



**Stoke Newington School and Sixth Form**  
**Inclusion Policy**

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<b>Statutory Policy</b>	Yes
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<b>Date of Review</b>	<b>Section/Subheading</b>	<b>Details of changes</b>



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## 1. Aims

Stoke Newington School aims to embrace and support the needs of all students and has a whole-school approach to meeting all young people's support needs and access requirements. We know that everyone in our community is different and we work to support all our young people to achieve their best.

Our Inclusion policy and Special Educational Needs and Disabilities (SEND) Information Report 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
- address other questions families may have about SEND support
- inform families of the local authority's Local Offer

## 2. 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 (SENCOs) 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

## 3. 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.

*(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.

#### **4. Roles and Responsibilities**

##### Structure of the Inclusion Team:

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

##### 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)
- 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
- be the point of contact for external agencies, especially the local authority and its support services
- 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
- 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
- advise the headteacher on matters related to special educational needs nationally, within our local community and in relation to individual young people.

The Deputy SENDCo is Leila Alkunshalie 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

The SEND Governor is Nina Graveney-Edwards who 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

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

The Role of the Key Worker:

- The SENDCo, Deputy SENDCo, 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 meet with external professionals to make sure we have a joined-up approach to supporting Key Students