AYLSHAM LEARNING FEDERATION

SEND AND INCLUSION POLICY

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Author:	K Garnham		

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Chair

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1. Aims and objectives

Our special educational needs and disabilities (SEND) and Inclusion policy aims to:

- Make sure our federation fully implements national legislation and guidance regarding children with SEND

- Set out how our federation will:
  - provide curriculum access for all
  - secure high levels of achievement for all
  - meet individual needs through a wide range of provision
  - attain high levels of satisfaction and participation from children and parents/carers
  - carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
  - ensure a high level of staff expertise to meet child need, through well targeted continuing professional development
  - work in cooperative and productive partnership with the local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
  - promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- **Align federation strategy with Norfolk County Council's FLOURISH framework (Family/friends, Learning, Opportunity, Resilience, Understanding, Safe, Health) to ensure holistic outcome mapping for all vulnerable learners.**

2. Vision and values

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

Teachers provide **high-quality inclusive teaching and adaptive teaching strategies that scaffold learning to maintain high expectations** for all the children within the Federation and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to a broad and balanced curriculum.

Special Educational Needs (SEN) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a special educational need. **Adaptive teaching strategies** and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Some children in our schools may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up.

Other children will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children.

3. Legislation and guidance

This policy is based on the statutory **SEND Code of Practice: 0 to 25 years (2015 update)** and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for children with SEND
- The **Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The **Equality Act 2010 (section 20)**, which sets out the school's duties to make reasonable adjustments for children with disabilities
- The **Public Sector Equality Duty (section 149 of the Equality Act 2010)**, which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- **The Children and Social Work Act 2017 and current statutory guidance on Keeping Children Safe in Education (KCSIE), establishing the explicit links between SEND, safeguarding, and mental health.**
- The Governance Handbook, which sets out governors' responsibilities for children with SEND
- The School Admissions Code, which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

5.2 Disability

Children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

Area of need	Description
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including specific learning difficulties (dyslexia, dyscalculia, dyspraxia), moderate learning difficulties, severe learning difficulties, and profound and multiple learning difficulties.
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders, including anxiety, depression, eating disorders, ADHD, or attachment difficulties. **The Federation explicitly recognises that challenging, disruptive, or disturbing behaviour is not a SEN category in itself, but rather an underlying communication of need or distress (including unaddressed trauma, neurodivergence, or sensory overload). Provision focuses on trauma-informed and relational support; where appropriate, referrals for advice, guidance, and targeted intervention can be made to our dedicated federation SEMH team, TACT(Families).**
Sensory and/or physical	Children with visual impairment, hearing impairment, multi-sensory impairment, or physical disabilities who require ongoing specialist support and equipment to access educational facilities.

6. Roles and responsibilities

The executive headteacher and the Governing Board have delegated the responsibility for the ongoing implementation of this policy to the SENCO. The SENCO is responsible for reporting regularly to the executive headteacher/head of school and the governors with responsibility for SEN on the ongoing effectiveness of this policy. In JOG and BVS schools, due to the small number of pupils from ethnic minority groups, the SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. At AHS there is a named EAL Coordinator – Paula Gould. The designated teacher for looked after children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

6.1 The SENCO

The SENCOs across our federation are:

- **John of Gaunt Infant and Nursery School: Karen Nice (SENCo) & Polly Stewardson (Assistant SENCo)** - 01263 732844 | senco@johngaunt.norfolk.sch.uk
- **Bure Valley School: Karen Nice (SENCo) & Polly Stewardson (Assistant SENCo)** - 01263 733393 | senco@burevalley.norfolk.sch.uk
- **Aylsham High School: Kathryn Garnham (Deputy Headteacher & SENCo)** - 01263 733270 | kgarnham@aylshamhigh.norfolk.sch.uk

Other Key Contacts (Aylsham High School):

- **Danny Sweatman (Lead Practitioner & Head of Nurture)** - 01263 733270 | **dsweatman@aylshamhigh.norfolk.sch.uk**
- **Sue Heys (Assistant SENCo)** - 01263 733270 | **sheys@aylshamhigh.norfolk.sch.uk**
- **Natalie Wyatt (Interventions Coordinator)** - 01263 733270 | **nwyatt@aylshamhigh.norfolk.sch.uk**
- **Sara Dale (SEMH Officer)** - 01263 733270 | **sdale@aylshamhigh.norfolk.sch.uk**
- **Departmental Coverall Email (received by all key SEND colleagues): deptsend@aylshamhigh.norfolk.sch.uk**

They will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND and Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND and Inclusion policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Safeguarding & Mental Health Integration: Work closely with Designated Safeguarding Leads (DSLs), pastoral teams, and refer to the federation SEMH team, TACT(Families), for advice, guidance, and targeted intervention to address overlapping SEMH, trauma, and safeguarding needs.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach, Learning Passports, and adaptive teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services (including Norfolk Specialist Outreach Advisory Services and Team Around the School frameworks)
- Liaise with potential next providers of education to make sure that the child and their parents/carers are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate via digital Learning Passports and management information systems
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 Management of Interventions

At Aylsham High School (AHS), a dedicated Interventions Co-ordinator (Natalie Wyatt) is responsible for co-ordinating, timetabling, and tracking all targeted SEND and learning interventions across the school, working in close liaison with SENCOs, class teachers, and support staff.

At John of Gaunt Infant and Nursery School (JOG) and Bure Valley School (BVS), targeted interventions are managed collaboratively through close liaison between the SENCO (Karen Nice), Assistant SENCo (Polly Stewardson), Pastoral Lead, and class teachers.

6.3 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND

- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any children with medical conditions, including the implementation of Individual Healthcare Plans (IHCPs) as set out in the Federation's statutory Supporting Pupils with Medical Conditions Policy
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND and Inclusion policy, in a SEN information report and whole-federation Inclusion Strategy
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND
- Make sure that all children in KS4 are provided with independent careers advice

6.4 The SEND link governor

The SEND link governor is Kate Smith

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 SENCO to determine the strategic development of the SEND and Inclusion policy and provision in the school

6.5 The executive headteacher

The executive headteacher will monitor and evaluate the progress of all pupils and make strategic decisions which will maximise their opportunity to learn. Day-to-day implementation of this policy is delegated to the SENCO.

The executive headteacher and head of school will be informed of progress and provision through tracking analysis, whole-school provision mapping, pupil progress meetings, SENCO meetings, and discussions with pupils and parents/carers.

6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality inclusive teaching that is adapted to meet child needs through a graduated approach
- The progress and development of every child in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND and Inclusion policy and the SEN information report
- Communicating with parents/carers regularly to set clear outcomes, review progress, and discuss activities and support

6.7 Parents or carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. Parents/carers of a child on the SEND register will always be given the opportunity to provide information and express their views, participate in discussions, and receive annual reports on progress.

6.8 The child

Children will always be given the opportunity to express their views about their SEND and support. Their views will be taken into account in making decisions that affect them, whenever possible.

6.9 Ethnic Minorities & EAL

Maintenance of EAL lists, joint analysis of provision maps for ethnic/linguistic minority pupils, coordination of bilingual materials/interpreters, and supporting a culturally inclusive curriculum.

7. SEN information report

Our schools publish a SEN information report on their websites, which sets out how this policy is implemented in the school. These reports are updated annually. In addition, the Federation will publish its comprehensive Inclusion Strategy setting out core targeted provision across all settings.

8. Our approach to SEND support

8.1 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment when they start at each school. This will build on information from previous settings and Key Stages. We will also consider any evidence that the child may have a disability and make necessary reasonable adjustments.

Class teachers will regularly assess progress. When teachers identify slow progress, they will target the area of weakness with adapted, high-quality teaching.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying, bereavement, or barriers to non-attendance. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

8.2 Consulting and involving children and parents/carers

The school will put the child and their parents at the heart of all decisions. We recognise that all children have the right to be involved in making decisions. In most lessons, all children are involved in monitoring and reviewing their progress.

8.3 The graduated approach to SEN support

Support will be delivered through successive rounds of the 4-part cycle (Assess, Plan, Do, Review). Learning Passports are used to communicate pupil profile details, individual needs, student voice, and key classroom strategies to teaching and support staff. Specific interventions are co-ordinated by the Interventions Co-ordinator at AHS, and managed collaboratively between the SENCO, Assistant SENCo, Pastoral Lead, and class teachers at JOG and BVS.

8.4 Levels of support

Support within the Federation is structured across a four-tier model:

- **Universal (Quality First Teaching):** High-quality inclusive teaching and adaptive classroom strategies available to all pupils as part of core classroom delivery.
- **Targeted (School-Based SEN Provision / Code K):** Specific adapted provision and targeted interventions for pupils requiring additional support. Learning Passports communicate pupil needs, student voice, and effective strategies to staff, while targeted interventions are co-ordinated by the Interventions Co-ordinator at AHS, and managed via collaboration between the SENCO, Assistant SENCo, Pastoral Lead, and class teachers at JOG and BVS.
- **Targeted Plus:** Enhanced school-based support incorporating specialist external advisory services (such as the Norfolk Specialist Outreach Advisory Service and Team Around the School frameworks) prior to or during formal EHCP processes.
- **Specialist (Education, Health and Care Plan / Code E):** Statutory EHC plans for pupils requiring specialised, highly personalised provision beyond standard mainstream resources.

8.5 Evaluating the effectiveness of SEN provision

We evaluate provision through progress tracking, Learning Passport review cycles, intervention monitoring (led by the Interventions Co-ordinator at AHS and jointly by the SENCO, Assistant SENCo, Pastoral Lead, and class teachers at JOG/BVS), child questionnaires, SENCO monitoring, EHC annual reviews, and parent/carer feedback.

9. Expertise and training of staff

In accordance with Section 6 of the SEN Code of Practice 2015, SENCOs must be qualified teachers working at the Federation.

Statutory SENCO Qualification Requirement: In accordance with statutory guidance (amendments to The Special Educational Needs and Disability Regulations 2014), any newly appointed SENCO taking up their post from 1 September 2024 must complete the mandatory National Professional Qualification for SENCOs (NPQ for SENCOs) within three years of appointment (unless they already hold the National Award for SEN Co-ordination [NASENCO] or were exempt due to appointment prior to September 2009).

Federation Qualification Status: The National Award for SEN Co-ordination (NASENCO) / statutory SENCo qualification has been successfully completed by Kathryn Garnham (Deputy Headteacher & SENCo), Karen Nice, and Danny Sweatman.

The SENCO will regularly attend local network meetings. Specialist advice will be commissioned where needed, including joint commissioning with local partner schools.

10. Links with external professional agencies

Whenever necessary the school will work with external support services such as:

- Occupational therapists, speech and language therapists or physiotherapists

- General practitioners, paediatricians, and school nurses
- Child and adolescent mental health services (CAMHS) and Social services
- **Norfolk Local Authority Specialist Outreach Advisory Services (SOAS) and Local Planning Partnerships**

11. Admission and accessibility arrangements

11.1 Admission arrangements

No child will be refused admission to the schools on the basis of special educational need, ethnicity or language need. In line with the Equality Act 2010, we will not discriminate against disabled children.

11.2 Accessibility arrangements

Our Federation aims to treat all pupils fairly and with respect, providing access and opportunities across the Federation community without discrimination.

In accordance with Schedule 10 of the Equality Act 2010 and statutory guidance, the Federation maintains a comprehensive, triennial Accessibility Plan published on each school website. This plan addresses three key pillars:

1. Curriculum Access: Increasing the extent to which disabled pupils can participate in the school curriculum through adaptive teaching, technology, and specialist auxiliary aids.

2. Physical Environment: Improving the physical environment of each school site to enable disabled pupils to take full advantage of education, facilities, and surrounding amenities.

3. Written Information: Improving the delivery of written information to disabled pupils and parents/carers (providing alternative accessible formats in a timely manner).

Paper copies of accessibility plans are available upon request via each school office.

12. Complaints about SEND provision

Complaints relating to SEND or EAL provision should be dealt with first by the class teacher, head of department, and SENCO, then by the executive headteacher/head of school. Unresolved complaints follow the general governors' complaints procedure.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We evaluate effectiveness against Section 1 objectives, focusing on staff awareness, early identification, pupil progress/attainment, pupil safety and inclusion, and parent/carer feedback.

13.2 Monitoring the policy

This policy will be reviewed by the Governors' Curriculum, Assessment and Attainment Committee every two years and approved by the full governing board.