



King James's School & Boroughbridge High School Federation POLICY STATEMENT

Inclusion and SEN Policy

Policy last reviewed (date)	September 2025
Ratified by Governors (date)	September 2025
Next policy review due (date)	September 2026
Due for review by Governors (date)	September 2026
Staff Lead	Alison Knight

MISSION STATEMENT:

Significant revisions since the last review:

PHILOSOPHY 1		
<i>The school believes that:</i>		All students are the shared responsibility of all staff
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• In the light of school philosophy and current legislation, each Department will outline in its departmental policy how it will meet the needs of students with learning, behavioural, social and physical disabilities within its subject area. • In the spirit of the Code of Practice (2015) subject teachers and pastoral staff will share responsibility for all students within the wider context of whole school provision. • School will anticipate and plan with reasonable adjustments for students with physical difficulties, including those with disabilities and ensure that the environment and facilities are as fully accessible as possible, taking into account the challenges of the school site.	• Subject teachers, pastoral and LS staff will notify the SENCO of needs identified in subject areas through completion of an SEND Record of Concern form. This will be recorded as a 'Short Note' on the student's file. Departments, subject staff, pastoral staff and LS staff will take action to meet students' needs. Meeting the needs of students with SEND will feature in Departmental Schemes of Learning. • Information will be passed between subject departments, subject staff and the LS Department. Information from Cause for Concern Meetings, Raising Achievement Team (RAT) Meetings and other pastoral meetings will be shared and discussed with LS staff. Actions relating to students who have recognised special educational needs will be discussed and agreed with the SENCo. • Staff will have access to information about individual students who have SEND through: information on Its Learning pages (SEN and Intervention and Support); via the school's MIS system; SEND staff; Cause for Concern meeting records; Learning Managers; Pastoral Officers. • Information for meeting the needs of students with SEND as part of Universal (Wave 1) Entitlement will be available for all staff to access via Its Learning, in the LS i-book and in SEND information files. • Where students are identified as having SEND they will be placed on the SEND Record at School Support (code K). Subject staff will be notified and staff will be made aware when registering students through BromCom (the school's MIS System.) • The SENCO will meet on a regular basis with the Headteacher and Deputy Headteacher and liaise with Assistant Headteachers and Learning Managers to share information and formulate action plans. • The Lead ATA for each year group and SENCo will meet regularly to share information. • The Lead ATA and Pastoral Officer will liaise and share information.	•

	• The SENCO, Learning Support Team, Learning Managers and Pastoral Officers will meet with outside agencies to monitor student progress.	
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PHILOSOPHY 2		
<i>The school believes that:</i>		All students are entitled to a broad and balanced curriculum which is differentiated to meet each student's needs and ensure maximum progress. Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• Departments and their subject teachers will differentiate within the student's normal classroom work as part of Universal Entitlement and Quality First teaching (Wave 1 provision.) • Appropriate, time limited support will be given to allow access to the curriculum, including adaptations for students with physical disability. • Curriculum will reflect diversity of the wider community and respond to changes in the school population. Departmental policies will reflect the need to provide for a variety of teaching and learning styles. • The curriculum will be planned to develop student independence in learning and self advocacy. • Appropriate support will be given to students in need of access arrangements in internal and external examinations and assessments.	• Departments will include information on differentiation in their schemes of learning. • The SENCO and Support Staff will offer advice on differentiation and strategies for meeting the needs of students in the classroom. Support staff may offer practical assistance in the preparation and delivery of differentiated materials. • Students will be supported, as often as possible, in the classroom alongside their peers, or withdrawn from the classroom according to their individual needs. In some subject areas students will be placed in smaller setted or banded groups with enhanced teacher-student ratio. • Where students have significant additional need they may be taught within the Student Support Group. • Teaching and social spaces will be organised flexibly and efficiently to take account of need. • A Homework Club will operate to assist students who are finding homework difficult. The Learning Support Department will provide lunchtime facilities for students with social / communication difficulties and provide assistance with homework for those most in need. • Where appropriate, the school or LA will make adaptations to the buildings to allow access for all students. • The SENCO and Examinations Officer will arrange appropriate support for students during internal and external examinations. • Liaison between SENCO, English Key Stage 3 Co-ordinator and Learning Managers will take place regarding Access Arrangements. Assessments will be undertaken and applications processed by the Learning Support Department.	• Evidence of differentiation within schemes of work. • Students' work. • An analysis of the support being offered. • Progress of students. • Review of examination arrangements • The use of bench marking (Learning Cycle) data to identify and respond to under achievement. • Learning Walks

PHILOSOPHY 3		
The school believes that: All students are equally valued.		
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• All students should be integrated as fully as possible into the educational and social life of the school and their needs met. • A range of support strategies will be utilised. • Barriers to attendance resulting from disaffection, health or social circumstances will be removed as far as possible and good attendance encouraged. • The inclusive approach will extend beyond those with physical, learning or behavioural needs to include gifted children, ethnic minorities, travellers, refugee children, children involved with drug abuse, looked after children, prisoner's children, victims of bullying, pregnant girls, teenage mothers, young offenders, children with mental health problems, bereaved children, those with EAL and children in poverty.	• Students will be supported, whenever possible, in the classroom alongside their peers. Students will only be withdrawn from lessons for specific purposes and according to their educational need. • Subject departments will offer a differentiated curriculum designed to meet individual student needs, providing Quality First Teaching; Universal Entitlement. • All students will be encouraged to participate in extra-curricular activities. • The work of external agencies will be utilised including: CAMHS; Social Services; range of voluntary agencies; Young Carers; Health (physiotherapy; CDC); Early Help; Educational Psychology Services • The advice and support of LA services will be sought through referrals to the North Yorkshire SEN HUB provision. • Involvement of the school's Family Liaison Officer to support families in need. • Links with Careers will be developed and implemented to enhance and develop personalised learning.	• Learning Walks • Discussions with subject, pastoral and learning support staff. • Reviewing the level of participation of students with special educational needs in the school's curriculum and extra-curricular activities. • Acknowledging success of students in lessons. • Data on attendance will be analysed each Learning Cycle alongside that on attainment and achievement and recorded in a Pastoral Report. • Use of outside agencies and Home – School Liaison to monitor well being, achievement and progress. • Experience of students on work placements and college courses.

PHILOSOPHY 4		
<i>The school believes that:</i>		There should be a flexible and staged structure of provision for meeting the needs of all children and young people.
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• A record will be kept to identify the name of the student and their need. • For the purposes of conforming to the Code of Practice for Identification and Assessment of Special Educational Needs (2015) referral and documentation will record students as having an Education Health and Care Plan (E) or be placed at School Support (K). • A Graduated Approach to provision outlined in the Code of Practice (Assess, Plan, Do, Review) will be implemented within the school. • A working partnership will be established with statutory, voluntary and other relevant agencies, making use of their support to meet the needs of learners.	• The SENCO, in consultation with subject and pastoral staff, will maintain a School Support Record. • Subject Departments and pastoral staff will notify the SENCO / Learning Support Team of students who are causing concern through completion of an SEND Record of Concern form. This will be recorded as a 'Short Note' on the student's file. A LS Department checklist will be completed. Reasonable adjustments will be made by subject and pastoral staff to help meet need. Recommendations for actions will be circulated to all relevant staff. • Provision for individual students will be outlined on the School Provision Map which will be made available on Its Learning for all staff. • All students will have individual targets set within subject areas following the principles of the Learning Cycles and Assessment Policy. Support Plans will be drawn up for students who receive additional support or provision and for those with Education Health and Care Plans. • Regular meetings will be held to plan provision for student needs and share information. • As part of the Support Plan process and the Education, Health and Care Plan review process, students will be consulted and their views and opinions recorded.	• Regularly reviewing the school Provision Map. • Record keeping and reporting at the end of each Learning Cycle. Analysis of data following each Learning Cycle. • On-going reviews of Support Plans

PHILOSOPHY 5		
<i>The school believes that:</i> Some students may require additional resourcing to meet their needs.		
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• Support Plans will be drawn up for students who receive additional support or provision and for those with Education Health and Care Plans. Where students require additional resourcing, objectives will be set as part of a their Support Plan. • Support will be provided according to students' needs, within the limits of available resources and on a time limited basis following the Graduated Approach in the Code of Practice (2015) • Finance and resource allocation will openly support inclusion. • Governors and members of the Leadership Team will be aware of the means of allocating resources.	• Support Plans will be developed by Directors of Key Stages, Learning Managers, the Pastoral Team, the SENCO, and the Learning Support Team together with relevant subject, support and pastoral staff and, wherever possible, the student. • The SENCO, in consultation with staff, will organise appropriate, time limited support for students with SEND. • When required, advice will be sought from outside agencies. • Where appropriate, the school will provide information required by the LA to make a statutory assessment of a student's special educational needs. • The school will provide: a qualified SENCo; a Learning Support Department with a team of teaching and support staff; staff with expertise and experience in working with vulnerable students who may have social, emotional, mental health needs (SEMH) including Inclusion and Referral Manager and School Nurse; a Family Liaison Officer.	• Analysis of data following each Learning Cycle. • Regular review of Support Plans • Consultation with parents and students • Student and Parent Voice • On-going discussions with school staff; agenda discussions at meetings of Leadership Team, Learning Support Department; subject departments and pastoral teams • Annual Reviews of Education Health and Care Plans • Records of Support Service involvement. • Reports written and received.

PHILOSOPHY 6		
<i>The school believes that:</i>	All teaching staff should be aware of the learning needs of the children they teach.	
	In this way, the needs and potential of all learners will be anticipated and provided for.	
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• Staff will have the opportunity to attend in-service courses. • Staff will be regularly updated on special educational needs and inclusion issues and developments. • Staff will be made aware of particular differences between learners, and professional development activities will be provided to prepare staff to respond to learner diversity.	• Staff development needs will be identified through Departmental Development Plans and Performance Management, and access to training/courses provided as appropriate through the school's training agenda. • Information will be disseminated to subject and pastoral staff. A Pastoral Bulletin will be issued each Learning Cycle. Members of the LS Team will attend Pastoral Meetings, Raising Achievement Team (RAT) Meetings and Cause for Concern meetings as required to discuss inclusion, SEND issues and student need. • All departments will have access to information on the INTRANET outlining SEN issues, types of special needs and intervention strategies. • All staff have access to the Provision Map and Support Plans on the INTRANET. • All teaching staff have access to an SEND I-book (also available on the INTRANET) • An SEND information file is available in each subject HUB, pastoral office, LS Department and Library. • The SENCO will maintain membership of the National Association for Special Educational Needs (NASEN). • The SENCO will maintain membership of Patoss (Professional Association of Teachers of students with specific learning difficulties.) • The SENCo will maintain membership of The Down Syndrome Association.	• Review of courses attended and initiatives undertaken. • Minutes of relevant meetings • Classroom observations and Learning Walks.

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PHILOSOPHY 7		
The school believes that: Parents should be involved as partners in the education of their children.		
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
- Parents' knowledge and views will be utilised as fully as possible in assessing and meeting the learning needs of their child. - There will be an ongoing process of consultation and involvement with parents. - Parents' input will be encouraged to support their child's learning and behaviour at home.	- The initial communication between parents and the school in relation to students with additional needs will be via the subject teacher and Form tutor in line with Code of Practice guidelines and via the Learning Manager and/or Pastoral Officer for the year group. - Initial communication between parents and the Learning Support Department will be through the Lead ATA for the year group. - The Learning Support Department will operate an 'open-door' policy to enable parents to consult with the Learning Support Team and the SENCO. - Parents will have access to a Local Authority SENDIASS Officer if required. - Parents will be encouraged to take an active role to support a student's learning at home. - Parents of students who have an Education, Health and Care Plan will be invited to attend the student's Annual Review. - Parents will be invited to attend Parent Consultation evenings at school. The SENCO, subject, pastoral and support staff will discuss student progress.	- Responding to parental concerns, through regular contacts. - Parental attendance at Annual Reviews and/or written contributions they make. - Attendance at Parent Consultation Evenings.

PHILOSOPHY 8		
<i>The school believes that:</i> Early and accurate identification of learner needs is essential.		
PRINCIPLES <i>The school intends that:</i>	PROCEDURES <i>The school will achieve this in the following ways:</i>	PERFORMANCE <i>The school will monitor:</i>
• The learning needs of students will be identified as early as possible and appropriate support provided. • Students will be actively involved in all lessons they are able to access and be well supported by all school processes.	• The Director of key Stage 3, Learning Manager for Year 7, Year 7 Pastoral Officer, the SENCO and members of the Learning Support Team will visit primary schools to meet transferring students and discuss student's needs with primary school staff. • Use will be made of assessment evidence and reports from primary/feeder schools. • Consultations will take place with members of external support services regarding students with an Education, Health and Care Plan. • Standardised tests will be administered prior to entry in Year 7 in reading and writing. • Subject staff will notify the SENCO of the identification of students causing concern. In English and Maths this will be via the Key Stage Co-ordinators. • A transitional programme will be offered to identified year 6 students with SEND during the summer term prior to their admission in September. Where appropriate, bespoke transition plans will be made for individual students. • A range of Standardised and non-Standardised assessments can be undertaken by members of the LS Team. Subject staff can facilitate this through completion of a Request for Assessment form.	• Visits to primary and other feeder schools. • Attendance at meetings and reviews. • Analysis of test results. • Analysis of the SEND School Support Record.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers standards
- Current teaching assistant standards
- School's Accessibility Plan