress in response to the strategies and support in place.

Statutory assessment of SEND

If, after review and consultation with young person, family, outside agencies and teachers, the school or Local Authority considers the need for a full assessment is necessary, a statutory assessment of needs is carried out by the Local Authority. If a needs assessment is agreed, the LA will consult with the young person, their family, the school, and appropriate outside agencies. Not all statutory assessments result in a final Education, Health and Care Plan (EHCP) being issued.

Education, Health and Care Plans

If the Local Authority decides to issue a final EHCP, it outlines the young person's strengths, support needs, access requirements, aspirations, outcomes and details provision to ensure needs and requirements are met. The provision outlined in an EHCP along with the young person's progress towards their outcomes must be reviewed within a year, in line with the guidelines established in the Code of Practice 2015. This review ensures that the provision outlined in the EHCP remains appropriate and effective for the young person's evolving strengths and needs.

## **8. Staff Training**

In line with our aim to embrace and support the needs of all students through a whole-school approach to meeting all young people's support needs and access requirements, the whole school community is encouraged to be more conscious of the individual needs of students. The Code of Practice (2015) places greater responsibility on all staff members to support young people with SEND. To help staff fulfil this responsibility, they receive continuous professional development (CPD) which is informed by data and community feedback shared with Inclusion staff through our SEND Family Forums, Governor's meetings, Annual Review meetings, and direct conversations between Key Workers and young people and their families. Outcomes and feedback from staff CPD are in turn shared with young people, families and outside agencies to ensure a joined-up and circular approach to staff development.

## **9. Monitoring and Evaluating the Inclusion Policy**



The following criteria are used to evaluate how successfully the Inclusion policy is implemented:

- the agreed procedures for referral are being followed
- 1. the Inclusion Register and SEND Monitoring List are kept up to date and available to all staff
  - young people with Pupil Passports have contributed to these being developed and reviewed and understand the contents
  - all staff have access to the Pupil Passports of the young people they teach or support
  - all staff understand the contents and purpose of the Pupil Passports and aware that they are invited to provide comments or suggestions in reviewing Pupil Passports
  - departments can report on the development of adaptive teaching strategies within their specific subject areas
- 2. young people on the Inclusion Register make appropriate progress as shown through:
  - the monitoring of EHCP outcomes
  - results of standardised tests
  - teacher assessment of progress
  - public examination results
- staff feedback on CPD collected through surveys and audits is positive
- learning walks by the Senior Leadership and Inclusion Teams identify evidence-based excellence and effective adaptive teaching strategies in lessons
- observations from outside professionals identify evidence-based excellent and effective adaptive teaching strategies in lessons

#### **10. Monitoring and Evaluating the Inclusion Team**

Please refer to *Monitoring and Evaluating the Inclusion Policy* in the Inclusion policy. We use a variety of evaluation procedures and consider various indicators of student progress to review our support strategies:

- our work must be evaluated in the light of existing staffing and resources, but we will make suggestions for further development which could be undertaken if more resources were available the SENDCo and Deputy SENDCo monitor records kept by the Inclusion Team
- Inclusion staff are encouraged to self-evaluate and share ideas with each other through departmental meetings and line management
- Inclusion staff are encouraged to identify their own current strengths and professional development needs; this can be discussed and documented at individual and team line management meetings
- if subject teachers have concerns about the support provided by a particular teacher or LSA, they should first discuss the issue with the person directly. If the problem is not resolved, they should inform the SENDCo
- feedback from parents is gathered through our SEND Family Forums, Annual Review meetings for young people with EHCPs, and individual home-school meetings with staff from the Inclusion Team. The SENDCo is available for meetings and is present at parents' evenings
- 1. feedback from young people is gathered through Annual Review meetings, check-ins with Key Workers and discussions with families and outside professionals

#### **11. SEND Information Report**

For information on the implementation of the school's Inclusion policy, please see our SEND Information Report on the school's website.